

<b>Module 1 - Reading</b>	<b>Start: 8/17/2011</b>	<b>Teaching Days: 30</b>	<b>Test: (Not TLI)</b>	<b>Remediation Days: 1</b>	<b>End: 9/28/2011</b>
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Reading Passage: None

### Reading for Literature

#### Craft and Structure

RL.K.4 Ask and answer questions about unknown words in a text.

RL.K.5 Recognize common types of texts (e.g., storybooks, poems).

### Reading for Informational Text

#### Craft and Structure

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5 Identify the front cover, back cover, and title page of a book.

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

### Reading Foundational Skills

#### Print Concepts

RF.K.1 Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

#### Phonological Awareness

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.

#### Phonics and Word Recognition

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

Your district requested not to receive a test from TLI for this assessment. If this should not be the case, please contact the appropriate TLI curriculum specialist.

End of Module 1 - Reading

Module 1 - Writing	Start: 8/17/2011	Teaching Days: 30	Test: (Not TLI)	Remediation Days: 1	End: 9/28/2011
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Writing Prompt: None

## Language

### Conventions of Standard English

- |       |  |
|-------|--|
| L.K.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|       | a. Print many upper- and lowercase letters.  |

### Vocabulary Acquisition and Use

- |       |   |
|-------|---|
| L.K.5 | With guidance and support from adults, explore word relationships and nuances in word meanings.                           |
|       | a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.    |
|       | b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). |
|       | c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).            |

## Writing

### Text Types and Purposes

- |       |   |
|-------|---|
| 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., My favorite book is . . .). |
|-------|---|

Your district requested not to receive a test from TLI for this assessment. If this should not be the case, please contact the appropriate TLI curriculum specialist.

End of Module 1 - Writing

## Module 1 - Speaking and Listening

### Comprehension and Collaboration

- |        |  |
|--------|--|
| SL.K.1 | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. |
|        | a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).         |

End of Module 1 - Speaking and Listening

Module 2 - Reading	Start: 9/29/2011	Teaching Days: 30	Test: (Not TLI)	End: 11/10/2011
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Reading Passage: None

### Reading for Literature

#### Key Ideas and Details

RL.K.1	With prompting and support, ask and answer questions about key details in a text.
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RL.K.2	With prompting and support, retell familiar stories, including key details.
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#### Craft and Structure

RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
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RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
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#### Integration of Knowledge and Ideas

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).
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RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
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### Reading for Informational Text

#### Key Ideas and Details

RI.K.1	With prompting and support, ask and answer questions about key details in a text.
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#### Craft and Structure

RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
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### Reading Foundational Skills

#### Print Concepts

RF.K.1	Demonstrate understanding of the organization and basic features of print.
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a.	Follow words from left to right, top to bottom, and page by page.
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b.	Recognize that spoken words are represented in written language by specific sequences of letters.
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c.	Understand that words are separated by spaces in print.
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d.	Recognize and name all upper- and lowercase letters of the alphabet.
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#### Phonological Awareness

RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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a.	Recognize and produce rhyming words.
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b.	Count, pronounce, blend, and segment syllables in spoken words.
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c.	Blend and segment onsets and rimes of single-syllable spoken words.
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# Common Core Literacy Curriculum Map

TEXARKANA SCHOOL DISTRICT - KINDERGARTEN LITERACY

2011 - 2012

Module 2 - Reading	Start: 9/29/2011	Teaching Days: 30	Test: (Not TLI)	End: 11/10/2011
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Reading Passage: None

## Reading Foundational Skills

### Phonological Awareness

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/.)

### Phonics and Word Recognition

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

Your district requested not to receive a test from TLI for this assessment. If this should not be the case, please contact the appropriate TLI curriculum specialist.

