

**DCSD Kindergarten ELA Curriculum Guide**

College and Career Readiness (CCR) Anchor Standard	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary		Resources
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Language

L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.K.1a Print many upper- and lowercase letters.	We will print the letters of the alphabet, capital and lowercase.		<ul style="list-style-type: none"> <li>• Capital letters</li> <li>• Lowercase letters</li> </ul>		
L. CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .	We will ask questions about words we don't know.		<ul style="list-style-type: none"> <li>• Capital letters</li> <li>• Lowercase letters</li> </ul>		

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<p>L. CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.K.4a 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>).</p>	<p>We will be able to tell the meaning of a word, through speaking and/or drawing or writing.</p>		<ul style="list-style-type: none"> <li>• Capital letters</li> <li>• Lowercase letters</li> </ul>		
<p>L.CC.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.K.5 <i>With guidance and support from adults,</i> explore word relationships and nuances in word meanings.</p>			<ul style="list-style-type: none"> <li>•</li> </ul>		

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L.CC.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	We will sort _____, and label the categories through speaking and/or drawing or writing.		<ul style="list-style-type: none"> <li>sort</li> </ul>		
L.CC.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	We will be able to tell the opposite of a verb or adjective, through speaking and/or drawing or writing.		<ul style="list-style-type: none"> <li>opposite</li> </ul>		
L.CC.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.K.5c Identify real-life connections between words and their use (e.g. note places at school that are <i>colorful</i> ).	We will make real-life connection between words and their use.		<ul style="list-style-type: none"> <li>opposite</li> </ul>		

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	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.	We will act out the meaning(s) of action verbs.				

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<p>L.CC.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>L.K.6 Use words and phrases acquired through conversation, reading and being read to, and responding to texts.</p>	<p>We will respond to texts we have listened to or read, using words from the text.</p>				

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### Reading Foundational Skills

	RF.K.1a Follow words from left to right, top to bottom, and page by page.	We will track words left to right, top to bottom.  We will track page by page.		<ul style="list-style-type: none"> <li>• Bottom</li> <li>• Identify</li> <li>• Left</li> <li>• Page</li> <li>• Print (text)</li> <li>• Right</li> <li>• Top</li> <li>• Track</li> </ul>		<a href="#">Shared Reading Lesson Plan</a>
	RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters	We will recognize that letters make words.		<ul style="list-style-type: none"> <li>• letter(s)</li> <li>• order</li> <li>• sound(s)</li> <li>• words(s)</li> <li>•</li> </ul>		
	RF.K.1c Understand that words are separated by spaces in print	We will understand that spaces separate words.		<ul style="list-style-type: none"> <li>• between</li> <li>• space</li> <li>• word</li> </ul>		<a href="#">Print Concepts through Shared Poetry Reading</a>
	RF.K.1d Recognize and name all upper -and lowercase letters of the alphabet.	We will recognize and name all upper -and lowercase letters of the alphabet.		<ul style="list-style-type: none"> <li>• alphabet</li> <li>• lowercase letter(s)</li> <li>• recognize</li> <li>• uppercase letters(s)</li> </ul>		<a href="#">ABC Recognition</a>  <a href="#">Alphabet Activities</a>  <a href="#">Alphabet Borders Activity</a>  <a href="#">Alphabet Memory Game</a>

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	RF.K.2a Recognize and produce rhyming words.	We will identify rhyming words.  We will produce/generate rhyming words.		<ul style="list-style-type: none"> <li>• different</li> <li>• end</li> <li>• rhyme</li> <li>• same</li> <li>• sound(s)</li> </ul>		<a href="#">Rhyme Time</a>  <a href="#">Rhyming Words through Poetry</a>
	RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.	We will count syllables in words.  We will blend syllables in words.  We will segment words into syllables.		<ul style="list-style-type: none"> <li>• blend</li> <li>• segment</li> <li>• syllable(s)</li> <li>• vowel(s)</li> </ul>		<a href="#">Animal Syllable Sort</a>  <a href="#">Counting Syllables Recording Sheet</a>  <a href="#">Syllable Hopscotch</a>
	RF.K.2c Blend and segment onsets and rimes of single-syllable words.	We will blend onsets and rimes of single-syllable words.  We will segment onsets and rimes of single-syllable words.		<ul style="list-style-type: none"> <li>• blend</li> <li>• onset</li> <li>• rime</li> <li>• segment</li> <li>• syllable(s)</li> <li>• vowel</li> </ul>		<a href="#">Guessing Game</a>  <a href="#">Quick Pick</a>  <a href="#">Rime House Game</a>
	RF.K.2d 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/.	We will say the beginning sound in c-v-c words.  We will say the middle vowel sound in c-v-c words.  We will say the ending sound in c-v-c words.		<ul style="list-style-type: none"> <li>• initial</li> <li>• final</li> <li>• ending</li> <li>• beginning</li> <li>• identify</li> <li>• last</li> <li>• middle</li> <li>• sound</li> <li>• vowel</li> <li>• first</li> <li>•</li> </ul>		<a href="#">Elkonian Boxes</a>  <a href="#">Letter-Sound Correspondence</a>  <a href="#">Medial Vowel Train</a>  <a href="#">Sounding Out C-V-C Words</a>  <a href="#">Teaching Short-Vowel Discrimination Using Dr. Seuss Rhymes</a>  <a href="#">Word Roll-A-Rama</a>

