

Grade K Scope and Sequence SY 2022-2023



Ongoing Foundational Skills

Unit Theme	Unit Dates and Duration	Assessments	Essential Questions	Reading Foundational	Reading: Literature	Reading: Informational Text	Writing:	Speaking and Listening:
1 Off to School	September 6th - October 28th	Reading Foundational Post Assessment - Letter Recognition	What is school all about?	K.RF.1 - Demonstrate understanding of the organization and basic features of print. D. Recognize and name all upper- and lowercase letters of the alphabet.	K.RL.1 - With prompting and support, ask and answer questions about key details in a text.	K.RI.1 - With prompting and support, ask and answer questions about key details in a text.	Foundational skills - could include name writing, letter practice, and fine motor development.	K.SL.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. K.SL.3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
2 Finding Friends	November 7th - January 25th	Reading Foundational Post Assessment - Letter Sounds #1	How do you find a new friend? What can I do to find a new friend? What makes a good friend?	K.RF.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	K.RL.2 - With prompting and support, retell familiar stories, including key details.		K.W.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	K.SL.6 - Speak audibly and express thoughts, feelings, and ideas clearly.

				the five major vowels.			preference about the topic or book (e.g., My favorite book is...).	
3 Stick To It	February 6th- March 31st	<p>Reading Foundational Post Assessment - Letter Sounds #2</p> <p>Post Assessment - K.RF.2 - TBD</p>	<p>What does it take to reach a goal?</p>	<p>K.RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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.</p> <p>B. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>K.RF.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>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/.</p>		<p>K.RI.2 -With prompting and support, identify the main topic and retell key details of a text.</p>	<p>K.W.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.</p>	<p>K.SL.6 - Speak audibly and express thoughts, feelings, and ideas clearly.</p>
4 Ready, Set, Grow	April 17th - June 2nd	<p>Reading Foundational Post Assessment - Sight Words</p>	<p>What makes living things grow?</p>	<p>K.RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>K.RL.3 - With prompting and support, identify characters, settings, and</p>	<p>K.RI.3 - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of</p>	<p>K.W.3 - Use a combination of drawing, dictating, and writing to</p>	<p>K.SL.5 - Add drawings or other visual displays to descriptions as</p>

				C. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	major events in a story.	information in a text.	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.	desired to provide additional detail.
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