

COMMON CORE Standards Plus®



Language Arts Kindergarten Teacher Edition



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ISBN: 978-1-61032-264-5

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Common Core Standards Plus® - Language Arts Kindergarten

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What is Common Core Standards Plus?

Research Behind Standards Plus:

Common Core Standards Plus is produced by Learning Plus Associates, a Nonprofit Public Benefit Corporation dedicated to creating and providing solutions that increase student achievement and support teacher delivery of high-quality, effective instruction on a daily basis. The lessons are based upon the research of Effective Schools Correlates, Edward Deming's Total Quality Management (TQM), and models of effective instruction. A team of content and grade level experts wrote the Common Core Standards Plus lessons to meet the skills, concepts, depth, and rigor of the Common Core Standards.

What is Standards Plus?

Standards Plus is a set of research-based, supplemental K-8 language arts and math materials written to the Common Core Standards. These explicit direct instruction lessons were designed to teach discrete elements of the Common Core Standards.

Benefits:

- Ready-to-teach lessons and projects with very little teacher prep
- Grade level content vocabulary is taught within the context of the lessons.
- Increases student and teacher understanding of the standards
- A year's worth of daily lessons, performance lessons, and integrated projects ensure that all students have equal access to standards at every level of rigor (DOK 1-4)
- Prepares students for the state assessment

Three Types of Lessons:

Daily Lessons and Weekly Assessments (Evaluations):

(15-20 minutes daily)

There are 34 weeks of daily lessons and assessments (evaluations) written directly to the standards.

A week of instruction is comprised of **four lessons** and a **corresponding assessment**. The daily lessons are written to DOK Levels 1 and 2.



Daily Lessons & Weekly Assessments

Performance Lessons:

(3-5 days 30 minutes each day)

After one or more weeks of daily lessons written to a particular standard or topic, you will find a Performance Lesson. Performance Lessons are written to DOK Level 3.

These lessons require that students apply what they have learned and use reasoning, planning, evidence, and a higher level of thinking than the daily lessons. Many standards are assessed at this level of rigor on state assessments.

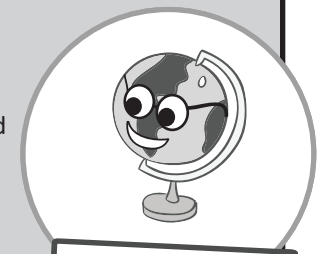


Performance Lessons

Integrated Projects:

(Multiple class sessions over several days or weeks)

Three Integrated Projects are located immediately after the supporting daily lessons, assessments, and performance lessons. Integrated Projects require that students plan, synthesize information, produce high-quality products, and present their findings. Integrated Projects are written to DOK level 4.



Integrated Projects

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Delivering the Daily Lessons

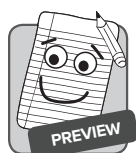


Prepare to Teach/Plan Instruction

Select the week of instruction you will be teaching. View the sample pacing on pages 8-9 or create your own pacing to match the content and standards of Standards Plus lessons to classroom instruction, district pacing guides, or benchmark information.

Helpful Hint

A **week of instruction** is a set of four daily lessons and a weekly assessment.



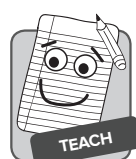
Preview the Week of Instruction (5 minutes)

Look at the teacher lesson plans for all four lessons paying particular attention to the standard(s), lesson objective, and introduction. Those three pieces of information will identify what students will learn and be able to do. Quickly scan the student page to gain an understanding of what students will be expected to do in independent practice. Repeat this process for the next three lessons and the assessment. This will give you a clear picture of how the week unfolds and will help you keep the daily lessons focused and concise.



Prepare to Teach a Daily Lesson (5 minutes)

- Read the entire teacher lesson plan.
- Identify academic vocabulary.
- Determine your instructional focus, “What do I want students to know and do by the end of today’s lesson?”
- Consider any relevant prior knowledge connections you can share with students, so they can connect the new learning to previous learning.



Teach a Daily Lesson (15-20 minutes)

Every Day

1. **Project the student lesson**
2. **Read the standard(s)** aloud with students, highlighting the part of the standard being taught in today’s lesson.
3. **Read the Introduction** provided in the Teacher Edition or provide your own.
4. **Read the Instruction aloud to students.**
Focus on new academic vocabulary, teaching the concept directly, and modeling the concept for students.
5. **Read the Guided Practice** and work through the examples together with students, sharing your thoughts aloud as you work through the item(s) step-by-step.
 - Monitor the class – If students are struggling, DO NOT MOVE onto Independent Practice, continue with Guided Practice.
6. **Read the Independent Practice and/or the Directions.**
 - Continue to monitor the class to catch common errors or misconceptions and correct immediately.
 - Differentiate instruction for struggling students by assigning fewer items.
 - Prompt and praise students for making attempts.
7. **Complete the Review**
 - Review answers when all students have completed Independent Practice or when your timeframe has expired.
 - Have students correct their mistakes or improve their answers.
8. **Read the Closure**
 - Read or paraphrase the closure or have students summarize the important concepts or skills learned in the lesson.

