

Oxford Area School District English Language Arts Scope and Sequence – Quarter 1:

Kindergarten

Foundational Skills
1.1

Utilize Book Handling Skills

Demonstrate understanding of the organization and basic features of print.

- Follow words left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name upper and lower case letters of the alphabet.

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize *and produce* rhyming words.
- Count, pronounce, ~~blend, and segment~~ syllables in spoken words.
- Isolate and pronounce the initial, *medial vowel, and final sound* (phonemes) in three-phoneme (CVC) words.

Know and apply grade level phonics and word analysis skills in decoding words.

- Read grade level high-frequency words with automaticity.
- Demonstrate basic knowledge of one-to one letter-sound correspondence.

Reading Informational Text
1.2

- With prompting and support, identify the main idea and retell key details of text.
- With prompting and support, answer questions about key details in a text.
- Actively engage in group reading activities with purpose and understanding.

Reading Literature
1.3

- With prompting and support, retell familiar stories including key details.
- With prompting and support, identify characters, settings, and major events in a story.
- Actively engage in group reading activities with purpose and understanding.

Writing
1.4

- Use a combination of drawing, dictating, and writing to focus on one specific topic.
- Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
- *Demonstrate understanding of correct letter formation.*
- *Understand that letters begin on different lines for correct letter formation.*
- *Demonstrate correct pencil grip.*

Speaking and Listening
1.5

- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.
- Speak audibly and express thoughts, feelings, and ideas clearly.
- Demonstrate command of the conventions of Standard English when speaking based on kindergarten level and content.

Oxford Area School District English Language Arts Scope and Sequence – Quarter 2:

Kindergarten

Foundational Skills
1.1

Utilize Book Handling Skills

Demonstrate understanding of the organization and basic features of print.

- Follow words left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name upper and lower case letters of the alphabet.

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize *and produce* rhyming words.
- Count, pronounce, *blend, and segment* syllables in spoken words.
- Isolate and pronounce the initial, *medial vowel, and final sound* (phonemes) in three-phoneme (CVC) words.

Know and apply grade level phonics and word analysis skills in decoding words.

- Read grade level high-frequency words with automaticity.
- Demonstrate basic knowledge of one-to one letter-sound correspondence.

Reading Informational Text
1.2

- *With prompting and support, identify the main idea and retell key details of text.*
- *With prompting and support, answer questions about key details in a text.*
- **Identify parts of a book (title, author) and parts of a text (beginning, end, details).**
- **With prompting and support, ask and answer questions about unknown words in a text.**
- **Answers questions to describe the relationship between illustrations and the text in which they appear.**
- **Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.**
- *Actively engage in group reading activities with purpose and understanding.*

Reading Literature
1.3

- *With prompting and support, retell familiar stories including key details.*
- *With prompting and support, identify characters, settings, and major events in a story.*
- **Name the author and illustrator of a story and define the role of each in telling the story.**
- **Make connections between the illustrations and the text in a story (read or read aloud).**
- **Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.**
- *Actively engage in group reading activities with purpose and understanding.*

Writing
1.4

- *Use a combination of drawing, dictating, and writing to focus on one specific topic.*
- **With prompting and support, generate ideas and details to convey information that relates to the chosen topic.**
- **Make logical connections between drawing and dictation/writing.**
- **With prompting and support, illustrate using details and dictate/write using descriptive words.**
- *Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.*
- **Establish “who” and “what” the narrative will be about.**
- **Describe experiences and events.**
- **Recount 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.**
- **Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.**
 - **Capitalize first word in sentence and pronoun I.**
 - **Recognize and use end punctuation**
 - **Spell simple words phonetically**
- **Write routinely over short time frames.**
- **Demonstrate understanding of correct letter formation.**
- **Understand that letters begin on different lines for correct letter formation.**
- **Demonstrate correct pencil grip.**

Speaking and Listening
1.5

- **Participate in collaborative conversations with peers and adults in small and larger groups.**
- *Ask and answer questions in order to seek help, get information, or clarify something that is not understood.*
- *Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.*
- *Speak audibly and express thoughts, feelings, and ideas clearly.*
- *Demonstrate command of the conventions of Standard English when speaking based on kindergarten level and content.*

Oxford Area School District English Language Arts Scope and Sequence – Quarter 3:

Kindergarten

*Foundational
Skills*

1.1

Utilize Book Handling Skills

Demonstrate understanding of the organization and basic features of print.

- Follow words left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name upper and lower case letters of the alphabet.

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize *and produce* rhyming words.
- Count, pronounce, *blend, and segment* syllables in spoken words.
- Isolate and pronounce the initial, *-medial vowel, and final sound* (phonemes) in three-phoneme (CVC) words.

Know and apply grade level phonics and word analysis skills in decoding words.

- Read grade level high-frequency words with automaticity.
- Demonstrate basic knowledge of one-to one letter-sound correspondence.

