



# Kindergarten English Language Arts Scope and Sequence

Standards Taught Throughout the Year				
Speaking and Listening	Foundational Skills	Reading	Writing	Language
<p><b>SL.K.1</b> Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p> <p><b>SL.K.2</b> Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p><b>RF.K.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p><b>RF.K.4</b> Read emergent-reader texts with purpose and understanding.</p>	<p><b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>RL.K.4</b> Ask and answer questions about unknown words in a text.</p> <p><b>RL.K.5</b> Recognize common types of texts (e.g., storybooks, poems).</p> <p><b>RL.K.10</b> Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.</p> <p><b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RI.K.2</b> With prompting and support, identify the main</p>	<p><b>W.K.7</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p><b>W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>L.K.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>d. Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how).</p> <p>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>f. Produce and expand complete sentences in shared language activities.</p> <p><b>L.K.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>d. Spell simple words phonetically, drawing on</p>

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<p><b>SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>SL.K.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly</p>		<p>topic and retell key details of a text.</p> <p><b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.</p> <p><i>Reading Standards should be taught throughout the year. Teachers need to continually revisit the standards each quarter as the students' progress through more complex texts.</i></p> <p><i>Standards are introduced during reads. Students will then be taught to apply the skills and strategies to independent reading.</i></p>		<p>knowledge of sound-letter relationships.</p> <p><b>L.K.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p><b>L.K.5</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p><b>L.K.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
Resources				
Speaking and Listening	Foundational Skills	Reading	Writing	Language
	<p>Wonders</p> <p>Ready Teacher Toolbox: Lessons C, E, G</p> <p>ODE Model Curriculum</p> <p>Foundations</p>	<p>Ready Teacher Toolbox: Lesson 1 (RL.K.1), Lesson 5 (RL.K.2), Lesson 6 (RI.K.1), Lesson 7 (RI.K.2), Lesson 9</p>	<p>ODE Model Curriculum</p> <p>Wonders</p>	<p>Wonders</p> <p>Ready Teacher Toolbox</p> <p>ODE Model Curriculum</p>

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	Florida Center for Reading Research	(RL.K.4), Lesson 12 (RI.K.4), Lesson 10 (RL.K.5) ODE Model Curriculum RAZ-Plus		
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Quarter 1				
Strand	Foundational Skills	Reading	Writing	Language
<b>Standard</b>	<p><b>RF.K.1</b> Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p><b>RF.K.2</b> Demonstrate understanding of spoken words, syllables, and phonemes (sounds).</p> <p>a. <b>Recognize</b> and produce rhyming words. (<i>recognize rhyme</i>)</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the <b>initial</b>, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel-consonant, or CVC) words.*</p>	<p><b>RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b>RL.K. 7</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p><b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.</p> <p><b>RI.K.6</b> 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><b>RI.K.7</b> 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).</p>	<p><b>W.K.3</b> 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>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>

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	<p>(This does not include CVCs ending with /l/, /r/, or /x/.) (beginning sounds)</p> <p><b>RF.K.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p>	<p><i>Reading Standards should be taught throughout the year. Teachers need to continually revisit the standards each quarter as the students' progress through more complex texts.</i></p> <p><i>Standards are introduced during reads. Students will then be taught to apply the skills and strategies to independent reading.</i></p>		
<b>Resource</b>	<p>Foundations Unit 1 Ready Teacher Toolbox: Lessons A-H Foundations Florida Center for Reading Research</p>	<p>Ready Teacher Toolbox: Lesson 11 (RL.K.6), lesson 13 (RL.K.5 -6), Lesson 15 (RL.K.7), Lesson 16 (RI.K.7) ODE Model Curriculum RAZ-Plus</p>	<p>Wonders Unit 1, 3, &amp; 4 ELA Standards Appendix C: Narrative pg. 10 (writing sample) ODE Model Curriculum</p>	<p>Wonders Ready Teacher Toolbox Lessons A-I ODE Model Curriculum</p>

Quarter 2				
Strand	Foundational Skills	Reading	Writing	Language
<b>Standard</b>	<p><b>RF.K.1</b> Demonstrate understanding of the organization and basic features of print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p><b>RF.K.2</b> Demonstrate understanding of spoken words, syllables, and phonemes (sounds).</p> <p>a. Recognize and <b>produce</b> rhyming words. (recognize and produce)</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words. (1 -2 syllable words)</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the <b>initial</b>, medial vowel, and <b>final</b> phonemes (sounds) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/. ) (beginning and end sounds)</p>	<p><b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><i>Reading Standards should be taught throughout the year. Teachers need to continually revisit the standards each quarter as the students' progress through more complex texts.</i></p> <p><i>Standards are introduced during reads. Students will then be taught to apply the skills and strategies to independent reading.</i></p>	<p><b>W.K.3</b> 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><b>W.K.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p><b>L.K.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel phonemes (sounds).</p> <p><b>L.K.5</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms (opposites).</p>