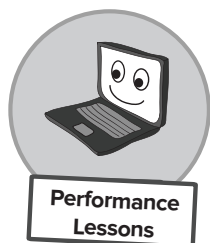
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Delivering the Lessons



Weekly Formative Assessments (Evaluations)

- Formative assessments that include items that match the week's instruction.
- Use these assessments to identify students' understanding of the concept taught and identify students for intervention.



Prepare to Teach a Performance Lesson

Allocate 30 minutes a day for 3-5 days to complete a performance lesson.

Periodically



Preview the Entire Performance Lesson (5-10 Minutes)

- Read the teacher lesson plan (1-2 pages) and student pages
- Focus on the standards listed at the top of the teacher page, the Lesson Objective, and the Overview. This information will provide a broad overview of the performance lessons.

NOTE: Performance lessons are more complex and more difficult for students than the daily lessons. **Performance lessons must be taught, not assigned.** Each performance lesson *has a large guided practice section*. This is so that the teacher can model and guide students through each component of the lesson. These lessons teach students how to successfully complete a performance task.



Prepare to Teach an Integrated Project

Multiple class sessions over several days or weeks.

3 Times a Year



Preview the Entire Integrated Project (10-15 Minutes)

- Previewing the project will provide an overview of the standards and components of the project.
- This allows the teacher to gain an understanding of how several different standards can be taught and evaluated.

NOTE: Even if you are not planning to teach a Standards Plus Integrated Project, it is helpful to view the components of the project listed in the Teacher Edition. It provides a broad look at how to integrate many topics and standards. It is a good reminder for teachers to include standards and expectations often overlooked, whether it is planning and delivering an opinion speech, or using technology to produce and publish writing as well as to interact and collaborate with others. Each project component may take up to a week or two of instruction.

Helpful Hint

To ensure all heavily-weighted standards are taught prior to state testing, you may need to teach a Performance Lesson and/or a component of an Integrated Project **in addition to** a week of Daily Lessons. **See PBL sample pacing on page 10-11 for an example.**

Common Core Standards Plus® - Language Arts Kindergarten

Suggested Pacing



Standards Plus is supplemental and **does not** have to be taught in the printed order.

The pacing guide below provides a logical progression of the skills and concepts to support mastery of the grade level standards.