*Reading
Informational
Text*

1.2

- *With prompting and support, identify the main idea and retell key details of text.*
- *With prompting and support, answer questions about key details in a text.*
- *Identify parts of a book (title, author) and parts of a text (beginning, end, details).*
- *With prompting and support, ask and answer questions about unknown words in a text.*
- *Answers questions to describe the relationship between illustrations and the text in which they appear.*
- **With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.**
- *Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.*

*Reading
Literature*

1.3

- *With prompting and support, retell familiar stories including key details.*
- **Answer questions about key details in a text.**
- *With prompting and support, identify characters, settings, and major events in a story.*
- *Name the author and illustrator of a story and define the role of each in telling the story.*
- **Recognize common types of text.**
- *Make connections between the illustrations and the text in a story (read or read aloud).*
- **Compare and contrast the adventures and experiences of characters in familiar stories.**
- *Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.*
- *Actively engage in group reading activities with purpose and understanding.*

Oxford Area School District English Language Arts Scope and Sequence – Quarter 3:

Kindergarten

Writing
1.4

Utilize Book Handling Skills

Demonstrate understanding of the organization and basic features of print.

- Follow words left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name upper and lower case letters of the alphabet.

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize *and produce* rhyming words.
- Count, pronounce, ~~blend, and segment~~ syllables in spoken words.
- Isolate and pronounce the initial, *medial vowel*, and *final sound* (phonemes) in three-phoneme (CVC) words.

Know and apply grade level phonics and word analysis skills in decoding words.

- Read grade level high-frequency words with automaticity.
- Demonstrate basic knowledge of one-to one letter-sound correspondence.
- *Demonstrate understanding of correct letter formation.*
- *Understand that letters begin on different lines for correct letter formation.*
- *Demonstrate correct pencil grip.*

*Speaking and
Listening*
1.5

- *Participate in collaborative conversations with peers and adults in small and larger groups.*
- **Ask and answer questions about key details in a text read aloud or information presented orally or through other media.**
- *Ask and answer questions in order to seek help, get information, or clarify something that is not understood.*
- *Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.*
- *Speak audibly and express thoughts, feelings, and ideas clearly.*
- *Demonstrate command of the conventions of Standard English when speaking based on kindergarten level and content.*

Oxford Area School District English Language Arts Scope and Sequence – Quarter 4:

Kindergarten

Foundational
Skills
1.1

Utilize Book Handling Skills

Demonstrate understanding of the organization and basic features of print.

- Follow words left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name upper and lower case letters of the alphabet.

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize *and produce* rhyming words.
- Count, pronounce, *blend, and segment* syllables in spoken words.
- Isolate and pronounce the initial, *medial vowel, and final sound* (phonemes) in three-phoneme (CVC) words.

Know and apply grade level phonics and word analysis skills in decoding words.

- Read grade level high-frequency words with automaticity.
- Demonstrate basic knowledge of one-to one letter-sound correspondence.

Reading
Informational
Text
1.2

- *With prompting and support, identify the main idea and retell key details of text.*
- *With prompting and support, answer questions about key details in a text.*
- **With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.**
- *Identify parts of a book (title, author) and parts of a text (beginning, end, details).*
- *With prompting and support, ask and answer questions about unknown words in a text.*
- *Answers questions to describe the relationship between illustrations and the text in which they appear.*
- **With prompting and support, identify the reasons an author gives to support points in a text.**
- *With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.*
- *Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.*

Reading
Literature
1.3

- *With prompting and support, retell familiar stories including key details.*
- *Answer questions about key details in a text.*
- *With prompting and support, identify characters, settings, and major events in a story.*
- *Name the author and illustrator of a story and define the role of each in telling the story.*
- *Recognize common types of text.*
- **Ask and answer questions about unknown words in a text.**
- *Make connections between the illustrations and the text in a story (read or read aloud).*
- *Compare and contrast the adventures and experiences of characters in familiar stories.*
- **Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content.**
- *Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.*
- *Actively engage in group reading activities with purpose and understanding.*

Kindergarten

Writing
1.4

- **Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.**
- *Use a combination of drawing, dictating, and writing to focus on one specific topic.*
- *With prompting and support, generate ideas and details to convey information that relates to the chosen topic.*
- *Make logical connections between drawing and dictation/writing.*
- *With prompting and support, illustrate using details and dictate/write using descriptive words.*
- *Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.*
- *Form an opinion by choosing between two given topics.*
- *Support the opinion with reasons.*
- *Make logical connections between drawing and writing.*
- *Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.*
- *Establish “who” and “what” the narrative will be about.*
- *Describe experiences and events.*
- *Recount 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.*
- *Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.*
 - *Capitalize first word in sentence and pronoun I.*
 - *Recognize and use end punctuation*
 - *Spell simple words phonetically*
- *With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.*
- **With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.**
- **Participate in individual or shared research projects on a topic of interest.**
- **With guidance and support, recall information from experiences or gather information from provided sources to answer a question.**
- *Write routinely over short time frames.*
- *Demonstrate understanding of correct letter formation.*
- *Understand that letters begin on different lines for correct letter formation.*
- *Demonstrate correct pencil grip.*

Speaking and
Listening
1.5

- *Participate in collaborative conversations with peers and adults in small and larger groups.*
- *Ask and answer questions about key details in a text read aloud or information presented orally or through other media.*
- *Ask and answer questions in order to seek help, get information, or clarify something that is not understood.*
- *Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.*
- *Speak audibly and express thoughts, feelings, and ideas clearly.*
- *Demonstrate command of the conventions of Standard English when speaking based on kindergarten level and content.*

