

# Kindergarten English Language Arts

## Pacing Guide and Unpacked Standards



**GROVEPORT  
MADISON**  
SCHOOLS

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# Groveport Madison ELA Pacing Guide

K	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Speaking & Listening	Language
<b>1st 9 wks</b>	<u>RF.K.1 (a,b,c,d)</u> Understand basic features of print <u>RF.K.2 (a,b,c,d,e)</u> Understand phonemes & syllables	<u>RL.K.1</u> Ask & answer key details <u>RL.K.2</u> Retell with detail <u>RL.K.6</u> Identify & define role author/illustrator <u>RL.K.7</u> Describe illustration & story relationships	<u>RI.K.1</u> Ask & answer key details <u>RI.K.2</u> Identify main topic <u>RI.K.5</u> Identify parts of a book <u>RI.K.7</u> Describe illustration & story relationships	<u>W.K.2</u> Write/draw informative explanatory piece <u>W.K.3</u> Narrate & order event(s)	<u>SL.K.1 (a,b)</u> Converse collaboratively <u>SL.K.2</u> Understand information presented orally/other media <u>SL.K.4</u> Describe & recount people, places, things	<u>L.K.1 (a,b,c,d,e,f)</u> Demonstrate conventions of grammar/usage <u>L.K.4 (a,b)</u> Determine or clarify unknown/multiple meaning words & phrases
<b>2nd 9 wks</b>	<u>RF.K.1 (a,b,c,d)</u> Understand basic features of print <u>RF.K.2 (a,b,c,d,e)</u> Understand phonemes & syllables <u>RF.K.3 (a,b,c,d)</u> Apply phonics & word analysis	<u>RL.K.1</u> Ask & answer key details <u>RL.K.2</u> Retell with detail <u>RL.K.3</u> Identify story elements and events <u>RL.K.9</u> Compare/contrast character experiences <u>RL.K.10</u> Engage in group reading	<u>RL.K.1</u> Ask & answer key details <u>RL.K.2</u> Identify main topic <u>RI.K.3</u> Describe connection of two story events <u>RI.K.9</u> Compare/contrast two texts of same topic <u>RI.K.10</u> Engage in group reading	<u>W.K.1</u> Write/draw opinion piece <u>W.K.5</u> Respond to revision suggestions/ add details <u>W.K.8</u> Recall and/or gather information from source	<u>SL.K.1 (a,b)</u> Converse collaboratively <u>SL.K.4</u> Describe & recount people, place, things <u>SL.K.5</u> Add visuals /drawings to work	<u>L.K.1 (a,b,c,d,e,f)</u> Demonstrate conventions of grammar/usage <u>L.K.2 (a,b,c,d)</u> Demonstrate conventions of capitalization/ punctuation/ spelling <u>L.K.4 (a,b)</u> Determine or clarify unknown/multiple meaning words & phrases
<b>3rd 9 wks</b>	<u>RF.K.3 (a,b,c,d)</u> Apply phonics & word analysis <u>RF.K.4</u> Read emergent reader text with purpose & understanding	<u>RL.K.1</u> Ask & answer key details <u>RL.K.4</u> Ask & answer unknown words <u>RL.K.3</u> Identify story elements and events <u>RL.K.7</u> Describe illustration & story relationship <u>RL.K.9</u> Compare/contrast character experiences <u>RL.K.10</u> Engage in group reading	<u>RI.K.3</u> Describe connection of two story events <u>RI.K.4</u> Ask & answer unknown words <u>RI.K.6</u> Identify the author/illustrator's role in presenting ideas <u>RI.K.8</u> Identify author's reason & support points <u>RI.K.9</u> Compare/contrast two texts of same topic <u>RI.K.10</u> Engage in group reading	<u>W.K.1</u> Write/draw opinion piece <u>W.K.3</u> Narrate & order event(s) <u>W.K.5</u> Respond to revision suggestions/ add details <u>W.K.6</u> Explore digital tools to publish & collaborate	<u>SL.K.1 (a,b)</u> Converse collaboratively <u>SL.K.2</u> Understand information presented orally/other media <u>SL.K.3</u> Ask & answer questions to seek understanding <u>SL.K.5</u> Add visuals /drawings to work	<u>L.K.1 (a,b,c,d,e,f)</u> Demonstrate conventions of grammar/usage <u>L.K.2 (a,b,c,d)</u> Demonstrate conventions of capitalization/ punctuation/ spelling <u>L.K.5 (a,b,c,d)</u> Explore word relationships <u>L.K.6</u> Use new words & phrases
<b>4th 9 wks</b>	<u>RF.K.2 (a,b,c,d,e)</u> Understand phonemes & syllables <u>RF.K.3 (a,b,c,d)</u> Apply phonics & word analysis <u>RF.K.4</u> Read emergent reader text with purpose & understanding	<u>RL.K.4</u> Ask & answer unknown words <u>RL.K.5</u> Recognize text types <u>RL.K.6</u> Identify & define role author/illustrator <u>RL.K.9</u> Compare/contrast character experiences <u>RL.K.10</u> Engage in group reading	<u>RI.K.2</u> Identify main topic <u>RI.K.4</u> Ask & answer unknown words <u>RI.K.6</u> Identify the author/illustrator's role in presenting ideas <u>RI.K.7</u> Describe illustration & story relationships <u>RI.K.8</u> Identify author's reason & support points <u>RI.K.10</u> Engage in group reading	<u>W.K.2</u> Write informative/ explanatory piece <u>W.K.7</u> Participate in shared research <u>W.K.8</u> Recall and/or gather information from source <u>W.K.6</u> Explore digital tools to publish & collaborate	<u>SL.K.1 (a,b)</u> Converse collaboratively <u>SL.K.3</u> Ask & answer questions to seek understanding <u>SL.K.6</u> Speak & express thoughts clearly	<u>L.K.1 (a,b,c,d,e,f)</u> Demonstrate conventions of grammar/usage <u>L.K.4 (a,b)</u> Determine or clarify unknown/ multiple meaning words & phrases <u>L.K.5 (a,b,c,d)</u> Explore word relationships <u>L.K.6</u> Use new words & phrases

