

# Brandon Valley School District

## ELA

### Scope and Sequence

#### Grade: KG

#### Quarter 1

Timeline (month/days)	Standard(s)
Week 1-EOY	<b>K.SL.1</b> Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions. b. Continue a conversation through multiple exchanges.
Week 1-EOY	<b>K.SL.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Week 3-EOY	<b>K.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate one-to-one letter-sound correspondences by producing the primary sound for each consonant. b. Associate the long and short sounds for the five vowels. c. Read grade-level appropriate high-frequency words by sight.
Week 3, 7	<b>K.RI.6</b> Identify the author and illustrator and define the role of each in an informational text.
Week 3, 8	<b>K.RF.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <b>a. Recognize and produce rhyming words.</b>
Week 3, 4, 7, 10	<b>K.RL.3</b> With prompting and support, describe characters, settings, and major events in a story.
Week 3-EOY	<b>K.L.6</b> Use vocabulary acquired through conversations, reading, and learning experiences, to ask questions and convey ideas.
Week 3-EOY	<b>K.RL.6</b> Identify the author and illustrator of a story and define the role of each in a literary text.
Week 4, 5	<b>K.RF.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <b>b. Count, pronounce, blend, and segment syllables in spoken words.</b>
Week: 5	<b>K.RL.2</b> With prompting and support, retell familiar stories, including key details.
Week 5, 7, 8	<b>K.SL.5</b> Add drawings or other visual displays to provide additional detail.
Week 6, 8	<b>K.L.5</b> With prompting and support, explore word relationships and subtle differences in word meanings. <b>a. Sort common objects into categories to gain a sense of the concepts the categories represent.</b>
Week 7-EOY	<b>K.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all uppercase (capital) and lowercase letters of the alphabet using correct formation. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/.
Week 7-EOY	<b>K.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</b>
Week 9	<b>K.RL.5</b> With prompting and support, explain differences between common types of texts.
Week 9	<b>K.RI.9</b> With prompting and support compare and contrast two texts on the same topic (similarities and differences).

Week 9	<b>K.RL.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Week 9	<b>K.RI.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Week 9-EOY	<b>K.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

## Quarter 2

Timeline (month/days)	Standard(s)
Week 6 -EOY	<b>K.RL.6</b> Identify the author and illustrator of a story and define the role of each in a literary text.
Week 11	<b>K.RI.2</b> With prompting and support, identify the main topic and retell key details of a text.
Week 11	<b>K.SL.2</b> Confirm understanding from a source of information by asking and answering questions about key details and requesting clarification if something is not understood.
Week 11	<b>K.SL.5</b> Add drawings or other visual displays to provide additional detail.
Week 11, 12, 13, 14	<b>K.SL.4</b> Describe familiar people, places, things, and events. With prompting and support, provide additional detail.
Week 11-20	<b>K.RF.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes) <b>c. Blend and segment onsets and rimes of single-syllable spoken words</b>
Week 11 - EOY	<b>K.SL.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.
Week 12, 15	<b>K.RL.4</b> With prompting and support, ask and answer questions about unknown words in stories, poems, nursery rhymes, or songs.
Week 13	<b>K.RL.2</b> With prompting and support, retell familiar stories, including key details
Week 13, 16	<b>K.L.5</b> With prompting and support, explore word relationships and subtle differences in word meanings. <b>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)</b>
Week 16	<b>K.RL.5</b> With prompting and support, explain differences between common types of texts.
Week 16	<b>K.RI.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Week 16	<b>K.RL.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories
Week 16-19	<b>K.L.5</b> With prompting and support, explore word relationships and subtle differences in word meanings. <b>d. Distinguish between verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</b>
Week 17, 19	<b>K.RI.4</b> With prompting and support, ask and answer questions about unknown words in a text.
Week 18, 20	<b>K.L.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

Week 20	<b>K.RL.7</b> With prompting and support, explain the relationship between illustrations and the text.
Week 20	<b>K.L.5</b> With prompting and support, explore word relationships and subtle differences in word meanings. <b>c. Identify real-life connections between words and their use</b>