Course/ Grade:	Kindergarten	Instructional Unit: All	Foundational Skills	Suggested Timeline:	Ongoing
<p>Overview: In Kindergarten, foundational skills are crucial as students begin their literacy journey. These skills include understanding print concepts, recognizing and forming letters, developing phonemic awareness, and acquiring basic phonics. Students learn to blend and segment sounds, build a sight word vocabulary, and start reading simple texts. They also practice expressing ideas through drawing and writing, participate in conversations to enhance oral language skills, and develop listening comprehension. These foundational skills set the stage for successful reading and writing development in subsequent grades.</p>			<p>Essential Questions: <i>Print Concepts and Letter Recognition:</i></p> <ul style="list-style-type: none"> • How do we recognize and form letters of the alphabet? • Why is it important to understand the basic features of print? <p><i>Phonemic Awareness and Phonics:</i></p> <ul style="list-style-type: none"> • What are phonemes, and how do they help us read and write? • How do we blend, and segment sounds to form words? <p><i>Sight Word Vocabulary:</i></p> <ul style="list-style-type: none"> • What are sight words, and why are they important for reading? • How can we remember and use sight words in our reading and writing? <p><i>Reading Simple Texts:</i></p> <ul style="list-style-type: none"> • What strategies can we use to read simple texts? • How do understanding letter sounds help us read new words? <p><i>Expressing Ideas Through Drawing and Writing:</i></p> <ul style="list-style-type: none"> • How can we use drawing and writing to share our thoughts and stories? • Why is it important to practice writing our letters and words? <p><i>Oral Language Skills and Conversations:</i></p> <ul style="list-style-type: none"> • How do we participate in conversations with others? • Why is it important to listen carefully and respond thoughtfully when talking with others? <p><i>Listening Comprehension:</i></p> <ul style="list-style-type: none"> • What can we do to understand stories or information we hear? • How does listening help us learn new things and improve our reading skills? 		
<p>Essential Learning Targets: <i>Print Concepts and Letter Recognition:</i></p> <ul style="list-style-type: none"> • Identify and name uppercase and lowercase letters. • Demonstrate understanding of left-to-right and top-to-bottom progression when reading text. <p><i>Phonemic Awareness and Phonics:</i></p> <ul style="list-style-type: none"> • Segment spoken words into individual sounds (phonemes). • Blend sounds to form and read simple words. <p><i>Sight Word Vocabulary:</i></p>					

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<ul style="list-style-type: none"> Recognize and read high-frequency sight words. Use sight words accurately in writing and reading. <p><i>Reading Simple Texts:</i></p> <ul style="list-style-type: none"> Read emergent-reader texts with purpose and understanding. Use strategies (e.g., picture clues, initial sounds) to decode unfamiliar words. <p><i>Expressing Ideas Through Drawing and Writing:</i></p> <ul style="list-style-type: none"> Draw pictures that depict ideas or experiences. Write letters and words to convey meaning in sentences and stories. <p><i>Oral Language Skills and Conversations:</i></p> <ul style="list-style-type: none"> Participate in conversations with peers and adults by asking and answering questions. Use appropriate language and listening skills to contribute to discussions. <p><i>Listening Comprehension:</i></p> <ul style="list-style-type: none"> Listen attentively to stories, conversations, and instructions. Retell key details and information from what was heard. 			
1.1 A Book Handling and 1.1 B Print Concepts	1.1 C Phonological Awareness	1.1 D Phonics & Word Recognition	1.1 E Fluency
<p>CC.1.1.K.A: Utilize book handling skills.</p> <p>CC.1.1.K.B: Demonstrate understanding of the organization and basic features of print.</p>	<p>CC.1.1.K.C: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p>CC.1.1.K.D: Know and apply grade level phonics and word analysis skills in decoding words.</p>	<p>CC.1.1.K.E: Read emergent-reader text with purpose and understanding.</p>
Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
Cover Title Page Left Right Top Bottom Letter Word Sentence Page Uppercase Lowercase	Sound Syllable Rhyme Vowel Consonant Blend Letter Segment	Letter Sound Long Vowel Short Vowel Word 60 High Frequency words (EOY goal) <i>Specific to this unit: yellow; black; brown; white</i> Tapping words out- segmenting	Read Pointer Finger Focus

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Capital Period Exclamation Mark Question Mark Author Illustrator Spaces Skyline Flower line Grass line Dirt Curved Lines Straight Lines			
Resources	Resources	Resources	Resources
Savvas myView	Savvas myView	Savvas myView	Savvas myView
Trade books	AlphaFriends	AlphaFriends	AlphaFriends
Mentor text	Heggerty Phonemic Awareness	Heggerty Phonemic Awareness	Heggerty Phonemic Awareness
Read Alouds		Secret Stories	Secret Stories
Handwriting			
Performance Tasks/ Assessments	Performance Tasks/ Assessments	Performance Tasks/ Assessments	Performance Tasks/ Assessments
Quarterly common district assessments (ESGI)	Quarterly common district assessments (ESGI)	Quarterly common district assessments (ESGI)	Quarterly common district assessments (ESGI)
Daily formative assessments	Daily formative assessments	Daily formative assessments	Daily formative assessments
	Acadience	Acadience	Acadience
	Exact Path Diagnostic	Exact Path Diagnostic	Exact Path Diagnostic