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	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	We will substitute beginning, middle or ending sounds to make new words.		<ul style="list-style-type: none"> <li>• Add</li> <li>• Change</li> <li>• Individual</li> <li>• Sound(s) substitute</li> </ul>		
	RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sounds for each consonant.	We will know and say the most common sounds for each consonant.		<ul style="list-style-type: none"> <li>• Alphabet</li> <li>• Consonant</li> <li>• Letter(s)</li> <li>• Sound(s)</li> </ul>		<a href="#">Picture Match</a>  <a href="#">Elementary Shared Drive: Long and Short Vowel Sounds Flip Chart</a>
	RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	We will read and say the long and short sounds for each vowel.		<ul style="list-style-type: none"> <li>• Different</li> <li>• Long vowel</li> <li>• Short vowel</li> <li>• Sounds</li> </ul>		<a href="#">Dolch High Frequency Kindergarten Word List and Activities</a>  <a href="#">"I Have...Who Has?" High-Frequency Word Game</a>  <a href="#">Sight Word "Hunt" - Recording sheet</a>  <a href="#">Word Walls in Kindergarten</a>



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	RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do does).	We will fluently read our Sight Words.		<ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Fluency</li> </ul>		<a href="#">Dolch High Frequency Kindergarten Word List and Activities</a>  <a href="#">"I Have...Who Has?" High-Frequency Word Game</a>  <a href="#">Sight Word "Hunt" - Recording sheet]</a>
	RF.K.3d Distinguish between similarly spelled words by identifying the sound of the letters that differ.	We will identify the sounds that are different in words.		<ul style="list-style-type: none"> <li>• Blend</li> <li>• Consonant</li> <li>• Letter(s)</li> <li>• Sound(s)</li> <li>• Vowel(s)</li> </ul>		<a href="#">Teaching Short Vowel Discrimination Using Dr. Seuss Rhymes</a>  <a href="#">Word Families</a>
	RF.K.4 Read emergent-reader texts with purpose and understanding.	We will use our reading strategies to read and understand text.		<ul style="list-style-type: none"> <li>• Different</li> <li>• Message</li> <li>• Print</li> <li>• Purpose/reason</li> </ul>		

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**Reading Informational Text**

R. CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	RI.K.1 <i>With prompting and support.</i> Ask and answer questions about key details in a text.	We will ask and answer questions about key details in a text.		<ul style="list-style-type: none"> <li>• Answer</li> <li>• Details</li> <li>• Informational text</li> <li>• Question</li> <li>• text</li> </ul>		Response to Literature
R. CCR.2 Determine central idea or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.K.2 <i>With prompting and support,</i> identify the main topic and retell key details of a text.	We will identify the main idea and retell key details when listening to and/or reading an informational text.		<ul style="list-style-type: none"> <li>• key details</li> <li>• main topic</li> <li>• retell</li> <li>• text</li> </ul>		<a href="#">Classifying Information</a>  <a href="#">Retell Hand</a>  Response to Literature