### Quarter 3

Timeline (month/days)	Standard(s)
Week 21-EOY	<b>K.RL.10</b> By the end of the year, read and comprehend a variety of literary text (a,b)
Week 21	<b>K.RI.2</b> With prompting and support, identify the main topic and retell key details of a text
Week 21	<b>K.W.1</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.
Week 21	<b>K.SL.2</b> Confirm understanding from a source of information by asking and answering questions about key details and requesting clarification if something is not understood.
Week 28, 29 (d) Week 21, 24, 25 (f)	<b>K.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all uppercase (capital) and lowercase letters of the alphabet using correct formation. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ <b>d. Understand and use question words (interrogatives)</b> e. Use the most frequently occurring prepositions <b>f. Produce and expand complete sentences in shared language activities</b>
Week 22-EOY	<b>K.RI.10</b> By the end of the year, read and comprehends a variety of informational text (a,b)
Week 22, 24	<b>K.RL.2</b> With prompting and support, retell familiar stories, including key details
Week 24	<b>K.W.3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
Week 25	<b>K.W.2</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.
Week 25, 27	<b>K.RL.3</b> With prompting and support, describe characters, settings, and major events in a story
Week 26 (a)	<b>K.L.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. <b>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</b> b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
Week 26, 33, 39	<b>K.RI.7</b> With prompting and support, describe the relationship between illustrations and the text in an information text
Week 26, 27, 29 (a) Week 26, 29 (b)	<b>K.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>a. With prompting and support, capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation.</b> c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
Week 27	<b>K.SL.5</b> Add drawings or other visual displays to provide additional detail.

Week 28-EOY	<b>K.RL.1</b> With prompting and support, ask and answer questions about key details in a text
Week 28	<b>K.RL.4</b> With prompting and support, ask and answer questions about unknown words in stories, poems, nursery rhymes, or songs
Week 28	<b>K.RI.1</b> With prompting and support, ask and answer questions about key details in a text
Week 28, 29	<b>K.W.8</b> With guidance and support provide a response to a question using a combination of drawing, dictating, and writing by recalling information from experiences or gathering information from provided sources.

### Quarter 4

Timeline (month/days)	Standard(s)
Week 30, 34	<b>K.RI.9</b> With prompting and support compare and contrast two texts on the same topic (similarities and differences).
Week 30-39	<b>K.RF.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <b>d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel consonant, or CVC) words. * (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in three phoneme words (consonant-vowel-consonant, or CVC) to make new words. *(This does not include CVCs ending with /l/, /r/, or /x/.</b>
Week 30-39	<b>K.RF.4</b> Read emergent-reader texts with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation and expression) on consecutive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Week 30, 35	<b>K.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>e. Use the most frequently occurring prepositions</b>
Week 30, 34	<b>K.RI.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Week 31, 37	<b>K.RI.4</b> With prompting and support, ask and answer questions about unknown words in a text.
Week 32, 36	<b>K.SL.2</b> Confirm understanding from a source of information by asking and answering questions about key details and requesting clarification if something is not understood.
Week 32, 36	<b>K.RI.2</b> With prompting and support, identify the main topic and retell key details of a text.
Week 32	<b>K.W.3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
Week 33	<b>K.L.5</b> With prompting and support, explore word relationships and subtle differences in word meanings. <b>d. Distinguish between verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</b>
Week 33, 39	<b>K.RI.8</b> With prompting and support, identify the details/evidence an author gives to support points in a text.
Week 33, 39	<b>K.RL.7</b> With prompting and support, explain the relationship between illustrations and the text.
Week 34	<b>K.SL.5</b> Add drawings or other visual displays to provide additional detail.

