



## Danville District No. 118 Kindergarten English Language Arts Curriculum and Scope and Sequence

### Foundational Skills

#### Standard 1: Print Concepts

#### Standard 2: Phonological Awareness

#### Standard 3: Phonics and Word Recognition

#### Standard 4: Fluency

Standard	Anchor Standards	Objectives	Action Plan	Resources
Foundational Skills	Print Concepts <b>RF.K.1</b>	<p><b>The student will be able to:</b> Demonstrates understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li><b>Follow words from left to right, top to bottom, and page by page. (RF.K.1a)</b></li> <li>Recognize that spoken words are represented in written language by specific sequences of letters. (RF.K.1b)</li> <li>Understand that words are separated by spaces in print. (RF.K.1c)</li> <li><b>Recognize and name all upper and lowercase letters of the alphabet. (RF.K.1d)</b></li> </ul>	<p>Establish that text moves from left to right and top to bottom.</p> <p>Read print from left to right across the page.</p> <p>Recognize that print represents spoken language.</p> <p>Understand that print is written speech.</p> <p>Connect speech to print.</p> <p>Identify upper and</p>	<p><i>Trophies</i></p> <ul style="list-style-type: none"> <li>Decodable &amp; pre-decodable</li> </ul> <p>Saxon Phonics</p> <ul style="list-style-type: none"> <li>Decodable &amp; leveled readers</li> </ul> <p>Read alouds</p> <p>Library books</p> <p>PALS</p> <p>Systematic phonics</p>

			<p>lowercase letters of the alphabet.</p> <p>Identify and recognize the initial sound of a spoken word.</p> <p>Show words are separated by spaces.</p> <p>Demonstrate that the alphabet is made up of letters through written examples.</p>	<p>Heggerty writing</p> <p>DIBELS ISF assessment</p> <p>Daily written examples</p>
	<p>Phonological Awareness</p> <p><b>RF.K.2</b></p>	<p><b>The student will be able to:</b></p> <p>Demonstrates understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>• <b>Recognize and produce rhyming words. (RF.K.2a)</b></li> <li>• Count, pronounce, blend, and segment syllables in spoken words. (RF.K.2b)</li> <li>• <b>Blend and segment onsets and rimes of single-syllable spoken words. (RF.K.2c)</b></li> <li>• Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (RF.K.2d)</li> <li>• <b>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (RF.K.2e)</b></li> </ul>	<p>Listen and identify patterns of rhyming words</p> <p>Orally provide examples.</p> <p>Identify rhyming words in poetry and songs.</p> <p>Listen for rhythm and rhyme in selected print.</p> <p>Locate letter patterns in word (word families).</p> <p>Identify text patterns.</p> <p>Build and read simple one syllable words.</p> <p>Generate phonogram words (-et: let, get,</p>	<p><i>Trophies</i></p> <p>Saxon phonics</p> <p>Heggerty phonemic awareness</p> <p>Word families (eg. – at, -am, etc.)</p> <p>DIBELS NWF</p> <p>DIBELS PSF</p> <p>DIBELS ISF</p>

			<p>met, wet).</p> <p>Blend letter patterns to read words. Decode phonogram (-et: let, get, met wet).</p> <p>Use consonant blends to create words (st-:stop, step, store).</p> <p>Identify initial phoneme</p> <p>Identify and recognize the initial sound of a spoken word</p> <p>Identify medial vowel</p> <p>Identify words with same initial sounds</p> <p>Identify words with same medial sound.</p>	
	Phonics and Word Recognition (RF.K.3)	<p><b>The student will be able to:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>• Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. (RF.K.3a)</li> <li>• Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (RF.K.3b)</li> <li>• Read common high-frequency words by sight. (RF.K.3c)</li> </ul>	<p>Recite and identify sounds for consonant letters (b, c, d, f, ...) .</p> <p>Recite and identify long and short vowel sounds.</p> <p>Recognize and recite common high-frequency words by sight (a, l, the, my, like, etc.).</p>	<p><i>Trophies</i></p> <p>Saxon Phonics</p> <p>Heggerty writing</p> <p>Systematic phonics</p> <p>Word families</p>