Suggested Pacing Guide

WEEK	STRAND/TOPIC, LESSON (L), EVALUATIONS (E)	STANDARD(S)	TE PG#	DOK
1	Speaking and Listening L1-4, E1	SL.K.1a-b, SL.K.4, SL.K.5	24-33	1-2
2	Reading Foundational Skills L1-4, E1	RF.K.2a	42-51	1-2
3	Reading Foundational Skills L5-8, E2	RF.K.2a	52-61	1-2
4	Reading Foundational Skills L9-12, E3	RF.K.2c	62-71	1-2
5	Vocabulary Acquisition & Use L1-4, E1	L.K.4a	140-149	1-2
6	Vocabulary Acquisition & Use L9-12, E3	L.K.5a	162-171	1-2
7	Reading Literature and Writing L1-4, E1	RL.K.1, RL.K.2, RL.K.3, RL.K.7	282-291	1-2
8	Reading Literature and Writing L5-8, E2	RL.K.1, RL.K.2, RL.K.3, RL.K.7	292-301	1-2
9	Grammar & Usage L1-4, E1	RF.K.1d, L.K.1a	210-219	1-2
10	Grammar & Usage L5-8, E2	RF.K.1d, L.K.1a	220-229	1-2
11	Capitalization L1-4, E1	L.K.2a	346-355	1-2
12	Punctuation L1-4, E1	L.K.2b	360-369	1-2
<i>Performance Lesson 8 – What’s the Message?*</i>		L.K.2, L.K.2a, b	370-371	3
13	Reading Informational Text & Writing L1-4, E1	RI.K.1, RI.K.2, RI.K.4, W.K.1, W.K.2	404-413	1-2
14	Reading Informational Text & Writing L5-8, E2	RI.K.1, RI.K.2, RI.K.4, W.K.1, W.K.2	414-423	1-2
15	Reading Informational Text & Writing L9-12, E3	RI.K.1, RI.K.2, RI.K.4, W.K.1, W.K.2	424-433	1-2
<i>Performance Lesson 10 – What Do You Know*</i>		RI.K.1, RI.K.2, RI.K.4, W.K.1, W.K.2	434-436	3
16	Grammar & Usage L9-12, E3	L.K.1b	230-239	1-2
17	Grammar & Usage L13-16, E4	L.K.1c	240-249	1-2
<i>Performance Lesson 4 – Letters and Words We Know*</i>		RF.K.1d, L.K.1, L.K.1a-c	250-252	3
18	Grammar & Usage L17-20, E5	L.K.1d	254-263	1-2
19	Grammar & Usage L21-24, E6	L.K.1e, f	264-273	1-2
<i>Performance Lesson 5 – Exploring Sentences*</i>		L.K.1d-f	274-275	3
20	Reading Literature & Writing L9-12, E3	RL.K.1, RL.K.2, RL.K.3, RL.K.7	302-311	1-2
<i>Performance Lesson 6 – All About Stories*</i>		RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.7, W.K.3	312-314	3
21	Reading Literature & Writing L13-16, E4	RL.K.1, RL.K.3, RL.K.9, W.K.1	316-325	1-2
<i>Performance Lesson 7 – What’s the Difference?*</i>		RL.K.1, RL.K.3, RL.K.9, W.K.1	326-329	3
22	Reading Foundational Skills L13-16, E4	RF.K.2d	72-81	1-2
23	Reading Foundational Skills L17-20, E5	RF.K.2e	82-91	1-2
<i>Performance Lesson 1 – What Do You Hear? What Do You Say?*</i>		RF.K.2, RF.K.2a-e	92-93	3
24	Reading Foundational Skills L21-24, E6	RF.K.3b	94-103	1-2
25	Reading Foundational Skills L25-28, E7	RF.K.3c	104-113	1-2
26	Reading Foundational Skills L29-32, E8	RF.K.3d	114-123	1-2
27	Vocabulary Acquisition & Use L5-8, E2	L.K.4b	150-159	1-2
<i>Performance Lesson 2 – Give Me a Clue*</i>		L.K.4, L.K.4a, b	160	3



Daily Lessons & Weekly Assessments

Each white row represents a week of instruction.

A week of instruction includes four daily lessons (L) and a weekly formative assessment/evaluation (E).



Performance Lessons

Each shaded row represents a performance lesson.

Performance lessons may take up to three 30-minute sessions to complete.

→ Suggested pacing continues at the top of the next page.

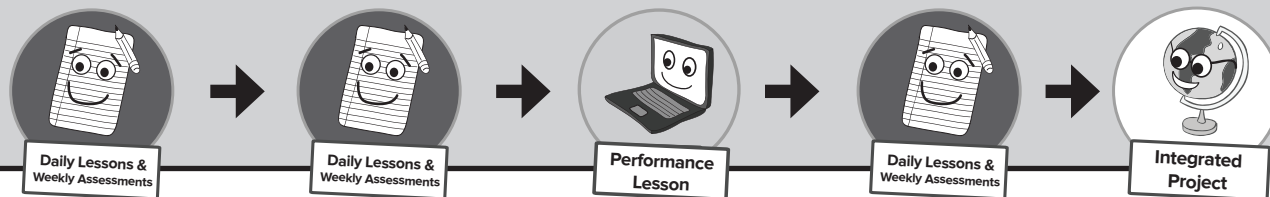
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Suggested Pacing Continued

Suggested Pacing Guide Continued

WEEK	STRAND/TOPIC, LESSON (L), EVALUATIONS (E)	STANDARD(S)	TE PG#	DOK
28	Vocabulary Acquisition & Use L13-16, E4	L.K.5b	172-181	1-2
29	Vocabulary Acquisition & Use L17-20, E5	L.K.5c	182-191	1-2
30	Vocabulary Acquisition & Use L21-24, E6	L.K.5d	192-201	1-2
<i>Performance Lesson 3 – Are They Related?*</i>		L.K.5, L.K.5a-d	202-204	3
31	Spelling L1-4, E1	L.K.2c	376-385	1-2
32	Spelling L5-8, E2	L.K.2d	386-395	1-2
<i>Performance Lesson 9 – Let’s Make Words*</i>		L.K.2, L.K.2c, d	396-397	3
33	Reading Informational Text & Writing L13-16, E4	RI.K.3	438-447	1-2
34	Reading Informational Text & Writing L17-20, E5	RI.K.2, RI.K.8, RI.K.9, W.K.2	448-457	1-2
<i>Performance Lesson 11 – Let Me Tell You*</i>		RI.K.2, RI.K.3, RI.K.8, RI.K.9, W.K.2	458-461	3