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R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text	RI.K.3 <i>With prompting and support,</i> describe the connection between two individuals, events, ideas, or pieces of information in a text.	<p>We will describe the connection between two individuals in a piece of text.</p> <p>We will describe the connection between two events in a piece of text.</p> <p>We will describe the connection between two ideas in a piece of text.</p> <p>We will describe the connection between two pieces of information in a text.</p>	Bridge map	<ul style="list-style-type: none"> <li>• Connection</li> <li>-Text-to-Self</li> <li>-Text-to Text</li> <li>-Text-to World</li> <li>• Events</li> <li>• Ideas</li> <li>• Individual</li> <li>• Information</li> <li>• text</li> </ul>		<a href="#">Information Books in Early Childhood</a>  Response to Literature
R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choice shape meaning or tone.	RI.K.4 <i>With prompting and support,</i> ask and answer questions about unknown words in a text.	We will ask and answer questions about words we don't know or understand in the text.		<ul style="list-style-type: none"> <li>• Answer</li> <li>• Question/Ask</li> <li>• Statement/Tell</li> <li>• Text</li> <li>• Context Clues</li> </ul>		Response to Literature

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<p>R.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p>	<p>We will identify the front cover, back cover, and title page of a book.</p>		<ul style="list-style-type: none"> <li>• Author</li> <li>• Back cover</li> <li>• Book</li> <li>• Front cover</li> <li>• Title</li> <li>• Title page</li> </ul>		<p>Response to Literature</p>
<p>R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.</p>	<p>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.</p>	<p>We will identify the author and author's purpose.  We will identify the illustrator and how the illustrations/graphics support the text.</p>		<ul style="list-style-type: none"> <li>• Author</li> <li>• Illustrator</li> <li>• Illustrations</li> <li>• Graphics</li> <li>• Text</li> <li>• Purpose</li> </ul>		<p>Response to Literature</p>

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<p>R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>RI. K. 7 <i>With prompting and support</i>, 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).</p>	<p>We will identify the illustrator and how the illustrations/graphics support the text.</p>		<ul style="list-style-type: none"> <li>• Drawings</li> <li>• Idea</li> <li>• Illustrations</li> <li>• Informational text</li> <li>• Person/people</li> <li>• Photographs</li> <li>• Places</li> <li>• Text</li> <li>• things</li> </ul>		<p>Response to Literature</p>
<p>R.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>RI.K.8 <i>With prompting and support</i>, identify the reasons an author gives to support points in a text.</p>	<p>We will identify the reasons the author gives to support ideas in the text.</p>		<ul style="list-style-type: none"> <li>• Ideas/points</li> <li>• Reasons</li> <li>• Support</li> <li>• Text</li> </ul>		<p>Response to Literature</p>

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R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RI.K.9 <i>With prompting and support</i> , identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).	We will identify similarities and differences between two texts on the same topic, using examples from the text.		<ul style="list-style-type: none"> <li>• Descriptions</li> <li>• Differences</li> <li>• Illustrations</li> <li>• Informational text</li> <li>• Procedures</li> <li>• Similarities</li> <li>• Text</li> <li>• Topic</li> </ul>		Response to Literature  Write From the Beginning: Compare and Contrast
R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RL.K.10 Actively engage in group reading activities with purpose and understanding.	We will use our reading strategies during read-alouds, shared reading, and guided reading to help us understand the text.		<ul style="list-style-type: none"> <li>• Read-aloud</li> <li>• Shared reading</li> <li>• Guided Reading</li> <li>• Strategies</li> </ul>		Response to Literature

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**Reading Literature**

<p>R. CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p>	<p>RL.K.1 <i>With prompting and support,</i> ask and answer questions about key details in a text.</p>	<p>We will ask and answer questions about key details in a text, through speaking and/or drawing and writing.</p>		<ul style="list-style-type: none"> <li>• answer</li> <li>• detail</li> <li>• literary text</li> <li>• question</li> <li>• story</li> <li>• text</li> </ul>		<p><a href="#">Answering Higher Level Questions</a></p> <p><a href="#">Questioning Guide</a></p> <p>Response to Literature</p>
<p>R. CCR.2 Determine central idea or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RL.K.2 <i>With prompting and support,</i> retell familiar stories, including key details.</p>	<p>We will retell the beginning, middle, and end of a story using key details, through speaking and/or drawing and writing.</p>		<ul style="list-style-type: none"> <li>• beginning</li> <li>• detail</li> <li>• ending</li> <li>• middle</li> <li>• retell</li> </ul>		<p><a href="#">Beginning, Middle, End Listening Center Recording Sheet</a></p> <p><a href="#">Retell Ring</a></p> <p><a href="#">Story Retelling Props</a></p> <p><a href="#">Retelling a Folktale: Example Lesson Abiyoyo</a></p> <p>Response to Literature</p>

