

Kindergarten Prioritized Standards

Content Area	ELA	
Grade/Course	K	
Unit of Study	Reading Literary	
Duration of Unit	Year long	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELAGSEKRL1 With prompting and support, ask and answer questions about <u>key details in a text.</u>		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Ask Answer	<u>key details in a text.</u>	3
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Students will be able to ask and answer questions about details in a text.		Who are the main characters in the text? How did the characters solve their problem in the text?
Essential Unit Vocabulary		
details		
Next step, create assessments and engaging learning experiences		

Kindergarten Prioritized Standards

Content Area	ELA		
Grade/Course	K		
Unit of Study	Reading Literary		
Duration of Unit	Year long		
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)			
ELAGSEKRL2 With prompting and support, retell <u>familiar stories, including key details.</u>			
Skills (what must be able to do)		Concepts (what students need to know)	
retell		familiar stories, including key details	
		1	
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
Students will be able to retell familiar stories, including key details with support and prompting.		Where did the story take place?	
Essential Unit Vocabulary			
retell details			
Next step, create assessments and engaging learning experiences			

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Duration of Unit	Year long	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELAGSEKRL9 With prompting and support, compare and contrast the <u>adventures and experiences of characters in familiar stories.</u>		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Compare Contrast	adventures and experiences of characters in familiar stories	3
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Students will be able consider the adventures and experiences of characters in familiar stories and compare and contrast those experiences with prompting and support.		Compare and contrast the adventures of _____ and _____.
Essential Unit Vocabulary		
similar different alike		
Next step, create assessments and engaging learning experiences		

Kindergarten Prioritized Standards

Content Area	ELA	
Grade/Course	K	
Unit of Study	Reading Informational	
Duration of Unit	Year long	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELAGSEKRI5 Identify the front cover, back cover, and title page of a book.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Identify	front cover, back cover, and title page	1
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
The students will be able to identify the front cover, back cover, and the title page of a book.		Where is the front cover of a book? Where is the back cover of a book? Where is the title page of a book?
Essential Unit Vocabulary		
book cover front back title page		
Next step, create assessments and engaging learning experiences		

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Content Area	ELA	
Grade/Course	K	
Unit of Study	Reading Informational	
Duration of Unit	Year long	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELAGSEKRI1 With prompting and support, ask and answer questions about key details in the text.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Ask Answer	key details in informational text	3
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Students will be able to ask and answer questions about details in an informational text. Students will be able to answer who, what, when, where or why questions about a text.		How does asking/answering questions help me understand what I read?
Essential Unit Vocabulary		
text key details question understand answer Who? What? When? Where? Why? How?		
Next step, create assessments and engaging learning experiences		

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Content Area	ELA	
Grade/Course	K	
Unit of Study	Reading Informational	
Duration of Unit	Year long	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELAGSEKRI2 With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Identify Retell	main topic (main idea) of informational text key details of an informational text (supporting details)	3
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Students will be able to identify the main topic of a text. Students will be able to retell key details in text.		What was the main idea? What did you learn from this text? What else would you like to know about this topic?
Essential Unit Vocabulary		
main topic key details identify retell/ summarize Who? What? When? Where? Why? How?		
Next step, create assessments and engaging learning experiences		

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Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. **(address “supporting” standards in daily lesson plans)**

ELAGSEKRI8 With prompting and support, **identify** the reasons an author gives to support points in a text.

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Identify	reasons an author gives to support points in a text	3

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)

Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

Students will identify the reasons an author gives to support points in a text.

What evidence does the author give that supports his/her point of view?
What points do you agree/disagree with?

Essential Unit Vocabulary

point of view
author
reasons

Next step, create assessments and engaging learning experiences

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Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)			
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).			
Skills (what must be able to do)		Concepts (what students need to know)	DOK Level / Bloom’s
Identify		basic similarities in and differences between two texts on the same topic	3
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
With prompting and support, Student will identify basic similarities between two texts on the same topic. With prompting and support, Student will identify basic differences between two texts on the same topic.		How is ____ similar/different to ____?	
Essential Unit Vocabulary			
compare/ contrast same/different cause/effect identify			
Next step, create assessments and engaging learning experiences			

Kindergarten Prioritized Standards

Content Area	ELA
Grade/Course	K
Unit of Study	Reading Foundational
Duration of Unit	Year long

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. **(address “supporting” standards in daily lesson plans)**

ELAGSEKRF1 **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 sequence of letters.
- c. **Understand** that words are separated by spaces in print.
- d. **Recognize** and **name** all upper- and lowercase letters of the alphabet.

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Demonstrate Follow Recognize Understand Name	organization and basic features of print <ul style="list-style-type: none"> words on page go from left to right, top to bottom, page by page words are represented by specific sequence of letters' words are separated by spaces in print name all upper- and lowercase letters of alphabet 	1

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)

Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

- Students will be able to
- follow words left to right , top to bottom, and page to page
 - recognize spoken words are represented by specific sequence of letters
 - understand that words are separated by spaces
 - recognize and name all upper- and lowercase letters

- Where do you start reading this page?
- Can you frame a word with your fingers?
- What are the names of each letter and what sound do they make?