Course/ Grade:	Kindergarten	Instructional Unit: ABC Boot Camp & 1	Module 1	Suggested Timeline:	4 weeks (ABC Bootcamp) 5 weeks (Unit 1)
<p>Overview: Students embark on a comprehensive journey to build essential literacy skills. They begin by exploring print concepts, recognizing letters, and developing phonemic awareness through engaging activities. The integration of ABC Bootcamp supplements these foundational skills, focusing on letter recognition, phonics, and early reading strategies. Students use a combination of drawing and early writing to express ideas, participate in conversations to enhance oral language skills, and develop a love for reading. Together, these units lay a solid foundation for future literacy development.</p>			<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is the text about? • How does the text promote thinking and response? • Why learn new words? • What strategies and resources does the learner use to figure out unknown vocabulary? • What makes clear and effective writing? • Why do writers write? • Who is the audience? • What will work best for the audience? • Where can one find information to answer questions? • What do good listeners do? • How do active listeners make meaning? • How do speakers effectively communicate a message? 		
<p>Essential Learning Targets:</p> <p>Reading Realistic Fiction:</p> <ul style="list-style-type: none"> • Identify the main idea and key details in realistic fiction stories. • Retell stories using illustrations and simple sentences. <p>Making and Using Words for Realistic Fiction:</p> <ul style="list-style-type: none"> • Use vocabulary specific to realistic fiction in speaking and writing. • Create simple narratives or descriptions using realistic fiction elements. <p>Writing a Story:</p> <ul style="list-style-type: none"> • Plan and sequence ideas to create a narrative story. • Write stories that include a beginning, middle, and end. <p>Using Words to Describe Stories:</p> <ul style="list-style-type: none"> • Use descriptive words to talk about and retell stories. • Connect personal experiences to stories using spoken and written words. <p>Drawing or Writing:</p> <ul style="list-style-type: none"> • Use drawing and writing to communicate ideas and stories clearly. 					

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<ul style="list-style-type: none"> • Create illustrations that support the meaning of the text. <p>Reading About Special Places:</p> <ul style="list-style-type: none"> • Read and understand informational texts about special places. • Identify key information and details from texts about different locations. <p>Using Words to Make Connections:</p> <ul style="list-style-type: none"> • Explain connections between personal experiences and stories using words. • Use words to describe similarities and differences between different stories. 			
1.2 Reading Informational Text	1.3 Reading Literature	1.4 Writing	1.5 Speaking and Listening
<p>CC.1.2.K.A: With prompting and support, identify the main idea and retell key details of text</p> <p>CC.1.2.K.B: With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.C: With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>CC.1.2.K.E: Identify parts of a book and parts of a text.</p> <p>CC.1.2.K.F: With prompting and support, ask and answer questions about unknown words in a text.</p> <p>CC.1.2.K.G: Answer questions to describe the relationship between illustrations and the text in which they appear.</p> <p>CC.1.2.K.H: With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>CC.1.2.K.I: With prompting and support, identify basic similarities and differences</p>	<p>CC.1.3.K.A: With prompting and support, retell familiar stories including key details.</p> <p>CC.1.3.K.B: Answer questions about key details in a text.</p> <p>CC.1.3.K.C: With prompting and support, identify characters, settings, and major events in a story.</p> <p>CC.1.3.K.D: Name the author and illustrator of a story and define the role of each in telling the story.</p> <p>CC.1.3.K.E: Recognize common types of text.</p> <p>CC.1.3.K.F: Ask and answer questions about unknown words in a text.</p> <p>CC.1.3.K.G: Make connections between the illustrations and the text in a story (read or read aloud).</p> <p>CC.1.3.K.H: Compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>CC.1.3.K.I: Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.</p>	<p>NARRATIVE</p> <p>CC.1.4.K.M: Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.</p> <p>CC.1.4.K.N: Establish who and what the narrative will be about.</p> <p>CC.1.4.K.O: Describe experiences and events.</p> <p>CC.1.4.K.P: Recount 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>CC.1.4.K.R: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> • Capitalize first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically. 	<p>CC.1.5.K.A: Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>CC.1.5.K.B: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>CC.1.5.K.C: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>CC.1.5.K.D: Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.</p> <p>CC.1.5.K.E: Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>CC.1.5.K.G: Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.</p>

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<p>between two texts (read or read aloud) on the same topic. CC.1.2.K.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. CC.1.2.K.K: Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content. CC.1.2.K.L: Actively engage in group reading activities with purpose and understanding.</p>	<p>CC.1.3.K.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. CC.1.3.K.K: Actively engage in group reading activities with purpose and understanding.</p>	<p>CC.1.4.K.T: With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed. CC.1.4.K.U: With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers. CC.1.4.K.V: Participate in individual or shared research projects on a topic of interest. CC.1.4.K.W: With guidance and support, recall information from experiences or gather information from provided sources to answer a question. CC.1.4.K.X: Write routinely over short time frames.</p>	
Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
<p><i>Map</i> <i>Move</i> <i>Land</i> <i>Special</i> Cover Title Page Left Right Top Bottom Letter Word Sentence Page Uppercase</p>	<p>Sound Syllable Rhyme Vowel Consonant Blend Letter Segment</p>	<p>Topic Descriptive 60 High Frequency words (EOY goal) <i>Specific to this unit: I; am; the; like; to; a; have; is; he; my; we; make; for; me; with</i></p>	<p>Read Pointer Finger Focus</p>