		<ul style="list-style-type: none"> <li>Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (RF.K.3d)</li> </ul>	Distinguish between similarly spelled words by identifying the sounds of letters that are different	
	Fluency RF.K.4	<p><b>The student will be able to:</b> Read emergent-reader texts with purpose and understanding.</p>	Read predictable and pattern books	<p><i>Trophies</i></p> <ul style="list-style-type: none"> <li>Decodable &amp; pre-decodable books</li> <li>Retelling cards</li> </ul> <p>Saxon Phonics</p> <ul style="list-style-type: none"> <li>Decodable &amp; leveled readers</li> </ul>

**Danville District No. 118**  
**Kindergarten English Language Arts**  
**Curriculum and Scope and Sequence**

**Anchor Standard 1: Key Ideas and Details**

**Anchor Standard 2: Craft and Structure**

**Anchor Standard 3: Integration of Knowledge and Ideas**

**Anchor Standard 4: Range of Reading and Level of Text Complexity**

<b>Standard</b>	<b>Anchor Standards</b>	<b>Objectives</b>	<b>Action Plan</b>	<b>Resources</b>
Literature	Key Ideas and Details <b>RL.K.1</b>	<b>The student will be able to:</b> <b>With prompting and support, ask and answer questions about key details in a text.</b>	Questions and prompting can apply to a variety of story selections	<i>Trophies</i> (e.g. I Read Signs)  Accelerated Reader Read Alouds  Saxon Phonics Decodable Readers
	Key Ideas and Details <b>RL.K.2</b>	<b>The student will be able to:</b> <b>With prompting and support, retell familiar stories, including key details.</b>	Listen and retell a story by using traits of characters.  Connect personal experiences with those of others.  Utilize pictures and	<i>Trophies</i> <ul style="list-style-type: none"> <li>• Pre-decodable books</li> <li>• Decodable books</li> </ul> Saxon Phonics <ul style="list-style-type: none"> <li>• Levelled</li> </ul>

			<p>context to make predictions.</p> <p>Use graphic organizers to organize key details in a story.</p>	<p>readers</p> <ul style="list-style-type: none"> <li>• Decodable readers</li> </ul> <p>Read alouds (see units)</p>
	<p>Key Ideas and Details RL.K.3</p>	<p><b>The student will be able to:</b> With prompting and support, identify characters, setting, and major events in a story.</p>	<p>Explain story elements using story mapping or other graphic organizers</p> <p>Illustrate stories describing character, settings, and major events.</p> <p>Produce writings about story elements using key details from the story.</p>	<p><i>Trophies</i></p> <p>Read alouds (see units)</p> <p>Saxon Phonics</p> <ul style="list-style-type: none"> <li>• Leveled readers</li> <li>• Fluency readers</li> </ul> <p>Library books</p>
	<p>Craft and Structure RL.K.4</p>	<p><b>The student will be able to:</b> Ask and answer questions about unknown words in text.</p>	<p>Identify meanings of action words and students may act out examples.</p> <p>Use details to interpret meaning from text.</p> <p>Brainstorm ideas of unknown words using prior knowledge</p> <p>A KWL chart will demonstrate the process.</p>	<p><i>Trophies</i></p> <p>Read alouds (see units)</p> <p>Saxon Phonics</p> <ul style="list-style-type: none"> <li>• Leveled readers</li> <li>• Fluency readers</li> </ul> <p>Library books</p>