Developing Your Own Standards Plus Pacing is Easy



The Common Core Standards Plus lessons can be easily paced to match:

- Core publisher textbooks
- District or site pacing
- District benchmarks

Here’s How:

The Lesson Index found on pages **12-19** lists the Strand, Lesson Focus, and Standard(s) taught in each lesson. Every week of instruction (four Daily Lessons & a Weekly Assessment), Performance Lesson, and an Integrated Project is included in the lesson index. Use the Strand, Lesson Focus, or Standard listed on the Lesson Index to match the Standards Plus content to your own textbooks, units, or pacing. Schedule the Daily Lessons that lead up to each Performance Lesson to ensure students can apply the skills and concepts taught in the Daily Lessons.

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Project-Based Learning Pacing

Pacing Explanation:

Standards Plus materials are Common Core by design. They offer instruction at all four levels of Webb’s Depth of Knowledge (DOK 1-4), and they include three instructional components (Daily Lessons, Performance Lessons, and Integrated projects) that can be scheduled to support Project-Based Learning. Each grade level and subject may be organized into three distinct sets of instruction that include several weeks of Daily Lessons and Weekly Assessments (evaluations), multiple Performance Lessons, and an Integrated Project.

If you are using Common Core Standards Plus to support Project-Based Learning, here’s an example of how you might schedule the instruction to fit your instructional day:

Week	Monday	Tuesday	Wednesday	Thursday	Friday
6	<i>Reading Foundational Skills Lesson 17</i>	<i>Reading Foundational Skills Lesson 18</i>	<i>Reading Foundational Skills Lesson 19</i>	<i>Reading Foundational Skills Lesson 20</i>	<i>Reading Foundational Skills Evaluation 5</i>
<i>Performance Lesson 1: What Do You Hear? What Do You Say?</i>					
<i>Project Component: Writing and Illustrating a Word</i>					



This is an example of a week of PBL instruction that includes instruction at **every level of rigor**. In this example, you teach the Daily Lessons, a Performance Lesson, and a component of an Integrated Project in one week.

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Project-Based Learning Pacing

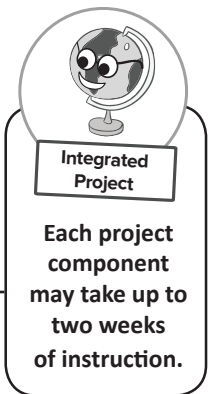
9-Week PBL Plan

WEEK	STRAND, LESSONS, EVALUATIONS (E)	INTEGRATED PROJECT COMPONENTS
1	Speaking and Listening 1-4, E1	Integrated Project #1 <i>Rhyme Time</i>
2	Reading Foundational Skills 1-4, E1	
3	Reading Foundational Skills 5-8, E2	
4	Reading Foundational Skills 9-12, E3	What's Your Word?
5	Reading Foundational Skills 13-16, E4	Writing and Illustrating a Word
6	Reading Foundational Skills 17-20, E5 / <i>*Performance Lesson 1</i>	Writing and Illustrating a Word
7	Reading Foundational Skills 21-24, E6	Finding Rhyming Words
8	Reading Foundational Skills 25-28, E7	Finding Rhyming Words
9	Reading Foundational Skills 29-32, E8	Sharing with Friends



16-Week PBL Plan

10	Vocabulary Acquisition & Use 1-4, E1	Integrated Project #2 <i>Story Writing</i>
11	Vocabulary Acquisition & Use 5-8, E2 / <i>*Performance Lesson 2</i>	
12	Vocabulary Acquisition & Use 9-12, E3	
13	Vocabulary Acquisition & Use 13-16, E4	
14	Vocabulary Acquisition & Use 17-20, E5	
15	Vocabulary Acquisition & Use 21-24, E6 / <i>*Performance Lesson 3</i>	
16	Grammar & Usage 1-4, E1	
17	Grammar & Usage 5-8, E2	Using a Writing Prompt
18	Grammar & Usage 9-12, E3	Choosing and Describing the Main Characters
19	Grammar & Usage 13-16, E4 / <i>*Performance Lesson 4</i>	Describing the Setting
20	Grammar & Usage 17-20, E5	Listing the Story Events
21	Grammar & Usage 21-24, E6 / <i>*Performance Lesson 5</i>	Writing the Story
22	Reading Literature and Writing 1-4, E1	Writing the Story
23	Reading Literature and Writing 5-8, E2	Using a Rubric to Check the Story
24	Reading Literature and Writing 9-12, E3 / <i>*Performance Lesson 6</i>	Illustrating the Story
25	Reading Literature and Writing 13-16, E4 / <i>*Performance Lesson 7</i>	Sharing with Friends