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<p>Lowercase Capital Period Exclamation Mark Question Mark Author Illustrator Spaces Skyline Flower line Grass line Dirt Curved Lines Straight Lines</p>			
Resources	Resources	Resources	Resources
<p>Savvas myView Trade books Mentor text Read Alouds Handwriting</p>	<p>Savvas myView AlphaFriends Heggerty Phonemic Awareness</p>	<p>Savvas myView AlphaFriends Heggerty Phonemic Awareness Secret Stories</p>	<p>Savvas myView AlphaFriends Heggerty Phonemic Awareness Secret Stories</p>
Performance Tasks/ Assessments	Performance Tasks/ Assessments	Performance Tasks/ Assessments	Performance Tasks/ Assessments
<p>Quarterly common district assessments (ESGI) Daily formative assessments</p>	<p>Quarterly common district assessments (ESGI) Daily formative assessments Acadience Exact Path Diagnostic</p>	<p>Quarterly common district assessments (ESGI) Daily formative assessments Acadience Exact Path Diagnostic</p>	<p>Quarterly common district assessments (ESGI) Daily formative assessments Acadience Exact Path Diagnostic</p>

Course/ Grade:	Kindergarten	Instructional Unit: 2 & 3	Module 2	Suggested Timeline:	5 weeks
<p>Overview: Students continue to enhance their literacy skills by deepening their understanding of phonics, phonemic awareness, and print concepts. They expand their vocabulary and improve comprehension through interactive read-alouds and guided reading sessions. Students further develop their storytelling abilities by combining drawing and writing, and they participate in discussions with peers and adults to share ideas, ask questions, and express their thoughts. These units emphasize critical early literacy skills and effective communication, setting a strong foundation for future learning.</p>			<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is the text about? • How does the text promote thinking and response? • Why learn new words? • What strategies and resources does the learner use to figure out unknown vocabulary? • What makes clear and effective writing? • Why do writers write? • Who is the audience? • What will work best for the audience? • Where can one find information to answer questions? • What do good listeners do? • How do active listeners make meaning? • How do speakers effectively communicate a message? 		
<p>Essential Learning Targets:</p> <p>Reading Realistic Fiction:</p> <ul style="list-style-type: none"> • Identify and understand the main idea of realistic fiction stories. • Read aloud realistic fiction texts with fluency and expression. <p>Making and Using Words for Realistic Fiction:</p> <ul style="list-style-type: none"> • Use vocabulary appropriate for realistic fiction in reading and writing. • Create and tell simple realistic fiction stories using descriptive language. <p>Writing a Story:</p> <ul style="list-style-type: none"> • Plan and organize ideas to write a narrative story. • Write stories that have a beginning, middle, and end. <p>Using Words to Describe Stories:</p> <ul style="list-style-type: none"> • Use descriptive words to retell and discuss stories. • Explain connections between personal experiences and stories using words. <p>Drawing or Writing:</p> <ul style="list-style-type: none"> • Use drawing and writing to communicate ideas and stories effectively. • Illustrate stories with details that match the text. <p>Reading About Special Places:</p> <ul style="list-style-type: none"> • Read and comprehend informational texts about special places. 					

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- Identify key details and facts from informational texts about different locations.

Using Words to Make Connections:

- Explain connections between personal experiences and informational texts.
- Use words to describe similarities and differences between different stories and informational texts.

Reading Informational Text:

- Read and understand informational texts about various topics.
- Identify main ideas and key details from informational texts.

Using Words to Tell About Informational Text:

- Use vocabulary specific to informational texts when speaking and writing.
- Summarize informational texts orally and in writing.

Writing an Informational Text:

- Organize and present information about a topic in a clear sequence.
- Write informational texts that include facts and details about a specific topic.

Reading About What Living Things Need:

- Read and comprehend texts about the needs of living things (e.g., plants, animals).
- Identify and discuss the basic needs of living things.

Using Words to Make Connections (Living Things):

- Explain connections between the needs of living things and personal experiences.
- Use words to describe how different living things meet their needs.

Writing an Informational Text (Living Things):

- Research and write about the needs of specific living things.
- Present information about what living things need in an organized manner.

Reading Traditional Stories:

- Read and comprehend traditional stories from different cultures.
- Identify characters, settings, and main events in traditional stories.

Using Words to Tell About Stories (Traditional Stories):

- Use storytelling vocabulary to retell traditional stories.
- Explain cultural connections and themes found in traditional stories.

Writing a Story (Traditional Stories):

- Create original stories inspired by traditional storytelling styles.
- Write stories that reflect cultural values and lessons from traditional stories.

Reading to Learn About Why People Like Stories:

- Read and discuss texts about the reasons people enjoy stories.
- Identify and explain personal reasons for liking stories.

