EARLY CHILDHOOD

LITERACY SCOPE AND SEQUENCE

STRAND	STANDARDS/SKILLS	KG1	KG2
READING: FOUNDATIONAL SKILLS	**RF.K.1 Print Concepts.** **Demonstrate understanding of the organization and basic features of print.** **RF.K.1.A** Follow words from left to right, top to bottom, and page by page. **RF.K.1.B** Recognize that spoken words are represented in written language by specific sequences of letters. **RF.K.1.C** Understand that words are separated by spaces in print. **RF.K.1.D** Recognize and name all upper- and lowercase letters of the alphabet.	Follow words left to right, top to bottom and page by page. Recognize that spoken words are written using specific letters. Understands the difference between individual letters and words. Recognize and name all upper- and lower-case letters.	Follow words left to right, top to bottom and page by page. Recognize that spoken words are written using specific letters. Understands that words are separated by spaces when written. Recognize and name all upper- and lower-case letters.
	RF.K.2 Phonological Awareness. **Demonstrate understanding of spoken words, syllables, and sounds (phonemes).** **RF.K.2.A** Recognize and produce rhyming words. **RF.K.2.B** Count, pronounce, blend, and segment syllables in spoken words. **RF.K.2.C** Blend and segment onsets and rimes of single-syllable spoken words. **RF.K.2.D** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.[1] (This does not include CVCs ending with /l/, /r/, or /x/.) **RF.K.2.E** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Recognize and produce rhyming words. Count, pronounce, blend and segment syllables in spoken words. Blend, segment onsets and rimes of single syllable spoken words. Isolate and pronounce the initial, medial and final sounds in CVC words. Add or replace sounds in simple, one-syllable words to make new ones. eg (bag – beg – bug) (bad – leg – bud)	Recognize and produce rhyming words. Count, pronounce, blend and segment syllables in spoken words. Blend, segment onsets and rimes of single syllable spoken words. Isolate and pronounce the initial, medial and final sounds in CVC words. Add or replace sounds in simple, one-syllable words to make new ones. eg (bag – beg – bug) (bad – leg – bud)
	RF.K.3 Phonological Awareness. **Demonstrate understanding of spoken words, syllables, and sounds (phonemes).** **RF.K.3.A** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. **RF.K.3.B** Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. **RF.K.3.C** Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*). **RF.K.3.D** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Produce the primary sounds for all consonants. Eg. Letter “c” = /k/ Produce short sounds for all vowels. Read common high frequency words by sight. (EC Word List is at the end of this document.) Distinguish between similarly spelled words by using letter sound knowledge to identify the letter that is different. (Word families: cat, rat, sat etc.)	Produce the primary and know other common sounds for all consonants. Eg. Letter “c” = /k/, /s/ Produce long and short sounds for all vowels. Read common high frequency words by sight. (EC Word List is at the end of this document.) Distinguish between similarly spelled words by using letter sound knowledge to identify the letter that is different. (Word families: cat, rat, sat etc.)
	RF.K.4 Fluency. Read emergent-reader texts with purpose and understanding.	Read and comprehend BAS level A-B	Read and comprehend BAS level C-E
STRAND	**STANDARDS/SKILLS**	**KG1**	**KG2**
WRITING	**W.K.1 Text Types and Purposes:** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).	Compose opinion pieces with: Topic/Title Illustration Opinion sentence	Compose opinion pieces with: Topic/Title Opinion sentence Support sentence 1 Support sentence 2 Support sentence 3 Illustration**
	K W.K.2 Text Types and Purposes: 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.	Compose informative pieces with: Topic/Title Illustration w/ labels Detail sentence 1	Compose informative pieces with: Topic/Title Detail sentence 1 Detail sentence 2 Detail sentence 3 Illustration**
	K W.K.3 Text Types and Purposes: 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.	Compose story with: Topic/Title Illustration of event Simple narration of event. Eg. (My mom sings.)	Compose story with: Topic/Title Sequence of events Illustration**

STRAND	STANDARDS/SKILLS	KG1	KG2
READING: LITERATURE	**R.L.K.1 Key Ideas and Details:** With prompting and support, ask and answer questions about key details in a text.	After shared reading, ask and answer questions about key details in a text.	Having read, grade appropriate material, ask and answer questions about key details in a text.
	R.L.K.2 Key Ideas and Details: With prompting and support, retell familiar stories, including key details.	After shared reading, retell the story, including key details.	Having read, grade appropriate material, retell the story, including key details.
	R.L.K.3 Key Ideas and Details: With prompting and support, identify characters, settings, and major events in a story.	Identify character and setting in a story. (Who? Where? When?)	Identify character, setting and major events in a story. (Who? Where? When? Problem/Solution)
	R.L.K.4 Craft and Structure: Ask and answer questions about unknown words in a text.	Vocabulary building Sight Words Word Work	Vocabulary building Sight Words Word Work
	R.L.K.6 Craft and Structure: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Define the role of the author and illustrator in storytelling.	Identify the author and illustrator of a story. Define the role of the author and illustrator in storytelling.
	R.L.K.9 Integration of Knowledge and Ideas: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Compare and contrast the adventures and experiences of characters in similar stories.	Compare and contrast the adventures and experiences of characters in similar stories.

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READING: INFORMATIONAL TEXT	**R.I.K.1 Key Ideas and Details:** With prompting and support, ask and answer questions about key details in a text.	After shared reading of an informational text, ask and answer questions about key details in the text.	Having read, grade appropriate informational text, ask and answer questions about key details in a text.
	R.I.K.2 Key Ideas and Details: With prompting and support, identify the main topic and retell key details of a text.	Identify the main topic by answering "What/Who is this story about?"	Identify the main topic by answering "What/Who is this story about?" Retell key details about the text.
	R.I.K.5 Craft and Structure: Identify the front cover, back cover, and title page of a book.	Identify the front cover, back cover and title page.	Identify the front cover, back cover and title page.
	R.I.K.8 Integration of Knowledge and Ideas: (With prompting and support, identify the reasons an author gives to support points in a text.	Identify reasons an author gives to support his/her topic/point.	Identify reasons an author gives to support his/her topic/point.

STRAND	STANDARDS/SKILLS	KG1	KG2
SPEAKING AND LISTENING	**SL.K.1 Comprehension and Collaboration:** Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. **SL.K.1.A** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). **SL.K.1.B** Continue a conversation through multiple exchanges.	Follow agreed-upon rules for discussions. Continue a conversation through multiple exchanges.	Follow agreed-upon rules for discussions. Continue a conversation through multiple exchanges.
	SL.K.4 Presentation of Knowledge and Ideas: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Describe people, places, things and events in detail. (minimum 2 accurate descriptors)	Describe people, places, things and events in detail. (minimum 3 accurate descriptors)
	SL.K.6 Presentation of Knowledge and Ideas: Speak audibly and express thoughts, feelings, and ideas clearly.	Speak audibly Express thoughts Express feelings Express ideas	Speak audibly Express thoughts Express feelings Express ideas