9-Week PBL Plan

26	Capitalization 1-4, E1	Integrated Project #3 <i>It's a Sign</i>
27	Punctuation 1-4, E1 / <i>*Performance Lesson 8</i>	
28	Spelling 1-4, E1	Using a Writing Prompt
29	Spelling 5-8, E2 / <i>*Performance Lesson 9</i>	Why Are the Signs Important?
30	Reading Informational Text & Writing 1-4, E1	Writing a Topic Sentence
31	Reading Informational Text & Writing 5-8, E2	Writing the Detail Sentences
32	Reading Info. Text & Writing 9-12, E3 / <i>*Performance Lesson 10</i>	Writing the Paragraph
33	Reading Informational Text & Writing 13-16, E4	Using a Rubric to Check the Paragraph
34	Reading Info. Text & Writing 17-20, E5 / <i>*Performance Lesson 11</i>	Illustrating the Most Important Sign
		Sharing with Friends

** Use the Performance Lessons to reinforce content and build application skills.*

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Lesson Index

Strand	Lesson	Focus	Standard(s)	TE Page	St. Pad	DOK Level
Speaking and Listening (Speaking and Listening Standards: SL.K.1a-b, 4, 5)	1	Taking Turns Speaking and Listening	SL.K.1a: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	24		1-2
	2	Continuing a Conversation	SL.K.1a, SL.K.1b: Continue a conversation through multiple exchanges.	26		
	3	Continuing a Conversation		28		
	4	Describe Your Friend	SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	30		
	E1	Evaluation – Draw and Describe Your Friend	SL.K.4, SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.	32		
Reading Foundational Skills (Reading Foundational Skills Standards: RF.K.2a-e, 3b-d)	1	Rhyming Words	RF.K.2a: Recognize and produce rhyming words.	42		1-2
	2	Rhyming Words		44		
	3	Rhyming Words		46		
	4	Rhyming Words		48		
	E1	Evaluation – Rhyming Words		50		
	5	Syllables	RF.K.2b: Count, pronounce, blend, and segment syllables in spoken words.	52		1-2
	6	Syllables		54		
	7	Syllables		56		
	8	Syllables		58		
	E2	Evaluation – Syllables		60		
	9	Blending and Segmenting Words	RF.K.2c: Blend and segment onsets and rimes of single-syllable spoken words.	62		1-2
	10	Blending and Segmenting Words		64		
	11	Blending and Segmenting Words		66		
	12	Blending and Segmenting Words		68		
	E3	Evaluation – Blending and Segmenting Words		70		
	13	CVC Words	RF.K.2d: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words.	72		1-2
	14	CVC Words		74		
15	CVC Words	76				
16	CVC Words	78				
E4	Evaluation – CVC Words	80				
17	New Words – Substitution	RF.K.2e: Add or substitute individual sounds (phonemes) in simple one-syllable words to make new words.	82		1-2	
18	New Words – Substitution		84			
19	New Words – Addition		86			
20	New Words – Addition		88			
E5	Evaluation – New Words – Addition and Substitution		90			
P1	Performance Lesson #1 – What Do You Hear? What Do You Say? (RF.K.2, RF.K.2a, RF.K.2b, RF.K.2c, RF.K.2d, RF.K.2e)			92-93		3