1.2 Reading Informational Text	1.3 Reading Literature	1.4 Writing	1.5 Speaking and Listening
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<p>CC.1.2.K.A: With prompting and support, identify the main idea and retell key details of text</p> <p>CC.1.2.K.B: With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.C: With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>CC.1.2.K.E: Identify parts of a book and parts of a text.</p> <p>CC.1.2.K.F: With prompting and support, ask and answer questions about unknown words in a text.</p> <p>CC.1.2.K.G: Answer questions to describe the relationship between illustrations and the text in which they appear.</p> <p>CC.1.2.K.H: With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>CC.1.2.K.I: With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.</p> <p>CC.1.2.K.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p> <p>CC.1.2.K.K: Determine or clarify the meaning of unknown or multiple-meaning</p>	<p>CC.1.3.K.A: With prompting and support, retell familiar stories including key details.</p> <p>CC.1.3.K.B: Answer questions about key details in a text.</p> <p>CC.1.3.K.C: With prompting and support, identify characters, settings, and major events in a story.</p> <p>CC.1.3.K.D: Name the author and illustrator of a story and define the role of each in telling the story.</p> <p>CC.1.3.K.E: Recognize common types of text.</p> <p>CC.1.3.K.F: Ask and answer questions about unknown words in a text.</p> <p>CC.1.3.K.G: Make connections between the illustrations and the text in a story (read or read aloud).</p> <p>CC.1.3.K.H: Compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>CC.1.3.K.I: Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.</p> <p>CC.1.3.K.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p> <p>CC.1.3.K.K: Actively engage in group reading activities with purpose and understanding.</p>	<p>NARRATIVE</p> <p>CC.1.4.K.M: Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.</p> <p>CC.1.4.K.N: Establish who and what the narrative will be about.</p> <p>CC.1.4.K.O: Describe experiences and events.</p> <p>CC.1.4.K.P: Recount 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>CC.1.4.K.R: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> • Capitalize first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically. <p>CC.1.4.K.T: With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>CC.1.4.K.U: With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.</p>	<p>CC.1.5.K.A: Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>CC.1.5.K.B: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>CC.1.5.K.C: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>CC.1.5.K.D: Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.</p> <p>CC.1.5.K.E: Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>CC.1.5.K.G: Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.</p>
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words and phrases based upon grade-level reading and content. CC.1.2.K.L: Actively engage in group reading activities with purpose and understanding.		CC.1.4.K.V: Participate in individual or shared research projects on a topic of interest. CC.1.4.K.W: With guidance and support, recall information from experiences or gather information from provided sources to answer a question. CC.1.4.K.X: Write routinely over short time frames.	
Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
Choose Explain Meaning Character Grow Need Share Depend Cover Title Page Left Right Top Bottom Letter Word Sentence Page Uppercase Lowercase Capital Period	Sound Syllable Rhyme Vowel Consonant Blend Letter Segment	Letter Sound Long Vowel Short Vowel Word 60 High Frequency words (EOY goal) <i>Specific to this unit: are; that; they; you; do; one; two; three; four; here; five; go; yellow; from; said; was; where; come; play</i>	Read Pointer Finger Focus

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Exclamation Mark Question Mark Author Illustrator Spaces Skyline Flower line Grass line Dirt Curved Lines Straight Lines			
		Resources	Resources
Savvas myView Trade books Mentor text Read Alouds Handwriting	Savvas myView AlphaFriends Heggerty Phonemic Awareness	Savvas myView AlphaFriends Heggerty Phonemic Awareness Secret Stories	Savvas myView AlphaFriends Heggerty Phonemic Awareness Secret Stories
Performance Tasks/ Assessments	Performance Tasks/ Assessments	Performance Tasks/ Assessments	Performance Tasks/ Assessments
Quarterly common district assessments (ESGI) Daily formative assessments	Quarterly common district assessments (ESGI) Daily formative assessments Acadience Exact Path Diagnostic	Quarterly common district assessments (ESGI) Daily formative assessments Acadience Exact Path Diagnostic	Quarterly common district assessments (ESGI) Daily formative assessments Acadience Exact Path Diagnostic

		Writing prompt: Write about a time you were on the playground.	
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Course/ Grade:	Kindergarten	Instructional Unit: 4	Module 3	Suggested Timeline:	5 weeks
Overview: Students advance their literacy skills by focusing on more complex phonics and phonemic awareness concepts. They further enhance their vocabulary and comprehension through diverse reading and interactive activities. Students refine their storytelling techniques using drawing and writing, and they engage in more in-depth conversations with peers and adults to articulate ideas, ask insightful questions, and respond thoughtfully. This unit aims to strengthen students' literacy foundations and communication abilities, preparing them for more advanced literacy challenges.			Essential Questions: <ul style="list-style-type: none"> • What is the text about? • How does the text promote thinking and response? • Why learn new words? • What strategies and resources does the learner use to figure out unknown vocabulary? • What makes clear and effective writing? • Why do writers write? • Who is the audience? • What will work best for the audience? • Where can one find information to answer questions? • What do good listeners do? • How do active listeners make meaning? • How do speakers effectively communicate a message? 		
Essential Learning Targets: Reading Narrative Nonfiction: <ul style="list-style-type: none"> • Identify and understand the main topic and key details in narrative nonfiction texts. • Read narrative nonfiction texts aloud with fluency and expression. Using Words to Tell About Narrative Nonfiction: <ul style="list-style-type: none"> • Use vocabulary specific to narrative nonfiction when discussing and retelling stories. • Explain connections between personal experiences and narrative nonfiction texts. Writing a Story About Myself: <ul style="list-style-type: none"> • Plan and organize ideas to write a personal narrative story. • Write a story about a personal experience with a clear beginning, middle, and end. Reading About the Past: <ul style="list-style-type: none"> • Read and comprehend texts about historical events or figures. • Identify key facts and details from texts about the past. Using Words to Make Connections: <ul style="list-style-type: none"> • Explain connections between personal experiences and what is learned from texts. • Use words to describe similarities and differences between personal experiences and historical events. 					
1.2 Reading Informational Text		1.3 Reading Literature		1.4 Writing	
1.5 Speaking and Listening					