Essential Unit Vocabulary
word space letters sounds uppercase lowercase
Next step, create assessments and engaging learning experiences

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Unit of Study	Reading Foundational	
Duration of Unit	Year long	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELAGSEKRF2 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. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Demonstrate Recognize Produce Count Pronounce Blend Segment Isolate Add Substitute Make	<ul style="list-style-type: none">recognize and produce rhyming wordscount, pronounce, blend, segment syllables into spoken wordsblend, segment onsets and rimes of single-syllable spoken wordsIsolate and pronounce initial, medial vowel, and final sounds in CVC wordsadd or substitute individual sounds to make new, one-syllable words	2
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<ul style="list-style-type: none">Recognize and produce rhyming words.Count and segment syllables in spoken words.Pronounce and blend syllables in spoken words.Blend and segment onsets and rimes of single-syllable spoken words.Isolate and pronounce initial vowel sounds in CVC words.Isolate and pronounce medial vowel sounds in CVC words.Isolate and pronounce final sounds in CVC words.		How many sounds do you hear in the word? How many syllables are in this word? What sound does it start with? What is the middle sound? What is the words’ ending sound?

- Add or substitute individual sounds to make new words.

Essential Unit Vocabulary

syllables
beginning sound
ending sound
consonant
vowel
blend
rhyming words
word families

Next step, create assessments and engaging learning experiences

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Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
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 for each consonant. b. Demonstrate basic knowledge of long and short sounds for the given major vowels. d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Know Apply Demonstrate Distinguish	<ul style="list-style-type: none">• phonics and word analysis skills to decode words• one to one letter-sound correspondences for consonants• long and short vowel sounds• identify sounds of letters that differ in similarly spelled words	2
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Students will be able to produce sounds for consonants and vowels (long and short) to decode words and identify letters that differ in similarly spelled words.		What sound does the (consonant/vowel) letter ____ make? Can you tell me the long/short sound of ____? Can you change one letter in the word to make a new word?
Essential Unit Vocabulary		
consonant vowels long vowel short vowel similar different		
Next step, create assessments and engaging learning experiences		

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Unit of Study	Reading Foundational	
Duration of Unit	Year long	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELAGSEKRF4 Read common high-frequency words by sight; read emergent-reader texts with purpose and understanding.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Read	<ul style="list-style-type: none">read high frequency words by sightread texts with purpose and understanding	2
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Students will <ul style="list-style-type: none">read common high frequency words by sightread emergent-reader texts with purposeread emergent-reader texts with understanding		What does this make you think of? Can you retell this story?
Essential Unit Vocabulary		
sight words text retell		
Next step, create assessments and engaging learning experiences		

Kindergarten Prioritized Standards

Content Area	ELA	
Grade/Course	K	
Unit of Study	Speaking and Listening	
Duration of Unit	Year long	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Confirm Ask(ing) Answer(ing) Request(ing)	Understand information read aloud or presented orally and be able to seek clarification when something is not understood.	1
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Student will <ul style="list-style-type: none">confirm understanding of a text.ask and answer questions about key detailsrequest clarification if something is not understood		Who was the main character? What was the problem? How did they solve it? (State answers in complete sentences)
Essential Unit Vocabulary		
main idea details/key details character problem solution clarify		
Next step, create assessments and engaging learning experiences		

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Content Area	ELA	
Grade/Course	K	
Unit of Study	Speaking and Listening	
Duration of Unit	Year long	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELAGSEKSL3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Ask Answer	Seek help and information to understand better or clarify something that is not understood.	1
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Students will <ul style="list-style-type: none"> ask questions in order to gain deeper understanding answer questions 		What do you already know? What resources are available to answer your questions?
Essential Unit Vocabulary		
comprehension clarify		
Next step, create assessments and engaging learning experiences		

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Grade/Course	K	
Unit of Study	Speaking and Listening	
Duration of Unit	Year long	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELAGSEKSL4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Describe Provide	<u>people, places, things, and events</u> <u>additional detail</u>	1
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
The student will be able to describe familiar people, places, things, and events.		Can you tell me about the man in this picture? What does he look like? Where do you think he is? What is he doing?
Essential Unit Vocabulary		
People Person Place Thing Event		
Next step, create assessments and engaging learning experiences		

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Grade/Course	K	
Unit of Study	Speaking and Listening	
Duration of Unit	Year long	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELAGSEKSL5 Add drawings or other visual displays to <u>descriptions</u> as desired to provide additional detail.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
drawings visual displays	<u>descriptions</u>	1
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Students will be able to add drawings and visual displays as descriptions of ideas.		What can I draw to show _____? What can I draw that will go along with my writing?
Essential Unit Vocabulary		
description		
Next step, create assessments and engaging learning experiences		

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Content Area	ELA	
Grade/Course	K	
Unit of Study	Speaking and Listening	
Duration of Unit	Year long	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELAGSEKSL6 Speak audibly and express thoughts, feelings, and ideas clearly.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Speak Express	Speak to clearly express thoughts, feelings, and ideas.	1
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Students will be able to share their thoughts, feelings, and ideas.		How do you feel about _____? What do you think about _____?
Essential Unit Vocabulary		
thoughts feelings ideas		
Next step, create assessments and engaging learning experiences		

