

## Franklin Elementary School Curriculum Prioritization and Mapping Kindergarten Reading

Timeline	Topic	Priority	Standard	Learning Targets
August/On-Going	Foundational Skills	E	F.K.1. Demonstrate understanding of the organization of 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. D. Recognize and name all upper- and lowercase letters of the alphabet.	I can hold a book correctly. I know to read left to right. I can turn pages from front to back. I recognize that words are made by putting letters together in a certain order. I recognize that words are separated by spaces.
		E	F.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
		I	F.K.2 B. Count, pronounce, blend, and segment syllables in spoken words.	I can break words into syllables by clapping, snapping, or counting.
		E	F.K.2 C. Blend and segment onsets and rimes of single-syllable spoken words.	I can blend syllables to say words.
		I	F.K.2 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/.) F.K.2 E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I can identify the beginning, middle, and end sound of words.
	Language	E	F.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. 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., the, of, to, you, she, my, is, are, do, does). D. Distinguish between similarly spelled words by identifying the sounds of letters that	I can say the most common sound for each consonant. I can say the long and short sound for each vowel. I can read common words without having to sound them out.
		E	L.K.1 A. Print many upper- and lowercase letters.	I can write uppercase and lowercase letters correctly.
		E	L.K.2. C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	I can write a letter or letters for consonant and vowel sounds.
	Informational skills	I	L.K.1. D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	I can ask and answer questions about a make believe story.
		C	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.	I can describe an author's job. I can describe an illustrator's job.
		C	RI.K.5 Identify the front cover, back, cover, and title page of a book.	I can identify the front cover, back cover, and title page of a book.

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	Speaking and Listening	C	K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	I can identify when I do not understand something.
<b>September</b>	<b>Continue Teaching all On-Going Standards.</b>			
	Foundational Skills	I	F.K.2 A. Recognize and produce rhyming words.	I can recognize that words with the same end sound rhyme.
	Literature	E	F.K.4 Read emergent-reader texts with purpose and understanding.	I can use pictures in a text to help me understand it. I can retell the story I read.
		E	RL.K.3 With prompting and support, identify <b>characters, settings,</b> and major <b>events</b> in a story.	I can identify the characters in a story.
	Speaking and Listening	I	SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	I can listen to others and share my own ideas.
	Writing	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.	I can tell a story about something that happened. I can create drawings to show what happened in my story.
Informational skills	E	K.RI.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).	I can identify the part of a story shown by the picture. I can look at pictures in a story and describe what I see.	
<b>October</b>	<b>Continue Teaching all On-Going Standards and reteach F.K.3A, RL.K.3, RF.K.2e, W.K.3</b>			
	Language	E	L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	I can discover new words and phrases through reading, listening, and talking to others.
		I	L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	I can sort common objects into categories.
		I	L.K.1b Use frequently occurring nouns and verbs.	I can use common nouns when writing and speaking.
		I	L.K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	I can make nouns mean more than one when writing or speaking by adding s or es.
		C	L.K.4b 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.	I can identify the prefix and suffix of unknown words.
		I	L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.	I can identify the opposite of a word.

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	Literature	E	RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	I can tell how the characters in different stories are alike and how they are different.
<b>November</b>	Literature		<b>Continue teaching all ongoing standards and reteach L.K.5b</b>	
		E	RL.K.1 With prompting and support, ask and answer questions about key details in a text.	I can ask and answer questions before, during, and after reading a story.
		E	RL.K.2 With prompting and support, retell familiar stories, including key details.	I can retell a story in my own words.
		C	RL.K.5 Recognize common types of texts (e.g., storybooks, poems)	I can tell when a text is a story, poem, or play.
<b>December</b>	Language		<b>Continue teaching all ongoing standards and reteach L.K.5b, RL.K.9, W.K.3</b>	
		C	L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	I can recognize verbs that have similar meanings and act out the meanings to show their differences.
		I	RI.K.8 . With prompting and support, identify the reasons an author gives to support points in a text.	I can identify the author's reasons to support main points.
	Informational Text	C	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	I can tell how two texts on the same topic are alike and different.
<b>January</b>	Language		<b>Continue teaching all ongoing standards and reteach RL.K.3, L.K.1b, L.K.1c</b>	
		C	L.K.1f Produce and expand complete sentences in shared language activities	I can share my ideas and respond to questions using complete sentences.
		I	L.K.2a Capitalize the first word in a sentence and the pronoun I.	I can capitalize the first word in a sentence. I can capitalize the word I.
		I	L.K.2b Recognize and name end punctuation.	I can recognize and name end punctuation such as a period, question mark, exclamation point.
		E	L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	I can write the letter or letters for consonant and vowel sounds. I can spell words by matching sounds to letters.
		C	L.K.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	I can use words like to, from, in, out, on, off, etc. when writing or speaking.

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	Informational Text	E	RI.K.1 With prompting and support, ask and answer questions about key details in a text.	I can ask and answer who, what, when, where, why, and how questions about a story.
		I	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	I can tell what the story is mainly about.
<b>February</b>	Informational Text		<b>Reteach L.K.5b, L.K.5d, L.K.1f, RL.K.3, new ongoing: L.K.2a-2d</b>	
		I	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information.	I can describe a connection between two people, ideas, events in a story.
<b>March</b>		C	SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	I can create drawings or add visual displays to add detail to my work. I can identify places in my work where I want to add more detail.
		I	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., My favorite book is...).	I can use drawings and words to share my opinion about a topic or book.
		C	SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	I can identify familiar people, places, things, and events.
		I	W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	I can answer questions about my writing. I can listen to ideas my teacher and peers have about my writing.
		C	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).	I can look at the illustrations in a text and describe what I see. I can identify the part of a text shown by the illustration.

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<b>April</b>	C	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.	I can work with my teacher to learn about digital tools to publish writing.
	E	L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.	I can connect words I hear and read to the real world.
	I	L.K.5c Identify real-life connections between words and their use	I can connect words I hear and read to the real world.
<b>May</b>	C	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).	I can research a topic with others. I can work with others to write about a researched topic.
	I	L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	I can use a word that has more than one meaning accurately.
	I	W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	I can answer questions using information recalled or gathered.