	Craft and Structure RL.K.5	<b>The student will be able to:</b> Recognize common types of texts (e.g., storybooks, poems).	Listen and respond to selected materials and identify genre (e.g poem, story).  Understand folktale as a type of story  Recognize the differences between fiction and nonfiction.	<i>Trophies</i>  Read alouds (poetry, fiction, non-fiction, etc.)  Library books
	Craft and Structure RL.K.6	<b>The student will be able to:</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Identify a title by locating placement in text.  Name the title, author, and illustrator of a story. Understand the role of each occupation.	<i>Trophies</i>  Read alouds  Informational text  Library books
	Integration of Knowledge and Ideas RL.K.7	<b>The student will be able to:</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in the story an illustration depicts).	Recognize signs, labels, and logos as different kinds of everyday print.  Apply picture details to understand text.  Use pictures and context to form predictions  Understand that a description applies details.	<i>Trophies</i>  Read alouds  Library books  Graphic organizers (HMH)

	Integration of Knowledge and Ideas RL.K.8	<b>The student will be able to:</b> (not applicable to literature)		
	Integration of Knowledge and Ideas RL.K.9	<b>The student will be able to:</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Use a Venn diagram to indicate similarities, differences, and commonalities.	<i>Trophies</i> Read alouds (see pacing calendar)  Graphic organizer  Leveled readers
	Range of Reading and level of Text Complexity RL. K.10	<b>The student will be able to:</b> Actively engage in group reading activities with purpose and understanding.	Recognize details that are directly stated for response to focus questions.	<i>Trophies</i>  Reader's Theatre  Saxon Phonics <ul style="list-style-type: none"> <li>• Leveled readers</li> </ul>



## Danville District No. 118 Kindergarten English Language Arts Curriculum and Scope and Sequence

**Anchor Standard 1: Key Ideas and Details**

**Anchor Standard 2: Craft and Structure**

**Anchor Standard 3: Integration of Knowledge and Ideas**

**Anchor Standard 4: Range of Reading and Level of Text Complexity**

<b>Standard</b>	<b>Anchor Standards</b>	<b>Objectives</b>	<b>Action Plan</b>	<b>Resources</b>
Informational Text	Key Ideas and Details RI.K.1	<b>The student will be able to:</b> With prompting and support, ask and answer questions about key details in a text.	Respond to a variety of selections by locating key details.	<i>Trophies</i>  Leveled readers
	Key Ideas and Details RI.K.2	<b>The student will be able to:</b> With prompting and support, identify the main topic and retell key details of a text.	Use graphic organizers to list and retell key details.  Summarize information through retelling the story orally to peers and through written explanation.	<i>Trophies</i>  Read alouds  Saxon Phonics <ul style="list-style-type: none"> <li>• Leveled readers</li> </ul>
	Key Ideas and Details RI.K.3	<b>The student will be able to:</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Utilize a t-chart to make comparisons.	<i>Trophies</i>  Read alouds
	Craft and Structure	<b>The student will be able to:</b> With prompting and support, ask and answer questions	Understand and apply story vocabulary in	<i>Trophies</i>

	RI.K.4	about unknown words in text.	<p>conversation and writing.</p> <p>Utilize a word wall or vocabulary cards to aid in the process.</p> <p>Use prior knowledge to ask and answer questions of unknown words through completion of a K-W-L chart.</p> <p>Understand content words through repeated use and application.</p> <p>Obtain information from text by answering questions and connecting to real-life experiences</p>	<p>HMH Robust Vocabulary</p> <p>Read alouds</p> <p>Library books</p>
	<b>Craft and Structure</b> RI.K.5	<b>The student will be able to:</b> <b>Identify the front cover, back cover, and title page of a book.</b>	<p>Locate the title, author, and illustrator on the cover of trade books and basals.</p> <p>Identify the title page of a book</p>	<p><i>Trophies</i></p> <p>Read alouds</p> <p>Library books</p>
	<b>Craft and Structure</b> RI.K.6	<b>The student will be able to:</b> <b>Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</b>	<p>Understand the role of an author and illustrator.</p>	<p><i>Trophies</i></p> <p>Harcourt Trophies</p> <p>Read alouds</p> <p>Library books</p>