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Lesson Index

Strand	Lesson	Focus	Standard(s)	TE Page	St. Pad	DOK Level	
Reading Foundational Skills (Reading Foundational Skills Standards: RF.K.2a-e, 3b-d)	21	Long and Short Vowels	RF.K.3b: Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	94	Pad A	1-2	
	22	Long and Short Vowels		96	Pad A		
	23	Long and Short Vowels		98	Pad A		
	24	Long and Short Vowels		100	Pad A		
	E6	Evaluation – Long and Short Vowels		102	Pad A		
	25	High-Frequency Words	RF.K.3c: Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).	104		1-2	
	26	High-Frequency Words		106			
	27	High-Frequency Words		108			
	28	High-Frequency Words		110			
	E7	Evaluation – High-Frequency Words		112	Pad A		
	29	Similarly Spelled Words	RF.K.3d: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	114	Pad A	1-2	
	30	Similarly Spelled Words		116	Pad A		
	31	Similarly Spelled Words		118	Pad A		
	32	Similarly Spelled Words		120	Pad A		
	E8	Evaluation – Similarly Spelled Words		122	Pad A		
	Integrated Project #1: Rhyme Time (RF.K.2, RF.K.2a, RF.K.2b, RF.K.2c, RF.K.2d, RF.K.2e, RF.K.3, RF.K.3b, RF.K.3c, RF.K.3d, SL.K.1a, SL.K.1b, SL.K.4, SL.K.5)				127-129	Pad H	4
	Prerequisite Strands: <i>Speaking and Listening</i> and <i>Reading Foundational Skills</i>						
	Product: The students will each illustrate a word and share the word, the illustration, and all the rhyming words they can think of for the word.						
Overview: The students will use what they have learned about CVC words, rhyming words, and using addition and substitution to study a word and words that rhyme with the given word. They will each be assigned a single word. They will write and illustrate the word. They will come up with as many rhyming words as they can for the given word. They will share their word, illustration, and rhyming words with the class. Since this is a learning activity, all components will be completed in class.							

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Vocabulary Acquisition and Use (Language Standards: L.K.4a-b, L.K.5a-d)	1	Multiple Meaning Words	L.K.4a: Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and leaning the verb <i>to duck</i>).	140		1-2	
	2	Multiple Meaning Words		142			
	3	Multiple Meaning Words		144	Pad B		
	4	Multiple Meaning Words		146	Pad B		
	E1	Evaluation – Multiple Meaning Words		148	Pad B		
	5	Using Inflections and Affixes	L.K.4b: Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.	150	Pad B	1-2	
	6	Using Inflections and Affixes		152	Pad B		
	7	Using Inflections and Affixes		154	Pad B		
	8	Using Inflections and Affixes		156	Pad B		
	E2	Evaluation – Using Inflections and Affixes		158	Pad B		
	P2	Performance Lesson #2 – Give Me a Clue (L.K.4, L.K.4a, L.K.4b)			160		3
	9	Sorting and Categorizing	L.K.5a: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	162		1-2	
	10	Sorting and Categorizing		164	Pad B		
	11	Sorting and Categorizing		166	Pad B		
	12	Sorting and Categorizing		168	Pad B		
	E3	Evaluation – Sorting and Categorizing		170	Pad B		
	13	Antonyms	L.K.5b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	172		1-2	
	14	Antonyms		174			
	15	Antonyms		176			
	16	Antonyms		178			
	E4	Evaluation – Antonyms		180			
	17	Word Connections	L.K.5c: Identify real-life connections between words and their use (e.g., note places at school that are colorful).	182		1-2	
	18	Word Connections		184			
	19	Word Connections		186			
	20	Word Connections		188			
	E5	Evaluation – Word Connections		190			
	21	Shades of Meaning	L.K.5d: Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.	192		1-2	
	22	Shades of Meaning		194			
	23	Shades of Meaning		196			
	24	Shades of Meaning		198			
E6	Evaluation – Shades of Meaning	200					
P3	Performance Lesson #3 – Are They Related? (L.K.5, L.K.5a, L.K.5b, L.K.5c, L.K.5d)			202-203		3	

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Grammar and Usage (Language Standards: L.K.1a-f; Reading Foundational Skills Standards: RF.K.1d)	1	Alphabet – Letter Recognition and Formation	RF.K.1d: Recognize and name all upper- and lowercase letters of the alphabet. L.K.1a: Print many upper- and lowercase letters	210	Pad C	1-2	
	2	Alphabet – Letter Recognition and Formation		212	Pad C		
	3	Alphabet – Letter Recognition and Formation		214	Pad C		
	4	Alphabet – Letter Recognition and Formation		216	Pad C		
	E1	Evaluation – Alphabet – Letter Recognition and Formation		218	Pad C		
	5	Alphabet – Letter Recognition	RF.K.1d, L.K.1a	220	Pad C	1-2	
	6	Alphabet – Letter Recognition		222	Pad C		
	7	Alphabet – Letter Recognition		224	Pad C		
	8	Alphabet – Letter Recognition		226	Pad C		
	E2	Evaluation – Alphabet – Letter Recognition		228	Pad C		
	9	Nouns and Verbs	L.K.1b: Use frequently occurring nouns and verbs.	230		1-2	
	10	Nouns and Verbs		232			
	11	Nouns and Verbs		234			
	12	Nouns and Verbs		236	Pad C		
	E3	Evaluation – Nouns and Verbs		238	Pad C		
	13	Plural Nouns	L.K.1c: Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	240		1-2	
	14	Plural Nouns		242			
	15	Plural Nouns		244			
	16	Plural Nouns		246			
	E4	Evaluation – Plural Nouns		248			
	P4	Performance Lesson #4 – Letters and Words We Know (RF.K.1d, L.K.1, L.K.1a, L.K.1b, L.K.1c)			250		3
	17	Plural Nouns	L.K.1d: Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	254		1-2	
	18	Plural Nouns		256			
	19	Question Words		258			
	20	Question Words		260			
	E5	Evaluation – Question Words and Plural Nouns		262			
	21	Question Words	L.K.1e: Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). L.K.1f: Produce and expand complete sentences in shared language activities.	264		1-2	
22	Question Words	266					
23	Prepositions	268					
24	Prepositions	270					
E6	Evaluation – Using Prepositions in Sentences	272					
P5	Performance Lesson #5 – Exploring Sentences (L.K.1d, L.K.1e, L.K.1f)			274		3	