End of Module 2 - Reading

Module 2 - Writing	Start: 9/29/2011	Teaching Days: 30	Test: (Not TLI)	End: 11/10/2011
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Writing Prompt: None

## Language

### Conventions of Standard English

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- f. Produce and expand complete sentences in shared language activities.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize the first word in a sentence and the pronoun I.
- b. Recognize and name end punctuation.
- c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

### Vocabulary Acquisition and Use

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Module 2 - Writing	Start: 9/29/2011	Teaching Days: 30	Test: (Not TLI)	End: 11/10/2011
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Writing Prompt: None

## Writing

### Text Types and Purposes

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., My favorite book is . . .).
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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.
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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.
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### Production and Distribution of Writing

W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
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Your district requested not to receive a test from TLI for this assessment. If this should not be the case, please contact the appropriate TLI curriculum specialist.

End of Module 2 - Writing

## Module 2 - Speaking and Listening

### Comprehension and Collaboration

SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
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a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
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b. Continue a conversation through multiple exchanges.
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End of Module 2 - Speaking and Listening

Module 3 - Reading	Start: 11/11/2011	Teaching Days: 29	Test: (Not TLI)	End: 1/13/2012
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Reading Passage: None

**Reading for Literature**

## Key Ideas and Details

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

RL.K.2 With prompting and support, retell familiar stories, including key details.

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

## Craft and Structure

RL.K.4 Ask and answer questions about unknown words in a text.

RL.K.5 Recognize common types of texts (e.g., storybooks, poems).

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

## Integration of Knowledge and Ideas

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).

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**Reading for Informational Text**

## Key Ideas and Details

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

## Craft and Structure

RI.K.5 Identify the front cover, back cover, and title page of a book.

## Integration of Knowledge and Ideas

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).

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).

**Reading Foundational Skills**

## Print Concepts

RF.K.1 Demonstrate understanding of the organization and basic features of print.

a. Follow words from left to right, top to bottom, and page by page.

b. Recognize that spoken words are represented in written language by specific sequences of letters.

c. Understand that words are separated by spaces in print.

Module 3 - Reading	Start: 11/11/2011	Teaching Days: 29	Test: (Not TLI)	End: 1/13/2012
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Reading Passage: None

**Reading Foundational Skills**

**Print Concepts**

d. Recognize and name all upper- and lowercase letters of the alphabet.

**Phonological Awareness**

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Recognize and produce rhyming words.

b. Count, pronounce, blend, and segment syllables in spoken words.

c. Blend and segment onsets and rimes of single-syllable spoken words.

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/.)

**Phonics and Word Recognition**

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

**Fluency**

RF.K.4 Read emergent-reader texts with purpose and understanding.

Your district requested not to receive a test from TLI for this assessment. If this should not be the case, please contact the appropriate TLI curriculum specialist.

End of Module 3 - Reading

Module 3 - Writing	Start: 11/11/2011	Teaching Days: 29	Test: (Not TLI)	End: 1/13/2012
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Writing Prompt: None

**Language**

**Conventions of Standard English**

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Print many upper- and lowercase letters.

d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

f. Produce and expand complete sentences in shared language activities.

Module 3 - Writing      Start: 11/11/2011    Teaching Days: 29      Test: (Not TLI)      End: 1/13/2012

Writing Prompt: None

**Language**
**Conventions of Standard English**

L.K.2      Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize the first word in a sentence and the pronoun I.
- b. Recognize and name end punctuation.
- 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.

**Vocabulary Acquisition and Use**

L.K.5      With guidance and support from adults, explore word relationships and nuances in word meanings.

- c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

**Writing**
**Text Types and Purposes**

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.

**Your district requested not to receive a test from TLI for this assessment. If this should not be the case, please contact the appropriate TLI curriculum specialist.**

End of Module 3 - Writing

**Module 3 - Speaking and Listening**
**Comprehension and Collaboration**

SL.K.1      Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

SL.K.3      Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**Presentation of Knowledge and Ideas**

SL.K.4      Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5      Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6      Speak audibly and express thoughts, feelings, and ideas clearly.