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R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text	RL.K.3 <i>With prompting and support,</i> identify characters, settings, and major events in a story.	<p>We will identify characters in a story, through speaking and/or drawing and writing.</p> <p>We will identify the setting in a story, through speaking and/or drawing and writing.</p> <p>We will identify major events in a story, through speaking and/or drawing and writing.</p>		<ul style="list-style-type: none"> <li>• character</li> <li>• details</li> <li>• identify</li> <li>• major events</li> <li>• setting</li> </ul>		<p><a href="#">Character Lessons</a></p> <p><a href="#">Teaching the Setting of a Story</a></p> <p><a href="#">Retell Hand</a></p> <p>Response to Literature</p>
R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choice shape meaning or tone.	RL.K.4 Ask and answer questions about unknown words in a text.	We will ask and answer questions about words we don't know or understand in the text.		<ul style="list-style-type: none"> <li>• answer</li> <li>• question/ask</li> <li>• statement/tell</li> <li>• text</li> <li>• context clues</li> </ul>		<p><a href="#">Vocabulary in Context Kindergarten Unit</a></p> <p><a href="#">Vocabulary Instruction Routine</a></p>



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<p>R.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>RL.K.5 Recognize common types of texts (e.g. storybooks, poems).</p>	<p>We will listen to and read stories and recognize that they can be imaginary or realistic.</p> <p>We will listen to and read poems and songs and know that they often have rhythm and rhyme.</p>		<ul style="list-style-type: none"> <li>• fiction</li> <li>• imaginary</li> <li>• poem</li> <li>• poetry</li> <li>• rhyme</li> <li>• rhythm</li> <li>• song</li> <li>• story</li> <li>• text</li> </ul>		<p><a href="#">Sorting Books by Fiction and Nonfiction</a></p>
<p>R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.</p>	<p>RL. K.6 <i>With prompting and support,</i> name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>We will identify the author and illustrator of a story and tell what they do.</p>		<ul style="list-style-type: none"> <li>• author/writer</li> <li>• illustrator</li> <li>• illustrations</li> <li>• story</li> <li>• text</li> </ul>		<p>Response to Literature</p>

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R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL. K. 7 <i>With prompting and support,</i> describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts).	We will make connections between illustrations and events in the text.		<ul style="list-style-type: none"> <li>• events</li> <li>• illustration</li> </ul>		<a href="#">Illustrations and Text Relationships</a>  <a href="#">Map It Out</a>  <a href="#">Wordless Picture Books</a>  Response to Literature
R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.K.9 <i>With prompting and support,</i> compare and contrast the adventures and experiences of characters in familiar stories.	We will compare and contrast the adventures and experiences of characters in familiar stories through speaking and/or drawing and writing.		<ul style="list-style-type: none"> <li>• adventures</li> <li>• characters</li> <li>• compare/contrast</li> <li>• events</li> <li>• experiences</li> </ul>		<a href="#">Comparing and Contrasting Lesson</a>  Response to Literature

**DCSD Kindergarten ELA Curriculum Guide**

College and Career Readiness (CCR) Anchor Standard	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	Projects/Activities to support Differentiation and Student Engagement	Resources
R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RL.K.10 Actively engage in group reading activities with purpose and understanding.	<p>We will use our reading strategies during Read-Alouds to help us understand the text.</p> <p>We will use our reading strategies during Shared reading to help us understand the text.</p> <p>We will use our reading strategies during Guided reading to help us understand the text.</p>		<ul style="list-style-type: none"> <li>• Read-aloud</li> <li>• Shared reading</li> <li>• Guided reading strategies</li> </ul>		<p><a href="#">Comparing and Contrasting Lesson</a></p> <p>Response to Literature</p>