Kindergarten Prioritized Standards

Content Area	ELA	
Grade/Course	K	
Unit of Study	Writing	
Duration of Unit	Year long	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
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.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Use Compose Tell State	Use a combination of drawing, dictating, and writing to compose opinion pieces.	3
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Students will <ul style="list-style-type: none">● use a combination of drawing, dictating, and writing to compose opinion pieces● tell a reader the topic or name of the book writing about● state an opinion or preference about the topic● state an opinion or preference about a book		What is your opinion? Why is that your opinion? What is your topic? Why did you choose that topic?
Essential Unit Vocabulary		
opinion topic		
Next step, create assessments and engaging learning experiences		

Kindergarten Prioritized Standards

Content Area	ELA	
Grade/Course	K	
Unit of Study	Writing	
Duration of Unit	Year long	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
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.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Use Compose Name Supply	Use a combination of drawing, dictating, and writing as they compose informative/explanatory texts.	3
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Students will <ul style="list-style-type: none">• use a combination of drawing, dictating, and writing to compose an informative/explanatory text• name what they are writing about and supply information about the topic		What do you know about your topic? What does your picture tell about your topic?
Essential Unit Vocabulary		
informative explanatory information		
Next step, create assessments and engaging learning experiences		

Kindergarten Prioritized Standards

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Grade/Course	K	
Unit of Study	Writing	
Duration of Unit	Year long	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELAGSEKW3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about events in the order in which they occurred and provide a reaction to what happened.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Use Narrate Tell Provide	Use a combination of drawing, dictating, and writing to create a narrative piece of writing.	3
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Students will consistently <ul style="list-style-type: none">• use drawing, dictating, and writing to narrate a single event, or loosely linked events• tell about the events in the order they occurred• provide a reaction to what happened in the story		What is sequence? <ul style="list-style-type: none">• What happens first in your story?• What events take place in the middle of your story?• How does your story end? Why is the order of your story important? How did your story make you feel? What is a narrative? What is a character?
Essential Unit Vocabulary		
sequence beginning middle end response narrative character		
Next step, create assessments and engaging learning experiences		

Kindergarten Prioritized Standards

Content Area	ELA	
Grade/Course	K	
Unit of Study	Language	
Duration of Unit	Year long	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELAGSEKL1: 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/ when speaking.		
d. Understand and use question words.		
e. Use the most frequently occurring prepositions.		
f. Produce and expand complete sentences in shared language activities.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Print	Upper- and lowercase letters	2
Use	Nouns and verbs	
Form	Plural nouns	
Understand	Question words	
Produce	Prepositions	
expand	Complete sentences	
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Students will <ul style="list-style-type: none">print upper and lowercase lettersuse frequently occurring nouns and verbs in writing and speakingform regular/plural nouns orally by adding /s/, /es/understand and use question words (e.g. who, what, when, where, why, and how)use frequently occurring prepositions (e.g. from, in, out, ...)produce and expand complete sentences in shared language activities		Where do you start to form the letter correctly? Give examples of a noun Give examples of a verb

Essential Unit Vocabulary
noun (plural forms) verb capitalization uppercase letter lowercase letter prepositions/positional words
Next step, create assessments and engaging learning experiences

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ELAGSEKL2: 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”.		
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.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Demonstrate Capitalize Recognize Write Spell	First words of sentences and pronoun “I” are capitalized Punctuation marks used at end of sentences Letter or letters representing most consonant and short-vowel sounds Phonetically spell simple words	2
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Students will <ul style="list-style-type: none">capitalize the first word in a sentence and the pronoun “I”recognize and name end punctuationwrite letter or letters for the most consonant and short-vowel sounds (phonemes)spell simple words phonetically, drawing on knowledge or sound-letter relationships		Does your sentence have a capital letter, finger spaces, and an ending mark? What sounds do you hear in the word?
Essential Unit Vocabulary		
question mark period exclamation point punctuation capitalization		
Next step, create assessments and engaging learning experiences		

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Duration of Unit	Year long	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELAGSEKL5: With guidance and support from adults, explore word relationships and nuances in word meanings.		
a. Sort common objects into categories to gain a sense of the concepts the categories represent.		
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.		
c. Identify real-life connections between words and their use.		
d. Begin to distinguish shades of meaning among verbs describing the same general action by acting out the meanings.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Sort Demonstrate Identify Distinguish Describe	Sort common objects into categories Demonstrate understanding of frequently occurring verbs and adjectives Identify connections between words and their use Distinguish meaning among verbs Describe action by acting out meanings	2
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Sorting objects into categories Understand verbs and adjectives Make connections between words and their use Distinguish verb meanings Act out meanings of action words		How can you sort these objects? What is a verb? What is an adjective? What does this verb mean? How can you show me what this verb means?
Essential Unit Vocabulary		
categories objects sort verb adjective		
Next step, create assessments and engaging learning experiences		