Week 34	<b>K.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>a. With prompting and support, capitalize the first word in a sentence and the pronoun I.</b>
Week 35, 38	<b>K.RL.3</b> With prompting and support, describe characters, settings, and major events in a story.
Week 35	<b>K.RI.6</b> Identify the author and illustrator and define the role of each in an informational text.
Week 36	<b>K.W.1</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.
Week 36, 39	<b>K.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>f. Produce and expand complete sentences in shared language activities.</b>
Week 37	<b>K.W.6</b> With guidance and support, individually and collaboratively explore a variety of digital tools to produce and publish writing.
Week 37	<b>K.W.7</b> Participate in shared research and writing projects.
Week 37	<b>K.W.8</b> With guidance and support provide a response to a question using a combination of drawing, dictating, and writing by recalling information from experiences or gathering information from provided sources.
Week 37	<b>K.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>d. Understand and use question words (interrogatives)</b>
Week 38	<b>K.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>b. Recognize and name end punctuation.</b>
Week 38	<b>K.W.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing.
Week 38	<b>K.RI.5</b> With prompting and support, know and use various text features.
Week 39	<b>K.W.2</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.

Notes Q1 (common curriculum materials - vendor/pg number, common assessments, common intervention/enrichment activities, other)

- Formative Quarterly Common Assessments for Report Card Testing
- Informal progress monitoring of skills - oral, observation, performance tasks
- Reading Street Curriculum (aligns with weeks in teacher manual)
  - Week 1- BOY Activities
  - Week 2- BOY Activities
  - Week 3- Pg. 3-12 from Readers and Writers Notebook (Unit 1 Week 1)
  - Week 4- Pg. 13-24 from Readers and Writers Notebook (Unit 1 Week 2)
  - Week 5- Pg. 25-36 from Readers and Writers Notebook (Unit 1 Week 3)
  - Week 6- Pg. 37-48 from Readers and Writers Notebook (Unit 1 Week 4)
  - Week 7- Pg. 49-60 from Readers and Writers Notebook (Unit 1 Week 5)
  - Week 8- Pg. 61-80 from Readers and Writers Notebook (Unit 1 Week 6)
  - Week 9- Pg. 81-92 from Readers and Writers Notebook (Unit 2 Week 1)
  - Week 10 - Pg. 93-104 from Readers and Writers Notebook (Unit 2 Week 2)
- Teacher created materials (Reading Street is the primary instructional resource)

Notes 2

- Formative Quarterly Common Assessments for Report Card Testing

- Informal progress monitoring of skills - oral, observation, performance tasks
- Reading Street Curriculum (aligns with weeks in teacher manual)
  - Week 11 - Pg. 105-116 from Readers and Writers Notebook (Unit 2 Week 3)
  - Week 12 - Pg. 117-128 from Readers and Writers Notebook (Unit 2 Week 4)
  - Week 13 - Pg. 129-140 from Readers and Writers Notebook (Unit 2 Week 5)
  - Week 14 - Pg. 141-160 from Readers and Writers Notebook (Unit 2 Week 6)
  - Week 15- Pg. 161-172 from Readers and Writers Notebook (Unit 3 Week 1)
  - Week 16- Pg. 161-172 from Readers and Writers Notebook (Unit 3 Week 1)
  - Week 17 - Pg. 173-184 from Readers and Writers Notebook (Unit 3 Week 2)
  - Week 18 - Pg. 185-196 from Readers and Writers Notebook (Unit 3 Week 3)
  - Week 19 - Pg. 197-208 from Readers and Writers Notebook (Unit 3 Week 4)
  - Week 20 - Pg. 209- 220 from Readers and Writers Notebook (Unit 3 Week 5)
- Teacher created materials (Reading Street is the primary instructional resource)

#### Notes Q3

- Formative Quarterly Common Assessments for Report Card Testing
- Informal progress monitoring of skills - oral, observation, performance tasks
- Reading Street Curriculum (aligns with weeks in teacher manual)
- Week 21 - Pg. 221-240 from Readers and Writers Notebook (Unit 3 Week 6)
- Week 22 - Pg. 241-252 from Readers and Writers Notebook (Unit 4 Week 1)
- Week 23 - Pg. 253-264 from Readers and Writers Notebook (Unit 4 Week 2)
- Week 24 - Pg. 265-276 from Readers and Writers Notebook (Unit 4 Week 3)
- Week 25 - Pg. 277-288 from Readers and Writers Notebook (Unit 4 Week 4)
- Week 26 - Pg. 289-300 from Readers and Writers Notebook (Unit 4 Week 5)
- Week 27 - Pg. 301-320 from Readers and Writers Notebook (Unit 4 Week 6)
- Week 28 - Pg. 321-332 from Readers and Writers Notebook (Unit 5 Week 1)
- Week 29 - Pg. 333-344 from Readers and Writers Notebook (Unit 5 Week 2)
- Week 30 - Pg. 345-356 from Readers and Writers Notebook (Unit 5 Week 3)
- Teacher created materials (Reading Street is the primary instructional resource)