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Strand	Lesson	Focus	Standard(s)	TE Page	St. Pad	DOK Level	
Reading Literature and Writing (Reading Literature Standards: RL.K.1-4, 7, 9 / Writing Standards: W.K.1, 3)	1	Key Details in a Text	RL.K.1: With prompting and support, ask and answer questions about key details in a text.	282		1-2	
	2	Retelling the Story	RL.K.2: With prompting and support, retell familiar stories, including key details.	284			
	3	Characters, Setting, and Major Events	RL.K.3: With prompting and support, identify characters, settings, and major events in a story.	286	Pad D		
	4	Narrative Writing	RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). W.K.3: 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.	288	Pad D		
	E1	Evaluation – Illustrations and the Story	RL.K.1, RL.K.2, RL.K.3, RL.K.7	290	Pad D		
	5	Key Details in a Text	RL.K.1, RL.K.4: Ask and answer questions about unknown words in a text.	292		1-2	
	6	Retelling the Story	RL.K.2, RL.K.4	294			
	7	Characters, Setting, and Major Events	RL.K.3	296	Pad D		
	8	Narrative Writing	RL.K.7, W.K.3	298	Pad D		
	E2	Evaluation – Illustrations and the Story	RL.K.1, RL.K.2, RL.K.3, RL.K.7	300	Pad D		
	9	Key Details in a Text	RL.K.1	302		1-2	
	10	Retelling the Story	RL.K.2	304			
	11	Characters, Setting, and Major Events	RL.K.3	306	Pad D		
	12	Narrative Writing	W.K.3	308	Pad D		
	E3	Evaluation – Illustrations and the Story	RL.K.1, RL.K.2, RL.K.3, RL.K.7	310	Pad D		
	P6	Performance Lesson #6 – All About Stories (RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.7, W.K.3)			312		3
	13	Compare and Contrast Characters	RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	316		1-2	
	14	Compare and Contrast Experiences		318			
	15	Compare and Contrast Characters		320	Pad D		
	16	A Favorite Character	W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).	322	Pad D		
E4	Evaluation – A Favorite Story	RL.K.1, RL.K.3, W.K.1	324	Pad D			
P7	Performance Lesson #7 – What’s the Difference? (RL.K.1, RL.K.3, RL.K.9, W.K.1)			326		3	
Integrated Project #2: Story Writing (RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.7, RL.K.9, RF.K.1d, W.K.1, W.K.3, W.K.5, W.K.7, L.K.1a, L.K.1b, L.K.1c, L.K.1d, L.K.1e, L.K.1f, L.K.2, L.K.4a, L.K.4b, L.K.5a, L.K.5b, L.K.5c, L.K.5d)				333-337		4	
Prerequisite Strands: <u>Vocabulary Acquisition and Use</u>, <u>Grammar and Usage</u>, and <u>Reading Literature and Writing</u>							
Product: The students will participate in writing a story as a shared activity.							
Overview: The students will use what they have learned about literature and writing to collaborate on writing a narrative text. You will use a prompt and a rubric to structure the story. Since this is a learning activity, all components will be completed in class.							

