

**Focus Topic: RL – Reading Standards for Literature**

TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW ask and answer questions about key details in a text (with prompting and support)	K.RL.1	Why do we have letters and words?	Stories are made up of characters, events, and a setting	Ongoing observation & questioning during class discussions
TSW retell familiar stories, including key details (with prompting and support)	K.RL.2	How do I know who wrote this and who drew the pictures?	story can make me feel different emotions	Performance tasks
TSW identify characters settings, and major events in a story (with prompting and support)	K.RL.3			Self-Assessment
TSW ask and answer questions about unknown words in a text	K.RL.4			Literature Connections
TSW recognize common types of texts (e.g., storybooks, poems)	K.RL.5			Multiple Choice
TSW, name the author and illustrator of a story and define the role of each in telling the story (with prompting and support)	K.RL.6			Projects
TSW describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) (with prompting and support)	K.RL.7			Journal Writing
TSW compare and contrast the adventures and experiences of characters in familiar stories (with prompting and support)	K.RL.9			
TSW actively engage in group reading activities with purpose and understanding	K.RL.10			

**Focus Topic: RI – Reading Standards for Informational Text**

TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW ask and answer questions about key details in a text (with prompting and support)	K.RI.1	What do I do when I see a word I don't know?	Making predictions about what will happen next helps a person stay focused	Ongoing observation & questioning during class discussions
TSW identify the main topic and retell key details of a text (with prompting and support)	K.RI.2	What words are high frequency words?	Some words are used so often that they are known without thinking about it	Performance tasks
TSW describe the connection between two individuals, events, ideas, or pieces of information in a text (with prompting and support)	K.RI.3	What are the parts of a book?		Self-Assessment
TSW ask and answer questions about unknown words in a text (with prompting and support)	K.RI.4			Literature Connections
TSW identify the front cover, back cover, and title page of a book	K.RI.5			Multiple Choice
TSW name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text	K.RI.6			Projects
TSW 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) (with prompting and support)	K.RI.7			Journal Writing
TSW identify the reasons an author gives to support points in a text (with prompting and support)	K.RI.8			
TSW identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures) (with prompting and support)	K.RI.9			
TSW actively engage in group reading activities with purpose and understanding	K.RI.10			

**Focus Topic: RF – Reading Standards: Foundational Skills**

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Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW demonstrate understanding of the organization and basic features of print	K.RF.1	What is important to remember when reading or listening?	Understanding the differences in information between two books on the same topic provides more knowledge	Ongoing observation & questioning during class discussions
TSW follow words from left to right, top to bottom, and page by page	K.RF.1.a	Why do some words rhyme?	Knowing how a book works helps the reader understand the story or ideas	Performance tasks
TSW recognize that spoken words are represented in written language by specific sequences of letters	K.RF.1.b	What rules help remember words?		Self-Assessment
TSW understand that words are separated by spaces in print	K.RF.1.c	What kind of questions can I ask to better understand something I am reading?		Literature Connections
TSW recognize and name all upper- and lowercase letters of the alphabet	K.RF.1.d			Multiple Choice
TSW demonstrate understanding of spoken words, syllables, and sounds (phonemes)	K.RF.2			Projects
TSW recognize and produce rhyming words	K.RF.2.a			Journal Writing
TSW count, pronounce, blend, and segment syllables in spoken words	K.RF.2.b			
TSW blend and segment onsets and rimes of single-syllable spoken words	K.RF.2.c			
TSW isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (Does not include CVCs ending with /l/, /r/, or /x/.)	K.RF.2.d			
TSW add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words	K.RF.2.e			
TSW know and apply grade-level phonics and word analysis skills in decoding words	K.RF.3			

<b>Focus Topic: RF – Reading Standards: Foundational Skills (continued)</b>				
<b>Objective(s)</b>	<b>Common Core Alignment</b>	<b>Essential Questions</b>	<b>Understandings</b>	<b>Suggested Assessments</b>
TSW demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant	K.RF.3.a			
TSW associate the long and short sounds with common spellings (graphemes) for the five major vowels	K.RF.3.b			
TSW read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> )	K.RF.3.c			
TSW distinguish between similarly spelled words by identifying the sounds of the letters that differ	K.RF.3.d			
TSW read emergent-reader texts with purpose and understanding	K.RF.4			