#### Notes Q4

- Formative Quarterly Common Assessments for Report Card Testing
- Informal progress monitoring of skills - oral, observation, performance tasks
- Reading Street Curriculum (aligns with weeks in teacher manual)
  - Week 31 - Pg. 357-368 from Readers and Writers Notebook (Unit 5 Week 4)
  - Week 32 - Pg. 369-380 from Readers and Writers Notebook (Unit 5 Week 5)
  - Week 33- Pg 381-400 from Readers and Writers Notebook (Unit 5 Week 6)
  - Week 34 - Pg. 401-412 from Readers and Writers Notebook (Unit 6 Week 1)
  - Week 35 - Pg. 413-424 from Readers and Writers Notebook (Unit 6 Week 2)
  - Week 36 - Pg. 425-436 from Readers and Writers Notebook (Unit 6 Week 3)
  - Week 37 - Pg. 437-448 from Readers and Writers Notebook (Unit 6 Week 4)
- Teacher created materials (Reading Street is the primary instructional resource)

<b>20-21</b>	<b>Date</b>	<b>Phonics</b>	<b>H.F.W.</b>	<b>Comprehension</b>	<b>Phonemic</b>	<b>Writing Conventions</b>
Wk 1	Aug. 19-21 (3 days)	B.O.Y activities	B.O.Y activities	B.O.Y activities	B.O.Y activities	B.O.Y activities
Wk 2	Aug. 24-28	B.O.Y activities	B.O.Y activities	B.O.Y activities	B.O.Y activities	B.O.Y activities



Wk 3	Aug 31-Sept 4	Letter Recog. A, B, C, D, E	I, red	Character	Rhyming	Say our names
Wk 4	Sept. 8-11 (4 days)	Letter Recog. F, G, H, I, J, K, L M, N	am, orange	Setting	Syllables	Write our names
Wk 5	Sept. 14-18	Letter Recog. O, P, Q, R, S	the, yellow	Sequence	Disc. Sounds & Syllables	What we look like
Wk 6	Sept. 21-25	Letter Recog. T, U, V, W, X, Y, Z	little, green	Classify/Organize	Disc. Sounds	What we can do
Wk 7	Sept. 28-Oct. 2 Conferences	Connect /m/ to m	a, blue	Character	Isolate /m/	Nouns for people and animals
Wk 8	Oct. 5-9	Connect /t/ to t	to, purple	Classify/Organize	Isolate /t/ & Rhyme	Nouns for places and things
Wk 9	Oct. 13-16 (4 days)	Short and Long A	have, brown	Compare/Contrast	Isolate /a/ & blend	Nouns for more than one
Wk 10	Oct. 19-23 <b>EOQ1</b>	Connect /s/ to s	is, black	Setting	Isolate /s/ & blend	Proper nouns
Wk 11	Oct. 26-30	Connect /p/ to p	my, white	Main idea	Isolate /p/ & blend	Adjectives: Colors and Shapes
Wk 12	Nov. 2-6	Connect /k/ to c	like, pink, we	Realism/Fantasy	Isolate /k/ & blend	Adjectives: Sizes and numbers
Wk 13	Nov. 9-13	Short and Long I	he, for	Sequence	isolate /d/ /k/ oral blend, segment, phon	verbs that add -s
Wk 14	Nov 16-20	Connect /n/ to n	me			
Wk 15	Nov.23-24 (2 days)	Review	review	Realism/Fantasy	Disc. Sounds/Oral blending	Adjectives
Wk 16	Nov. 30- Dec. 4	Connect /b/ to b	with	Compare/Contrast	Isolate /n/ & /b/, oral blend, segment phonemes	Verbs
Wk 17	Dec.7-11	Connect /r/ to r	she	Plot	Isolate /r/, oral blending, segment phonemes	Verbs for now and the past
Wk 18	Dec. 14-18	Connect /d/ to d	see	Cause/Effect	Isolate /d/, /k/, oral blend, segment phon	Verbs that add -s
Wk 19	Dec. 21-23 (3 days)	Connect /k/ to k	look	Plot	Isolate /f/, oral blend, segment phon.	Verbs for now and the future