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**Writing**

<p>W. CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>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 (My favorite book is...because...).</p>	<p>We will write and illustrate an opinion sentence about a book we have listened to or read.</p> <p>We will write and illustrate an opinion sentence about a topic.</p>	<p><u>Trimester One:</u> Students learn to state and justify opinions, <b>ORALLY</b>, using the word "because".</p> <p><u>Trimester Two:</u> Students will begin to <b>WRITE</b> their opinions using the word "because".</p> <p><u>Trimester Three:</u> Opinion piece assessed.</p> <p>(Formative assessment is on-going.)</p>	<ul style="list-style-type: none"> <li>• Opinion</li> <li>• Topic</li> <li>• because</li> </ul>	<p><i>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <p>L.K.1b Use frequently occurring nouns and verbs.</p> <p><i>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <p>L.K.2a Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>L.K.2b Recognize and name end punctuation.</p> <p>L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p><i>Write From the Beginning- 'Tell Why' writing</i></p> <p><i>Response to Literature</i></p>
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<p>W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content</p>	<p>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.</p>	<p>We will write and illustrate a fact about a topic.</p>	<p><u>Trimester One:</u> Students state a fact orally based on information learned through text and/or experience.</p> <p><u>Trimester Two:</u> Students will begin to write a factual statement based on information learned and/or experience.</p> <p><u>Trimester Three:</u> Informative piece assessed.</p> <p>(Formative assessment is on-going.)</p>	<ul style="list-style-type: none"> <li>• Explanatory text</li> <li>• Informative text</li> <li>• topic</li> </ul>	<p><i>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <p>L.K.1b Use frequently occurring nouns and verbs.</p> <p>L.K.1d Understand and use question words (interrogatives) (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p><i>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <p>L.K.2a Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>L.K.2b Recognize and name end punctuation.</p> <p>L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p><i>Write From the Beginning – Expository/Informative</i></p>

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<p>W.CC.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>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.</p>	<p>We will write and illustrate a personal narrative.</p>	<p><u>Trimester One:</u> Students retell an event orally based on personal experience.</p> <p><u>Trimester Two:</u> Students will begin to write a personal narrative sentence about a personal experience.</p> <p><u>Trimester Three:</u> Personal narrative sentence is assessed.</p> <p>(Formative assessment is on-going.)</p>	<ul style="list-style-type: none"> <li>• Event</li> <li>• Feelings/emotions</li> <li>• Personal Narrative</li> <li>• Order/Sequence</li> <li>• Sequence</li> </ul>	<p><i>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <p>L.K.1b Use frequently occurring nouns and verbs.</p> <p><i>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <p>L.K.2a Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>L.K.2b Recognize and name end punctuation.</p> <p>L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p><i>Write From the Beginning</i></p>

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<p>W.CCR.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>We will listen to ideas from our friends to edit our work and improve our writing.</p>		<ul style="list-style-type: none"> <li>• Details</li> <li>• Topic</li> <li>• Edit</li> </ul>	<p><i>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <p>L.K.1d Understand and use question words (interrogatives) (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p><i>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <p>L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>Write From the Beginning -oral rehearsal</p>

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W.CCR.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	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.	We will use technology to explore writing on the computer.		<ul style="list-style-type: none"> <li>Explore</li> <li>Collaboration</li> <li>Publish</li> </ul>	<p><i>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <p>L.K.2a Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>L.K.2b Recognize and name end punctuation.</p> <p>L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships</p>	
W.CCR.7 Conduct short, as well as more sustained research projects based on focused question, demonstrating understanding of the subject under investigation.	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).	Together, we will research a topic.  Together, we will complete a class writing project.	Interactive writing  Shared Reading  Class Books-Fetzer  Investigations-Class books	<ul style="list-style-type: none"> <li>Explore</li> <li>Information</li> <li>Project</li> <li>Research</li> <li>Shared</li> <li>Topic</li> </ul>	<p><i>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <p>L.K.1e Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>L.K.1f Produce and expand complete sentences in shared language activities.</p>	Response to Literature



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<p>W.CCR.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>We will write/draw facts we know about a topic.</p>		<ul style="list-style-type: none"> <li>• Experiences</li> <li>• Question</li> <li>• Fact</li> <li>• Source</li> </ul>	<p><i>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <p>L.K.1d Understand and use question words (interrogatives) (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>L.K.1e Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>L.K.1f Produce and expand complete sentences in shared language activities.</p>	<p>Thinking Maps</p>

## Glossary of Writing Terms

**academic language**—vocabulary and phrasing used in textbooks, in classrooms, and on tests; a way of saying or writing something using different words and structure from everyday spoken English

**alternate claim**—different view of an issue or topic; ideas or opinions that differ

**ambiguous**—something that is unclear, confusing, or can be understood in more than one way

**analyze**—to examine carefully and in detail to identify causes, key factors, possible results, etc.; to study something closely

**argumentative writing**— a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid; using persuasive strategies to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem

**appeals to emotion**—manipulating the emotions, rather than the reason or logic, of an audience in order to convince readers of a point of view or a course of action