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<p>CC.1.2.K.A: With prompting and support, identify the main idea and retell key details of text</p> <p>CC.1.2.K.B: With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.C: With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>C.C.1.2.K.D: left blank</p> <p>CC.1.2.K.E: Identify parts of a book and parts of a text.</p> <p>CC.1.2.K.F: With prompting and support, ask and answer questions about unknown words in a text.</p> <p>CC.1.2.K.G: Answer questions to describe the relationship between illustrations and the text in which they appear.</p> <p>CC.1.2.K.H: With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>CC.1.2.K.I: With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.</p> <p>CC.1.2.K.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p> <p>CC.1.2.K.K: Determine or clarify the meaning of unknown or multiple-meaning</p>	<p>CC.1.3.K.A: With prompting and support, retell familiar stories including key details.</p> <p>CC.1.3.K.B: Answer questions about key details in a text.</p> <p>CC.1.3.K.C: With prompting and support, identify characters, settings, and major events in a story.</p> <p>CC.1.3.K.D: Name the author and illustrator of a story and define the role of each in telling the story.</p> <p>CC.1.3.K.E: Recognize common types of text.</p> <p>CC.1.3.K.F: Ask and answer questions about unknown words in a text.</p> <p>CC.1.3.K.G: Make connections between the illustrations and the text in a story (read or read aloud).</p> <p>CC.1.3.K.H: Compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>CC.1.3.K.I: Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.</p> <p>CC.1.3.K.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p> <p>CC.1.3.K.K: Actively engage in group reading activities with purpose and understanding.</p>	<p>OPINION/ARUGMENTATIVE</p> <p>CC.1.4.K.G: Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.</p> <p>CC.1.4.K.H: Form an opinion by choosing between two given topics.</p> <p>CC.1.4.K.I: Support the opinion with reasons.</p> <p>CC.1.4.K.J: Make logical connections between drawing and writing.</p> <p>CC.1.4.K.L: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> • Capitalize the first word in a sentence and the pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically 	<p>CC.1.5.K.A: Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>CC.1.5.K.B: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>CC.1.5.K.C: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>CC.1.5.K.D: Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.</p> <p>CC.1.5.K.E: Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>CC.1.5.K.G: Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.</p>
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words and phrases based upon grade-level reading and content. CC.1.2.K.L: Actively engage in group reading activities with purpose and understanding.			
Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
<i>Time</i> <i>Change</i> <i>Discover</i> <i>Tradition</i> Texts Topic Author Preview Predict Inference Illustrator Main Idea Sequence Compare and Contrast Nonfiction	Character Setting Illustrations Title Author Beginning End Predict Classify and Categorize Realism and Fantasy Plot Animal Fantasy Fairy Tale Realistic Fiction	Illustrations Descriptive Sentence Captions Labels Uppercase Lowercase Capitals Letters Finger spaces Period Poem Song Invitation Nouns Proper Nouns High Freque Adjective 60 High Frequency words (EOY goal) <i>Specific to this unit: down; away; little; funny; find; pretty; all now; black; brown; white; good; please; want</i>	Rhyme Initial Sound- Beginning Sound Middle sound Ending Sound Discuss Partner reading Vowels Syllables Phoneme Segment- Tapping out Turn and Talk
Resources	Resources	Resources	Resources
Savvas myView	Savvas myView	Savvas myView	Savvas myView

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Trade books	AlphaFriends	AlphaFriends	AlphaFriends
Mentor text	Heggerty Phonemic Awareness	Heggerty Phonemic Awareness	Heggerty Phonemic Awareness
Read Alouds		Secret Stories	Secret Stories
Handwriting			
Performance Tasks/ Assessments	Performance Tasks/ Assessments	Performance Tasks/ Assessments	Performance Tasks/ Assessments
Quarterly common district assessments (ESGI)	Quarterly common district assessments (ESGI)	Quarterly common district assessments (ESGI)	Quarterly common district assessments (ESGI)
Daily formative assessments	Daily formative assessments	Daily formative assessments	Daily formative assessments
	Acadience	Acadience	Acadience
	Exact Path Diagnostic	Exact Path Diagnostic	Exact Path Diagnostic
		Writing prompt: What is your favorite special and why?	