	Integration of Knowledge and Ideas RI.K.7	<b>The student will be able to:</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).	Understand that pictures represent specific characters and locations. Practice demonstrating with use of vocabulary cards.  Activate prior knowledge by using pictures to make connections to text.	<i>Trophies</i>  Read alouds Library books
	Integration of Knowledge and Ideas RI.K.8	<b>The student will be able to:</b> With prompting and support, identify the reasons an author gives to support points in a text.	Identify key details through retell of key details and events.	<i>Trophies</i>  Read alouds  Library books  Graphic organizer  Five Finger retell
	<b>Integration of Knowledge and Ideas RI.K.9</b>	<b>The student will be able to:</b> <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).</b>	Use a Venn diagram to compare and contrast key information.	<i>Trophies</i>  Read alouds  Library books  Venn diagram  Graphic organizers
	<b>Range of Reading and level of Text Complexity RI.K.10</b>	<b>The student will be able to:</b> <b>Actively engage in group reading activities with purpose and understanding.</b>	Purposes will be set for reading by breaking selections into segments for retell opportunities and student opinion.	<i>Trophies</i>  Read alouds  Library books  Reader's Theatre

**Danville District No. 118  
Kindergarten English Language Arts  
Curriculum and Scope and Sequence**

**Writing**

**Standard 1: Text Type and Purposes**

**Standard 2: Production and Distribution of Writing**

**Standard 3: Research to Build and Present Knowledge**

**Standard 4: Range of Writing**

Standard	Anchor Standards	Objectives	Action Plan	Resources
Writing	Text Types and Purposes <b>W.K.1</b>	The student will be able to: <b>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.</b>	During mini-lessons, use mentor texts to model various components and texts of opinion writing.  Write an opinion piece that introduces a topic, clearly states an opinion, creates an organizational structure, and provides reasons supported with facts and details.  Generate ideas on a given topic and state an	Heggerty writing  Graphic organizer  District writing resource binder  Six Traits  Mentor texts

			<p>opinion utilizing a graphic organizer.</p> <p>Create an introduction that includes the writer's opinion.</p> <p>Correctly link opinions and reasons using factual words and phrases.</p> <p>Write a concluding statement supporting the opinion presented.</p> <p>Model writing an opinion piece.</p> <p>Organize thought and details using a graphic organizer or anchor chart.</p> <p>Create a combination of a drawing, dictation, and/or written piece with guidance and support demonstrating skills previously modeled.</p>	
	<p>Text Types and Purposes <b>W.K.2</b></p>	<p><b>The student will be able to:</b>  <b>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.</b></p>	<p>During mini-lessons, use mentor texts to model various components and texts of informative/explanatory writing.</p>	<p>Heggerty Writing</p> <p>Graphic organizer</p> <p>District writing resource binder</p>

			<p>Review student notes and graphic organizers to compose writing to inform and explain.</p> <p>Write informative/explanatory pieces that introduce a topic clearly and group related information in paragraphs.</p> <p>Model writing an informative/explanatory writing piece.</p> <p>Organize facts and details using a graphic organizer or anchor chart.</p> <p>Create a combination of a drawing, dictation, and/or written piece with guidance and support demonstrating skills previously modeled.</p>	<p>Six Traits</p> <p>Mentor texts</p>
	<p>Text Types and Purposes</p> <p><b>W.K.3</b></p>	<p><b>The student will be able to:</b></p> <p><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.</b></p>	<p>During mini-lessons, use mentor texts to model various components and texts of narrative writing.</p> <p>Utilize graphic organize to create a plan for</p>	<p>Heggerty writing</p> <p>Graphic organizer</p> <p>District writing resource binder</p> <p>Six Traits</p>