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Strand	Lesson	Focus	Standard(s)	TE Page	St. Pad	DOK Level
Capitalization (Language Standard: L.K.2a)	1	First Word in a Sentence	L.K.2a: Capitalize the first word in a sentence and the pronoun <i>I</i> .	346	Pad E	1-2
	2	First Word in a Sentence		348	Pad E	
	3	Pronoun <i>I</i>		350	Pad E	
	4	Pronoun <i>I</i>		352	Pad E	
	E1	Evaluation – First Word in a Sentence and the Pronoun <i>I</i>		354	Pad E	
Punctuation (Language Standard: L.K.2b)	1	Periods	L.K.2b: Recognize and name end punctuation.	360	Pad E	1-2
	2	Question Marks		362	Pad E	
	3	Exclamation Points		364	Pad E	
	4	Periods, Question Marks, Exclamation Points		366	Pad E	
	E1	Evaluation – Periods, Question Marks, and Exclamation Points		368	Pad E	
	P8	Performance Lesson #8 – <i>What’s the Message?</i> (L.K.2, L.K.2a, L.K.2b)			370	
Spelling (Language Standard: L.K.2c-d)	1	Letters	L.K.2c: Write a letter or letters for most consonant and short-vowel sounds (phonemes).	376	Pad F	1-2
	2	Letters		378	Pad F	
	3	Letters		380	Pad F	
	4	Letters		382	Pad F	
	E1	Evaluation – Letters		384	Pad F	
	5	Simple Words – CVC	L.K.2d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	386	Pad F	1-2
	6	Simple Words – CVC		388	Pad F	
	7	Simple Words – CVC		390	Pad F	
	8	Simple Words – CVC		392	Pad F	
	E2	Evaluation – Simple Words – CVC		394	Pad F	
P9	Performance Lesson #9 – <i>Let’s Make Words</i> (L.K.2, L.K.2c, L.K.2d)			396	Pad H	3
Reading Informational Text & Writing	1	Asking and Answering Questions	RI.K.1: With prompting and support, ask and answer questions about key details in a text.	404		1-2
	2	Main Topic and Key Details	RI.K.2: With prompting and support, identify the main topic and retell key details of a text.	406		
	3	Unknown Words and Illustrations	RI.K.4: With prompting and support, ask and answer questions about unknown words in text. RI.K.7: 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).	408		
	4	Writing an Opinion	W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).	410		
	E1	Evaluation – Informative Writing	W.K.2: 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.	412	Pad G	

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Strand	Lesson	Focus	Standard(s)	TE Page	St. Pad	DOK Level	
Reading Informational Text and Writing (Reading Informational Text Standards: RI.K.1-4, 7-9 / Writing Standards: W.K.1, W.K.2)	5	Asking and Answering Questions	RI.K.1	414		1-2	
	6	Main Topic and Key Details	RI.K.2	416			
	7	Unknown Words and Illustrations	RI.K.4	418	Pad G		
	8	Writing an Opinion	W.K.1	420	Pad G		
	E2	Evaluation – Informative Writing	W.K.2	422	Pad G		
	9	Asking and Answering Questions	RI.K.1	424		1-2	
	10	Main Topic and Key Details	RI.K.2	426			
	11	Unknown Words and Illustrations	RI.K.4	428			
	12	Writing an Opinion	W.K.1	430	Pad G		
	E3	Evaluation – Informative Writing	W.K.2	432	Pad G		
	P10	Performance Lesson #10 – What Do You Know? (RI.K.1, RI.K.2, RI.K.4, W.K.1, W.K.2)			434		3
	13	Describing Connections	RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	438		1-2	
	14	Describing Connections		440			
	15	Describing Connections		442			
	16	Describing Connections		444	Pad G		
	E4	Evaluation – Describing Connections		446	Pad G		
	17	Main Topic and Author’s Reasons	RI.K.2, RI.K.8: With prompting and support, identify the reasons an author gives to support points in the text.	448		1-2	
	18	Main Topic and Author’s Reasons		450			
	19	Similarities Between Texts	RI.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	452			
	20	Differences Between Texts		454			
	E5	Evaluation – Comparing Texts	W.K.2, RI.K.9	456	Pad G		
P11	Performance Lesson #11 – Let Me Tell You (RI.K.2, RI.K.3, RI.K.8, RI.K.9, W.K.2)			458-459		3	
Integrated Project #3: It’s a Sign (RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.7, RI.K.8, RI.K.9, W.K.2, W.K.5, W.K.7, W.K.8, L.K.1, L.K.2a, L.K.2b, L.K.2c, L.K.2d)				465-469		4	
Prerequisite Strands: Capitalization, Punctuation, Spelling, and Reading Informational Text and Writing							
Product: The students will participate in writing an informative paragraph as a shared activity.							
Overview: The students will use what they have learned about informational text and writing to collaborate on writing an informative text. You will use a prompt and a rubric to structure the paragraph. Since this is a learning activity, all components will be completed in class.							