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Course/ Grade:	Kindergarten	Instructional Unit: 5	Module 4	Suggested Timeline:	5 weeks
Overview: Students consolidate and expand upon their literacy skills by delving deeper into phonics, phonemic awareness, and comprehension strategies. They continue to build a robust vocabulary and practice more sophisticated storytelling through drawing and writing. Students engage in richer discussions with peers and adults, honing their ability to express ideas clearly, ask and answer questions, and participate in meaningful dialogues. This unit aims to solidify the foundational literacy skills acquired throughout the year, ensuring students are well-prepared for first grade.			Essential Questions: <ul style="list-style-type: none"> • What is the text about? • How does the text promote thinking and response? • Why learn new words? • What strategies and resources does the learner use to figure out unknown vocabulary? • What makes clear and effective writing? • Why do writers write? • Who is the audience? • What will work best for the audience? • Where can one find information to answer questions? • What do good listeners do? • How do active listeners make meaning? • How do speakers effectively communicate a message? 		
Essential Learning Targets: Reading Informational Text: <ul style="list-style-type: none"> • Identify the main topic and key details in informational texts. • Read informational texts aloud with fluency and expression. Using Words to Tell About Informational Text: <ul style="list-style-type: none"> • Use vocabulary specific to informational texts when discussing and retelling information. • Explain connections between personal experiences and informational texts. Writing a Nonfiction Text: <ul style="list-style-type: none"> • Plan and organize ideas to write an informational text. • Write informational texts that include facts and details about a specific topic. Reading About Weather: <ul style="list-style-type: none"> • Read and comprehend texts about different types of weather. • Identify key facts and details about weather conditions. 					
1.2 Reading Informational Text		1.3 Reading Literature		1.4 Writing	
CC.1.2.K.A: With prompting and support, identify the main idea and retell key		CC.1.3.K.A: With prompting and support, retell familiar stories including key details.		INFORMATIVE/EXPLANATORY CC.1.4.K.A: Use a combination of drawing, dictating, and writing to	
				1.5 Speaking and Listening CC.1.5.K.A: Participate in collaborative conversations with peers and adults in small and larger groups.	

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<p>details of text</p> <p>CC.1.2.K.B: With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.C: With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>C.C.1.2.K.D: left blank</p> <p>CC.1.2.K.E: Identify parts of a book and parts of a text.</p> <p>CC.1.2.K.F: With prompting and support, ask and answer questions about unknown words in a text.</p> <p>CC.1.2.K.G: Answer questions to describe the relationship between illustrations and the text in which they appear.</p> <p>CC.1.2.K.H: With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>CC.1.2.K.I: With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.</p> <p>CC.1.2.K.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p> <p>CC.1.2.K.K: Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.</p>	<p>CC.1.3.K.B: Answer questions about key details in a text.</p> <p>CC.1.3.K.C: With prompting and support, identify characters, settings, and major events in a story.</p> <p>CC.1.3.K.D: Name the author and illustrator of a story and define the role of each in telling the story.</p> <p>CC.1.3.K.E: Recognize common types of text.</p> <p>CC.1.3.K.F: Ask and answer questions about unknown words in a text.</p> <p>CC.1.3.K.G: Make connections between the illustrations and the text in a story (read or read aloud).</p> <p>CC.1.3.K.H: Compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>CC.1.3.K.I: Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.</p> <p>CC.1.3.K.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p> <p>CC.1.3.K.K: Actively engage in group reading activities with purpose and understanding.</p>	<p>compose informative/ explanatory texts.</p> <p>CC.1.4.K.B: Use a combination of drawing, dictating, and writing to focus on one specific topic.</p> <p>CC.1.4.K.C: With prompting and support, generate ideas and details to convey information that relates to the chosen topic.</p> <p>CC.1.4.K.D: Make logical connections between drawing and dictation/writing.</p> <p>CC.1.4.K.E: With prompting and support, illustrate using details and dictate/write using descriptive words.</p> <p>CC.1.4.K.F: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> • Capitalize the first word in a sentence and the pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically 	<p>CC.1.5.K.B: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>CC.1.5.K.C: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>CC.1.5.K.D: Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.</p> <p>CC.1.5.K.E: Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>CC.1.5.K.G: Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.</p>
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CC.1.2.K.L: Actively engage in group reading activities with purpose and understanding.			
Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
<i>Effect</i> <i>Measure</i> <i>Prepare</i> <i>Extreme</i> Informational text Non-fiction Details Heading Labels Title Author Topic Texts Descriptive	Title Author Illustrator Illustration Character Setting Beginning End	Topic Descriptive 60 High Frequency words (EOY goal) <i>Specific to this unit: be; saw; our; eat; soon; who; there; into; out; so; new; too</i>	Syllables
Resources	Resources	Resources	Resources
Savvas myView Trade books Mentor text Read Alouds Handwriting	Savvas myView AlphaFriends Heggerty Phonemic Awareness	Savvas myView AlphaFriends Heggerty Phonemic Awareness Secret Stories	Savvas myView AlphaFriends Heggerty Phonemic Awareness Secret Stories
Performance Tasks/ Assessments	Performance Tasks/ Assessments	Performance Tasks/ Assessments	Performance Tasks/ Assessments
Quarterly common district assessments (ESGI) Daily formative assessments	Quarterly common district assessments (ESGI) Daily formative assessments	Quarterly common district assessments (ESGI) Daily formative assessments	Quarterly common district assessments (ESGI) Daily formative assessments

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	Acadience Exact Path Diagnostic	Acadience Exact Path Diagnostic Writing prompt: Animal research project	Acadience Exact Path Diagnostic
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