			<p>writing. Develop narrative pieces to develop real or imagined experiences or events using descriptive details and clear sequence</p> <p>Model writing a narrative writing piece.</p> <p>Sequence events and details using a graphic organizer or anchor chart.</p> <p>Create a combination of a drawing, dictation, and/or written piece with guidance and support demonstrating skills previously modeled.</p>	Mentor texts
	Production and Distribution of Writing W.K.4	<b>The student will be able to:</b> (Begins in Grade 3)		
	Production and Distribution of Writing W.K.5	<b>The student will be able to:</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<p>Develop editing guidelines or rubric with students on an anchor chart.</p> <p>Share independently written pieces with peers and use editing guidelines to revise writing pieces.</p>	<p>Heggerty writing</p> <p>Graphic organizer</p> <p>District writing resource binder</p> <p>Six Traits</p> <p>Mentor texts</p>

	Production and Distribution of Writing W.K.6	<b>The student will be able to:</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Use a word processing program to type a final draft.	Graphic organizers Technology
	Research to Build and Present Knowledge W.K.7	<b>The student will be able to:</b> Participate in shared research and writing projects	Use graphic organizers to share research on a given topic.	Technology Mentor texts
	Research to Build and Present Knowledge W.K.8	<b>The student will be able to:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Pose a question (e.g. Have you ever...) and gather and organize the information using a chart, word web, or pictures.	Technology Mentor texts
	Research to Build and Present Knowledge W.K.9	<b>The student will be able to:</b> (Begins in grade 4)		
	Range of Writing W.K.10	<b>The student will be able to:</b> (Begins in grade 3)		



## Danville District No. 118 Kindergarten English Language Arts Curriculum and Scope and Sequence

### Language

**Standard 1: Conventions of Standard English**

**Standard 2: Knowledge of Language**

**Standard 3: Vocabulary Acquisition and Use**

Standard	Anchor Standards	Objectives	Action Plan	Resources
Language	Conventions of Standard English <b>L.K.1</b>	<p><b>The student will be able to:</b>            Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>• Print many upper and lowercase letters. (L.K.1a)</li> <li>• Use frequently occurring nouns and verbs. (L.K.1b)</li> <li>• From regular plural nouns orally by adding /s/ or /es/. (L.K.1c)</li> <li>• Understand and use question words (interrogatives). (L.K.1d)</li> <li>• Use the most frequently occurring prepositions. (L.K.1e)</li> </ul>	<p>Use D’Nealian resources to correctly write all upper-and lowercase letters.</p> <p>Understand and use frequently occurring nouns and verbs.            Generate plural nouns orally by adding /s/ or /es/.</p> <p>Identify question words in a text (e.g. who, what, where, why, how).</p> <p>Identify frequently occurring prepositions in</p>	<p>Trophies</p> <p>Saxon Phonics</p> <p>Systematic phonics</p> <p>Mentor texts</p>

		<ul style="list-style-type: none"> <li>• <b>Produce and expand complete sentences in shared language activities. (L.K.1f)</b></li> </ul>	<p>a given text (e.g. of, to, from, in, out, on, off, etc).</p> <p>Produce a variety of complete sentences through shared language activities.</p>	
	<p>Conventions of Standard English <b>L.K.2</b></p>	<p><b>The student will be able to:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>• Capitalize the first word in a sentence and the pronoun I. (L.K.2a)</li> <li>• Recognize and name end punctuation. (L.K.2b)</li> <li>• Write a letter or letters for most consonant and short-vowel sounds (phonemes). (L.K.2c)</li> <li>• <b>Spell simple words phonetically, drawing on knowledge of sound –letter relationships. (L.K.2d)</b></li> </ul>	<p>Model standard conventions when conducting shared writing activities.</p> <p>Apply standard conventions in independent writing samples.</p>	<p>Saxon Phonics</p> <p>Heggerty Writing</p> <p>Systematic Phonics</p>
	<p>Knowledge of Language L.K.3</p>	<p><b>The student will be able to:</b> (Begins in grade 2)</p>		
	<p>Vocabulary Acquisition and Use L.K.4</p>	<p><b>The student will be able to:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> <li>• Identify new meanings for familiar words and apply them accurately. (L.K.4a)</li> <li>• 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. (L.K.4b)</li> </ul>	<p>Analyze word meaning by creating a graphic organizer (word web) to define unknown word or phrase.</p> <p>Recognize and understand the affixes. Use this knowledge to decode word meaning.</p>	<p>HMH Robust Vocabulary</p> <p>Saxon Phonics</p> <p>Systematic phonics</p> <p>Mentor texts</p>
	<p>Vocabulary Acquisition and Use L.K.5</p>	<p><b>The student will be able to:</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the</li> </ul>	<p>Gain knowledge of concepts by sorting or matching common objects</p>	<p>HMH Robust Vocabulary</p> <p>Saxon Phonics</p> <p>Trophies</p>