**audience awareness**—the degree to which the writer understands the intended readers of the work, and their particular characteristics and needs

**audience**—the intended readers of a particular piece of writing

**balance**—the arrangement of words, phrases, or ideas so that two or more concepts or sections are given equal emphasis

**citation**—reference to a published or unpublished source with name, date, and/or page; to mention something as an example, especially one that supports, proves, or explains an idea or situation; to give the exact words or ideas of something that has been written; direct quotation, summarizing, paraphrasing, mentioning the source briefly, or using the ideas from a source

**claim**—saying that something is true; the main idea or thesis statement in argumentative writing and is supported by evidence

**closure**—when an event or problem is brought to an end, or the feeling that something has been completely dealt with; a feeling that something is finished

**cohesion**—when the ideas or parts of a written piece are connected in a reasonable way and form a united whole

**completeness**—a sense that all parts, details, facts, etc. are included and nothing is missing; brought to an end

**conclusion**—the end portion of an essay where the writer supplies a good sense of closure; a creative re-statement of the thesis statement, controlling idea, or theme; a brief review of the main points of the essay

**content**—the subject or topic covered in a piece of writing (also see ideas)

**controlling idea**—the main idea or thesis that a writer develops, expressing a definite opinion or attitude about a topic

**context**— the situation, events, or information that are related to something and help you to understand it; the social or cultural situation in which a written message occurs

**conventions**—the agreed upon ways to use punctuation, spelling, grammar, and other things that make writing consistent and easy to read

**counter claim**—the opposite view of an issue or topic; a contradicting idea or opinion

**credible sources**—relevant journals, books, articles, websites, newspapers, and other places of information that are reliable and trustworthy

**detail**—a single feature, fact, or piece of information about something

**development**—the specific details, examples, anecdotes, etc. that are added to a paragraph or essay to develop its main idea(s), reveal the writer's depth of understanding, and offer insight to readers; common patterns of development include narration, description, definition, example, division, classification, comparison and contrast, analogy, cause and effect, and process

**dialogue**—written conversation between two or more persons; an exchange of ideas and opinions

**domain-specific vocabulary**—words and phrases specific to a particular field of study, such as the human body

**drift in focus**—moving away from the purpose or intent; to deviate or vary from the original statement of purpose

**edit**—to improve the clarity, organization, concision, and correctness of expression relative to task, purpose, and audience

**elaborative techniques**—using sensory details, facts and statistics, incidents, specific examples, quotations, and charts or graphs to prove the argument and make your writing more interesting

**engages reader**—attracting and keeping the attention of the audience; the audience is likely to think the writing is interesting; the audience becomes involved in order to better understand

**even development**—depth and balance in the exploration or examination of the topic (i.e., even development from beginning to middle to end, or even development between main idea and supporting details, or even development between supporting ideas with examples and details)

**evidence**—facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis that can be evaluated by others; anything that makes you believe something is true

**extraneous ideas**—something that does not belong or is not proper; not pertinent; irrelevant

**fact**—a piece of information that can be proven true

**figurative language**—language enriched by word images and figures of speech

**flaw**—a mistake or a weakness that makes something imperfect

**focus**—relationship of supporting details to the main idea(s), theme, or unifying point

**formatting**—the aspects of the physical appearance of written work (i.e., font size, titles, headings, subheadings, citations)

**formal style**—objective and precise language used in scholarly books and articles, technical reports, and research papers

**ideas**—the interesting, important, and informative details the writer includes; the main message, the content of the piece, and the main theme, together with all the supporting details; the unusual, the unique, and the bits and pieces that a writer includes

**imagery**—the use of language to create sensory impressions

**informative/explanatory writing**—writing that conveys information accurately; this kind of writing serves to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept

**insight**—the capacity to discern the true nature of a situation; a grasping of the inward or hidden nature of things or of perceiving in an intuitive manner

**integrated**—combining, organizing, or structuring many ideas or parts that work well together

**introduction**—the beginning portion of an essay where the writer captures the readers' attention, provides background information about the topic, motivates readers to continue reading and, for more formal essays, contains the thesis statement

**irrelevant**—something that is not useful or not connected to the topic

**logical progression**—when the reader can follow the writer's ideas; ordering paragraphs so that there is a meaningful beginning, bridging one paragraph or idea to the next, and ending with a sense of closure