End of Module 3 - Speaking and Listening



Module 4 - Reading	Start: 1/17/2012	Teaching Days: 30	Test: (Not TLI)	End: 2/29/2012
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Reading Passage: None

### Reading for Literature

#### Key Ideas and Details

RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
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#### Integration of Knowledge and Ideas

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).
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#### Range of Reading and Level of Text Complexity

RL.K.10	Actively engage in group reading activities with purpose and understanding.
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### Reading for Informational Text

#### Key Ideas and Details

RI.K.1	With prompting and support, ask and answer questions about key details in a text.
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RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
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RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
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#### Craft and Structure

RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
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#### Integration of Knowledge and Ideas

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).
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RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
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### Reading Foundational Skills

#### Print Concepts

RF.K.1	Demonstrate understanding of the organization and basic features of print.
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	d. Recognize and name all upper- and lowercase letters of the alphabet.
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#### Phonological Awareness

RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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	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/.)
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# Common Core Literacy Curriculum Map

TEXARKANA SCHOOL DISTRICT - KINDERGARTEN LITERACY

2011 - 2012

Module 4 - Reading	Start: 1/17/2012	Teaching Days: 30	Test: (Not TLI)	End: 2/29/2012
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Reading Passage: None

## Reading Foundational Skills

### Phonics and Word Recognition

- |        |   |
|--------|---|
| RF.K.3 | Know and apply grade-level phonics and word analysis skills in decoding words.  |
|        | a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. |
|        | b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.   |
|        | c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).  |

### Fluency

- |        |  |
|--------|--|
| RF.K.4 | Read emergent-reader texts with purpose and understanding. |
|--------|--|

Your district requested not to receive a test from TLI for this assessment. If this should not be the case, please contact the appropriate TLI curriculum specialist.

End of Module 4 - Reading

Module 4 - Writing	Start: 1/17/2012	Teaching Days: 30	Test: (Not TLI)	End: 2/29/2012
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Writing Prompt: None

## Language

### Conventions of Standard English

- |       |  |
|-------|--|
| L.K.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.             |
|       | a. Print many upper- and lowercase letters.  |
|       | b. Use frequently occurring nouns and verbs.   |
|       | c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).                         |
|       | d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).                    |
|       | e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).           |
|       | f. Produce and expand complete sentences in shared language activities.  |
| L.K.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|       | a. Capitalize the first word in a sentence and the pronoun I.  |
|       | b. Recognize and name end punctuation.   |
|       | 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.                            |

Module 4 - Writing	Start: 1/17/2012	Teaching Days: 30	Test: (Not TLI)	End: 2/29/2012
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Writing Prompt: None

## Language

### Vocabulary Acquisition and Use

L.K.4 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)

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## Writing

### Text Types and Purposes

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.

### Production and Distribution of Writing

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

### Research to Build and Present Knowledge

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Your district requested not to receive a test from TLI for this assessment. If this should not be the case, please contact the appropriate TLI curriculum specialist.

End of Module 4 - Writing

## Module 4 - Speaking and Listening

### Comprehension and Collaboration

SL.K.2 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.

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

### Presentation of Knowledge and Ideas

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

End of Module 4 - Speaking and Listening

Module 5 - Reading	Start: 3/1/2012	Teaching Days: 31	Test: (Not TLI)	End: 4/20/2012
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Reading Passage: None

### Reading for Literature

#### Key Ideas and Details

RL.K.2	With prompting and support, retell familiar stories, including key details.
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#### Integration of Knowledge and Ideas

RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
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#### Range of Reading and Level of Text Complexity

RL.K.10	Actively engage in group reading activities with purpose and understanding.
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### Reading for Informational Text

#### Integration of Knowledge and Ideas

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).
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#### Range of Reading and Level of Text Complexity

RI.K.10	Actively engage in group reading activities with purpose and understanding.
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### Reading Foundational Skills

#### Print Concepts

RF.K.1	Demonstrate understanding of the organization and basic features of print.
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d.	Recognize and name all upper- and lowercase letters of the alphabet.
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#### Phonological Awareness

RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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c.	Blend and segment onsets and rimes of single-syllable spoken words.
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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/.)
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e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
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#### Phonics and Word Recognition

RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
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a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
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b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
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c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
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d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
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# Common Core Literacy Curriculum Map

TEXARKANA SCHOOL DISTRICT - KINDERGARTEN LITERACY

2011 - 2012

Module 5 - Reading	Start: 3/1/2012	Teaching Days: 31	Test: (Not TLI)	End: 4/20/2012
Reading Passage: None				
<b>Reading Foundational Skills</b>				
<b>Fluency</b>				
RF.K.4 Read emergent-reader texts with purpose and understanding.				
Your district requested not to receive a test from TLI for this assessment. If this should not be the case, please contact the appropriate TLI curriculum specialist.				
End of Module 5 - Reading				

Module 5 - Writing	Start: 3/1/2012	Teaching Days: 31	Test: (Not TLI)	End: 4/20/2012
Writing Prompt: None				
<b>Language</b>				
<b>Conventions of Standard English</b>				
L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).				
e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).				
f. Produce and expand complete sentences in shared language activities.				
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
a. Capitalize the first word in a sentence and the pronoun I.				
b. Recognize and name end punctuation.				
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.				
<b>Vocabulary Acquisition and Use</b>				
L.K.4 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)				
L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.				
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).				
d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.				
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.				

Module 5 - Writing	Start: 3/1/2012	Teaching Days: 31	Test: (Not TLI)	End: 4/20/2012
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Writing Prompt: None

## Writing

### Text Types and Purposes

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., My favorite book is . . .).
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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.
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### Production and Distribution of Writing

W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
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W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
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### Research to Build and Present Knowledge

W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
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W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
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Your district requested not to receive a test from TLI for this assessment. If this should not be the case, please contact the appropriate TLI curriculum specialist.

End of Module 5 - Writing

## Module 5 - Speaking and Listening

### Comprehension and Collaboration

SL.K.2	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.
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### Presentation of Knowledge and Ideas

SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
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End of Module 5 - Speaking and Listening

Module 6 - Reading	Start: 4/23/2012	Teaching Days: 27	Test: (Not TLI)	End: 5/30/2012
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Reading Passage: None

### Reading for Literature

#### Key Ideas and Details

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

#### Range of Reading and Level of Text Complexity

RL.K.10 Actively engage in group reading activities with purpose and understanding.

### Reading for Informational Text

#### Integration of Knowledge and Ideas

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

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).

#### Range of Reading and Level of Text Complexity

RI.K.10 Actively engage in group reading activities with purpose and understanding.

### Reading Foundational Skills

#### Print Concepts

RF.K.1 Demonstrate understanding of the organization and basic features of print.

d. Recognize and name all upper- and lowercase letters of the alphabet.

#### Phonological Awareness

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

c. Blend and segment onsets and rimes of single-syllable spoken words.

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/.)

#### Phonics and Word Recognition

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

#### Fluency

RF.K.4 Read emergent-reader texts with purpose and understanding.

Your district requested not to receive a test from TLI for this assessment. If this should not be the case, please contact the appropriate TLI curriculum specialist.

End of Module 6 - Reading

Module 6 - Writing	Start: 4/23/2012	Teaching Days: 27	Test: (Not TLI)	End: 5/30/2012
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Writing Prompt: None

## Language

### Conventions of Standard English

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- f. Produce and expand complete sentences in shared language activities.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize the first word in a sentence and the pronoun I.
- b. Recognize and name end punctuation.
- 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.

### Vocabulary Acquisition and Use

L.K.4 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.

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

## Writing

### Text Types and Purposes

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.

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.

Module 6 - Writing	Start: 4/23/2012	Teaching Days: 27	Test: (Not TLI)	End: 5/30/2012
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Writing Prompt: None

## Writing

### Production and Distribution of Writing

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

### Research to Build and Present Knowledge

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Your district requested not to receive a test from TLI for this assessment. If this should not be the case, please contact the appropriate TLI curriculum specialist.

End of Module 6 - Writing

## Module 6 - Speaking and Listening

### Presentation of Knowledge and Ideas

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

End of Module 6 - Speaking and Listening