		<p>categories represent. (L.K.5a)</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. (L.K.5b)</li> <li>• Identify real-life connections between words and their use. (L.K.5c)</li> <li>• Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meaning. (L.K.5d)</li> </ul>	<p>Understand antonyms through discussion, acting out, charades, or other oral activities. Recognize key vocabulary words when heard in conversation or see in print.</p> <p>Demonstrate verbs through discussion, acting out, charades, or other oral activities.</p>	<p>Mentor texts</p> <p>Read alouds</p>
	<p>Vocabulary Acquisition and Use</p> <p>L.K.6</p>	<p><b>The student will be able to:</b></p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Correctly converse with teachers and peers regarding a particular topic.</p>	<p>HMH Robust Vocabulary</p> <p>Teacher observation</p> <p><i>Trophies</i></p> <p>Read alouds</p> <p>Mentor texts</p>

**Danville District No. 118  
Kindergarten English Language Arts  
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**Speaking and Listening**

**Standard 1: Comprehension and Collaboration**

**Standard 2: Presentation of Knowledge and Ideas**

<b>Standard</b>	<b>Anchor Standards</b>	<b>Objectives</b>	<b>Action Plan</b>	<b>Resources</b>
Speaking and Listening	Comprehension and Collaboration SL.K.1	<p><b>The student will be able to:</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>Follow agreed-upon rules for discussions. (SL.K.1a)</li> <li>Continue a conversation through multiple exchanges. (SL.K.1b)</li> </ul>	<p>Construct a list of discussion expectations.</p> <p>Use various pairing methods such as turn and talk to facilitate discussions.</p> <p>Return to group and share questions and ideas from discussion.</p>	<p>Trophies</p> <p>Read Aloud</p> <p>Library Books</p> <p>Anchor Chart</p> <p>Turn and talk activity</p>
	Comprehension and Collaboration <b>SL.K.2</b>	<p><b>The student will be able to:</b> <b>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</b></p>	<p>Apply retell strategies to clarify if something is not understood.</p>	<p>Trophies</p> <p>Read aloud</p> <p>Library books</p> <p>Five Finger retell</p> <p>Graphic organizer</p>

	Comprehension and Collaboration SL.K.3	<b>The student will be able to:</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Prompt students to ask and answer questions to gain information for comprehension Participate in discussion	Peer interviews Turn and talk activity
	Presentation of Knowledge and Ideas SL.K.4	<b>The student will be able to:</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Describe story elements through discussion, acting out, charades, or other oral activities.	Graphic organizers Utilize Eno Board – orally describe picture Read alouds Library books
	Presentation of Knowledge and Ideas SL.K.5	<b>The student will be able to:</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.	Develop illustrations to aid discussion.	Heggerty writing
	Presentation of Knowledge and Ideas <b>SL.K.5</b>	<b>The student will be able to:</b> <b>Speak audibly and express thoughts, feelings, and ideas clearly.</b>	Speak in clear, concise sentences when answering a question or describing an event, task, etc.	Teacher and peer observations