**Focus Topic: W - Writing**

TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i> )	K.W.1	Why should drawings or visual displays be added writing?	Telling the beginning, middle, and end of a story helps my class understand it	Ongoing observation & questioning during class discussions
TSW 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	K.W.2	What story does a writing tell?	Drawings and visual displays provide more detail to what is being written or spoken about	Performance tasks
TSW 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	K.W.3			Self-Assessment
TSW respond to questions and suggestions from peers and add details to strengthen writing as needed (with guidance and support)	K.W.5			Literature Connections
TSW explore a variety of digital tools to produce and publish writing, including in collaboration with peers (with guidance and support)	K.W.6			Multiple Choice
TSW participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them)	K.W.7			Projects
TSW recall information from experiences or gather information from provided sources to answer a question (with guidance and support)	K.W.8			Journal Writing

**Focus Topic: SL – Speaking & Listening**

TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups	K.SL.1	How do details affect my story?	In a conversation, listening is as important as speaking	Ongoing observation & questioning during class discussions
TSW follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)	K.SL.1.a	In what ways can a story be told?	Drawings and visual displays provide more detail to what is being written or spoken about	Performance tasks
TSW continue a conversation through multiple exchanges	K.SL.1.b			Self-Assessment
TSW confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood	K.SL.2			Literature Connections
TSW ask and answer questions in order to seek help, get information, or clarify something that is not understood	K.SL.3			Multiple Choice
TSW describe familiar people, places, things, and events and, with prompting and support, provide additional detail	K.SL.4			Projects
TSW add drawings or other visual displays to descriptions as desired to provide additional detail	K.SL.5			Journal Writing
TSW speak audibly and express thoughts, feelings, and ideas clearly	K.SL.6			

**Focus Topic: L - Language**

TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW demonstrate command of the conventions of standard English grammar and usage when writing or speaking	K.L.1	What are the rules in language?	Upper and lower case letters are used for different purposes	Ongoing observation & questioning during class discussions
TSW print many upper- and lowercase letters	K.L.1.a	Why is punctuation important?	Word use impacts how language is understood	Performance tasks
TSW use frequently occurring nouns and verbs	K.L.1.b	How does the use of words impact language?		Self-Assessment
TSW form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> )	K.L.1.c			Literature Connections
TSW understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> )	K.L.1.d			Multiple Choice
TSW use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> )	K.L.1.e			Projects
TSW produce and expand complete sentences in shared language activities	K.L.1.f			Journal Writing
TSW demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	K.L.2			
TSW capitalize the first word in a sentence and the pronoun	K.L.2.a			
TSW recognize and name end punctuation	K.L.2.b			
TSW write a letter or letters for most consonant and short-vowel sounds (phonemes)	K.L.2.c			
TSW spell simple words phonetically, drawing on knowledge of sound-letter relationships	K.L.2.d			
TSW determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade appropriate reading and content	K.L.4			

<b>Focus Topic: L - Language</b>				
<b>Objective(s)</b>	<b>Common Core Alignment</b>	<b>Essential Questions</b>	<b>Understandings</b>	<b>Suggested Assessments</b>
TSW 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> )	K.L.4.a			
TSW use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i> ) as a clue to the meaning of an unknown word	K.L.4.b			
TSW explore word relationships and nuances in word meanings	K.L.5			
TSW sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent	K.L.5.a			
TSW demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)	K.L.5.b			
TSW identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> )	K.L.5.c			
TSW distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i> ) by acting out the meanings	K.L.5.d			
TSW use words and phrases acquired through conversations, reading and being read to, and responding to texts	K.L.6			

### College and Career Readiness Anchor Standards for Reading (Grades K-8)

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
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
Analyze how and why individuals, events, and ideas develop and interact over the course of a text
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
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
Assess how point of view or purpose shapes the content and style of a text
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
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
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
Read and comprehend complex literary and informational texts independently and proficiently

### College and Career Readiness Anchor Standards for Writing (Grades K-8)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
Draw evidence from literary or informational texts to support analysis, reflection, and research
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

### College and Career Readiness Anchor Standards for Speaking and Listening (Grades K-8)

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

**College and Career Readiness Anchor Standards for Language (Grades K-8)**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
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
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
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