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	<b>RF.K.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.			
<b>Resource</b>	Foundations Unit 1 & 2: Drill Sounds and Make it Fun Ready Teacher Toolbox: Lessons A-H Florida Center for Reading Research	Ready Teacher Toolbox: Lesson 2, 3, 4, 8 ODE Model Curriculum RAZ-Plus	Wonders Unit 6, 7, 9 & 10 ODE Model Curriculum	Wonders Ready Teacher Toolbox Lessons A, C, E, F, G, H ODE Model Curriculum

Quarter 3				
Strand	Foundational Skills	Reading	Writing	Language
<b>Standard</b>	<p><b>RF.K.2</b> Demonstrate understanding of spoken words, syllables, and phonemes (sounds).</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) (beginning, middle and end sounds)</p> <p><b>RF.K.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p><b>RI.K.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><b>RI.K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><i>*Reading Standards should be taught throughout the year. Teachers need to continually revisit the standards each quarter as the students' progress through more complex texts.</i></p> <p><i>Standards are introduced during reads. Students will then be taught to apply the skills and strategies to independent reading.</i></p>	<p><b>W.K.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book being written about and express an opinion or preference about the topic or book (e.g., My favorite book is ... ).</p> <p><b>W.K.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><b>W.K.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><b>L.K.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>b. 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.</p> <p><b>L.K.5</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>



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<b>Resource</b>	Fundations Unit 3 Wonders Unit 9 & 10 (long vowels) Ready Teacher Toolbox: Lessons B, F-I	Ready Teacher Toolbox: Lesson 15 (RL.K.9), Lesson 18 (RI.K.9) ODE Model Curriculum RAZ-Plus	ELA Standards Appendix C: Argument (Opinion) pg. 7 (writing sample)	Wonders Ready Teacher Toolbox: Lessons A,B, I  ODE Model Curriculum
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Quarter 4				
Strand	Foundational Skills	Reading	Writing	Language
<b>Standard</b>	<p><b>RF.K.2</b> Demonstrate understanding of spoken words, syllables, and phonemes (sounds). b. Count, pronounce, blend, and segment syllables in spoken words. <i>(3 syllable words)</i> e. Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words.</p> <p><b>RF.K.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p><b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><i>*Reading Standards should be taught throughout the year. Teachers need to continually revisit the standards each quarter as the students' progress through more complex texts.</i></p> <p><i>Standards are introduced during reads. Students will then be taught to apply the skills and strategies to independent reading.</i></p>	<p><b>W.K.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.</p> <p><b>W.K.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><b>W.K.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><i>All Language Standards should have been explicitly taught. This is a time to revisit specific standards based on the needs of your class and individual students.</i></p>
<b>Resource</b>	Foundations Unit 4	Ready Teacher Toolbox: Lesson 17 (RI.K.8)	Wonders Unit 1,2, 4, 5, 7, 8 & 9	Wonders ODE Model Curriculum

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	Wonders Unit 9 & 10 (long vowels) Ready Teacher Toolbox: Lessons B, F-I Florida Center for Reading Research	ODE Model Curriculum RAZ-Plus	ELA Standards Appendix C: Informative/Explanatory pg. 8 (writing sample)	
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<b>Learning Targets Taught Throughout the Year</b>		
<b>Ohio Standard</b>	<b>Learning Targets</b>	<b>Date(s) Taught</b>
<b>RL.K.1/RI.K.1</b>	With prompting and support, ask questions about key details in a text.	
	With prompting and support, answer questions about key details in a text.	
RL.K.2	With prompting and support, identify key details in a text.	
	With prompting and support, retell familiar stories.	
RL.K.4	Ask questions about unknown words in a text.	
	Answer questions about unknown words in a text.	
RL.K.5	Recognize common types of text. (e.g. storybooks, poems, play, informational, fiction, opinion)	
RL.K.10	Make text-to-text connections by using prior knowledge and experiences.	
	Make text-to-text connections.	
	Participate in group reading activities and understand them.	
RI.K.2	With prompting and support, identify the main topic of a text.	
	With prompting and support, retell key details in a text.	
RI.K.4	With prompting and support, ask questions about unknown words in a text.	
	With prompting and support, answer questions about unknown words in a text.	
RI.K.10	Actively engage in group reading activities.	
W.K.7	Participate in shared research projects by exploring a number of books by a favorite author and express an opinion about them.	
	Participate in shared writing projects by exploring a number of books by a favorite author and express an opinion about them.	
W.K.8	With guidance and support, recall information from experiences to answer a question.	
	With guidance and support, gather information from provided sources to answer a question.	