**main idea (controlling idea)**—the primary topic of a passage, whether explicitly expressed or implied

**mode**—types of writing generally centered on the writer's purpose, including opinion/argument, informative/descriptive, and narrative in the Common Core Standards

**narrative techniques**—procedures or methods an author uses to convey an experience (i.e., pacing, description, reflection, narration, dialogue, point of view, foreshadow, flashback)

**narrative writing**—conveys experience, either real or imaginary, and uses time as its deep structure; can be used for many purposes (to inform, instruct, persuade, or entertain)

**obscure meaning**—to make it difficult to know or understand; to prevent something from being understood clearly

**opening**—the beginning or first part (also see introduction)

**opinion writing**—a developing form of argument where the writer expresses ideas or states what is believed about a subject; providing examples, offering reasons, and explaining cause and effect to extend a belief, attitude, or judgment

**opposing claim**—the other side of an issue or topic; ideas or opinions that are completely different

**organizational structure**—a writing pattern that connects ideas, including comparison-contrast, deductive logic, point-by-point analysis, development of a central theme, chronological history of an event, or any of a dozen other identifiable patterns

**organization**—the way the writer moves from one idea to the next; information is given to the reader in the right amount and at the right time so that the reader does not lose interest

**orients reader**—introduce the subject to the audience

**pacing**—the rate at which main ideas and development are presented in a piece of writing

**paraphrase**—expressing what others have said or written in a different way; a restatement or rewording

**persuasive strategies/techniques**—writing methods that appeal to a reader's emotions, ethics, or logics

**plagiarism**—to steal the ideas and words of another and pass them off as his/her own; using another person's words, ideas, or work as his/her own; an idea, phrase, or story that has been copied from another person's work without stating the source

**plot**—events that make up a story

**precise language**—using the right wording; avoiding too many words or unnecessary figurative language

**purpose**—the reason or reasons a person writes something (to express, to describe, to explore/learn, to entertain, to inform, to explain, to argue, to persuade, to evaluate, to problem solve, or to mediate)

**quotation**—a sentence or phrase from a book, speech, etc. that is repeated in a piece of writing; to repeat exactly what someone else has said or written

**reasoning**—a process of thinking carefully about something in order to make a judgment; the explanation for why a claim is made; the links between evidence and claim

**reasons**—the cause or explanation for something that happens; why someone decides to do something

**relevant**—directly relating to the subject

**response**—writing that is stimulated by a question, task, or prompt

**sensory detail**—specific details relative to sight, sound, smell, touch, and taste working together in harmony to create concrete images and strengthen writing

**sentence formation**—one of five basic patterns around which most English sentences are built (Subject-Verb, Subject-Verb-Object, Subject-Verb-Adjective, Subject-Verb-Adverb, Subject-Verb-Noun)

**sequencing**—the arrangement or ordering of ideas and content in a piece of writing, including chronological, hierarchical, developmental, easy to difficult, part to whole, simple to complex, thematic, and whole to part

**stance**—the attitude on a particular matter; point of view

**source**—a person, book, or document used largely for information, as in research

**structure**—the organization of ideas and content within a piece of writing at the sentence, paragraph, or essay level

**support**—the quality of details and examples either illustrating, explaining, or defending the central theme, idea, or thesis statement

**sustained**—keeping the controlling or main idea, theme, or focus going throughout the writing; not interrupting or weakening

**syntactic variety**—having different types of sentences

**syntax**—the rules of grammar which control the ways words are arranged to form sentences or phrases

**thesis statement**—a statement that clearly delineates the argument or central idea that will be explored in a piece of writing (also see controlling idea)

**tone**—the author's attitude toward a topic as reflected in his or her writing

**topic**—the subject matter with which a writer is working in a particular piece of writing

**transitional strategies**—methods of connecting sentences, paragraphs, and ideas; words, phrases, clauses, or full sentences that signal relationships; cues that help the reader see the logic of how ideas fit together

**transitions**—words, terms, phrases, and sentence variations used to arrange and signal movement of ideas (i.e., next, and then, in the end, another reason, after that we went, on the other hand)

**uneven**—not regular or constant; not uniform or varying in number or quality

**unity**—combining or ordering parts of writing so that it has an undivided effect; singleness of effect or symmetry and consistency of style

**usage**—the way words are used in a language (see also syntax)

**word choice**—the use of rich, colorful, precise language that communicates not just in a functional way, but in a way that moves and enlightens the reader; to use everyday words well