Wk 20	Jan. 4-7 (4 days) <b>EOQ2</b>	Connect /f/ to f	they	Draw conclusions	Isolate /o/, oral blend, segment phon.	Meaningful word groups
<b>20-21</b>	<b>Date</b>	<b>Phonics</b>	<b>H.F.W.</b>	<b>Comprehension</b>	<b>Phonemic</b>	<b>Writing Conventions</b>
Wk 21	Jan 11-15	Short & Long O	you, of	Main idea	Oral blending, seg, phon.	Opinion sentences
Wk 22	Jan 19-22 (4 days)	Connect /h/ to h	are	Sequence	Isolate /h/, oral blend, segment phon.	Subject (naming parts)
Wk 23	Jan 25-29	Connect /l/ to L	that, do	Cause/Effect	Isolate /l/, oral blend, segment phonemes	Predicates (actions parts)
Wk 24	Feb 1-5	Connect /g/ to g	one, two, three, four, five	Sequence	Isolate blends, disc. Phon, segment phon.	Informative sentences
Wk 25	Feb 8-11 (4 days)	Short & Long E	here, go	Character	Isolate /g/, segment phon	Narrative Sentences
Wk 26	Feb. 16-19 (4 days)	Connect /j/ to j	from	Classify/Organize	Segment and discriminate phon	Capital letters and periods
Wk 27	Feb 22-26	Connect /w/ to w	color word review	Setting	Isolate /e/, segment and discriminate phon	Pronouns: I & me
Wk 28	Mar 1-5	Connect /ks/ to x	what	Realism/Fantasy	Isolate /j/ and /w/; oral blending, segment phon.	Questions
Wk 29	Mar. 8-12 <b>EOQ3</b>	Short & Long U	said	Cause/Effect	Isolate /ks/, oral blending, segment phon.	Question marks and capital letters
Wk 30	Mar. 15-19	Connect /v/ to v	was	Compare/Contrast	Isolate /u/, oral blending, segment phon.	Prepositions
Wk 31	Mar 22-26	Connect /z/ to z	where	Plot	Isolate /u/, oral blending, segment phon.	Nouns
Wk 32	Mar. 29 - Apr. 1 (4 days)	Connect /y/ to y	come	Main idea	Isolate /v/ & /z/, oral blending, segment phon.	Narrative Sentences
Wk 33	Apr. 6-9 (4 days)	Connect /kw/ to q	Reteach/Review	Draw conclusions	Isolate /kw/ & /y/, oral blending, segment phon.	Verbs
Wk 34	Apr. 12-16	Word family short a	Reteach/Review	Compare/Contrast	Isolate /a/ & /i/, blend & segment phon	Pronouns: I & me



Wk 35	<i>Apr. 19-23</i>	Word family short e	Reteach/Re view	Character	Isolate /o/, blend & segment phon	Prepositional phrases
Wk 36	<i>Apr. 26-30</i>	Word family short i	Reteach/Re view	Main idea	Isolate /e/, blend & segment phon	Opinion sentences
Wk 37	<i>May 3-7</i>	Word family short o	Reteach/Re view	Plot	Isolate /u/, blend & segment phon	Questions
Wk 38	<i>May 10-14</i>	Word family short u	Reteach/Re view	Setting	Discriminate sounds, blend & segment phon	Exclamations
Wk 39	<i>May 17-19</i> <b>EOQ4</b>	Review	Reteach/Re view	Draw conclusions	Discriminate sounds, blend & segment phon	Informative sentences