### Quarter 1 Learning Targets

Ohio Standard	Learning Targets	Date(s) Taught
RL.K.6/RI.K.6	With prompting and support, name the author or a story.	
	With prompting and support, name the illustrator of a story.	
	With prompting and support, define the role of the author.	
	With prompting and support, define the role of the illustrator.	
RL.K.7	With prompting and support, describe a moment in the story using the illustrations that depict it.	
	With prompting and support, describe how the illustrations and story are related as they appear.	
RI.K.5	Identify the front cover of a book.	
	Identify the back cover of a book.	
	Identify the title page of a book.	
RI.K.7	With prompting and support, describe if an illustration shows a person and how that relates to the text.	
	With prompting and support, describe if an illustration shows a place and how that relates to the text.	
	With prompting and support, describe if an illustration shows a thing and how that relates to the text.	
	With prompting and support, describe if an illustration shows an idea and how that relates to the text.	
W.K.3	Narrate a single event or several loosely linked events by using a combination of drawings, dictations, and writing.	

### Quarter 2 Learning Targets

Ohio Standard	Learning Targets	Date(s) Taught
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RL.K.3	With prompting and support, identify characters in a story.	
	With prompting and support, identify the setting of a story.	
	With prompting and support, major events in a story.	
RI.K.3	With prompting and support, describe the connections between two individuals in a text.	
	With prompting and support, describe the connection between two events in a text.	
	With prompting and support, describe the connection between two ideas in a text.	
	With prompting and support, describe the connection between two pieces of information in a text.	
W.K.3	Narrate a single event or several loosely linked events by using a combination of drawings, dictations, and writing.	
W.K.5	With guidance and support, respond to questions from peers and add details to strengthen writing as needed.	
	With guidance and support, respond to suggestions from peers and add details to strengthen writing as needed.	

### Quarter 3 Learning Targets

Ohio Standard	Learning Targets	Date(s) Taught
RL.K.9	With prompting and support, compare the adventures/experiences of characters in a familiar story.	
	With prompting and support, contrast the adventures/experiences of characters in a familiar story.	
RI.K.9	With prompting and support, identify how illustrations of two texts on the same topic are similar.	
	With prompting and support, identify how descriptions of two texts on the same topic are similar.	
	With prompting and support, identify how procedures of two texts on the same topic are similar.	
	With prompting and support, identify how illustrations of two texts on the same topic are different.	
	With prompting and support, identify how descriptions of two texts on the same topic are different.	
	With prompting and support, identify how procedures of two texts on the same topic are different.	
W.K.1	Compose opinion pieces in which they tell a reader the topic of the book they are writing about by using a combination of drawings, dictations, and writing.	
	Compose opinion pieces in which they tell a reader the name of the book they are writing about by using a combination of drawings, dictations, and writing.	
	State an opinion or preference about the topic.	
	State an opinion or preference about the book.	
W.K.5	With guidance and support, respond to questions from peers and add details to strengthen writing as needed.	
	With guidance and support, respond to suggestions from peers and add details to strengthen writing as needed.	
W.K.6	With guidance and support, explore a variety of digital tools to produce writing, including collaboration with peers.	
	With guidance and support, explore a variety of digital tools to publish writing, including collaboration with peers.	

**Quarter 4 Learning Targets**

<b>Ohio Standard</b>	<b>Learning Targets</b>	<b>Date(s) Taught</b>
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.	
W.K.2	Compose informative/explanatory texts in which they name what they are writing by using a combination of drawings, dictations, and writings.	
	Compose informative/explanatory texts in which they supply some information about the topic by using a combination of drawings, dictations, and writing.	
W.K.3	Narrate a single event or several loosely linked events by using a combination of drawings, dictations, and writing.	
W.K.5	With guidance and support, respond to questions from peers and add details to strengthen writing as needed.	
	With guidance and support, respond to suggestions from peers and add details to strengthen writing as needed.	
W.K.6	With guidance and support, explore a variety of digital tools to produce writing, including collaboration with peers.	
	With guidance and support, explore a variety of digital tools to publish writing, including collaboration with peers.	