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>RL K.1</b>	<b>Standard:</b> With prompting and support, ask and answer questions about details in a text.	<b>Anchor:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can asking and answering questions help me understand the text?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify key details of a text. Ask questions about key details in a text.</li> <li><input type="checkbox"/> Answer questions about key details in a text.</li> </ul>	<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> details</li> <li><input type="checkbox"/> questions</li> <li><input type="checkbox"/> ask</li> <li><input type="checkbox"/> answer</li> <li><input type="checkbox"/> text</li> <li><input type="checkbox"/> information</li> <li><input type="checkbox"/> where</li> <li><input type="checkbox"/> know</li> <li><input type="checkbox"/> partner</li> </ul>	<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Model how to ask and answer text dependent questions.</li> <li>● Guide students through practice of asking and answering questions with a partner/in a small group.</li> <li>● Provide students opportunities to independently practice asking and answering questions about details in a text.</li> <li>● Identify key details of a text.</li> <li>● Ask questions about key details in a text.</li> <li>● Answer questions about key details in a text.</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Who, what, where, when questions             <ul style="list-style-type: none"> <li><input type="checkbox"/> Who was is in the story?</li> <li><input type="checkbox"/> What was this about?</li> <li><input type="checkbox"/> What happened next?</li> </ul> </li> <li><input type="checkbox"/> Can you ask your neighbor/partner about...?</li> <li><input type="checkbox"/> Talk to your partner about...</li> <li><input type="checkbox"/> Where did it say that?</li> <li><input type="checkbox"/> How did you know that?</li> </ul>		
		<b>RL.1.1:</b> Ask and answer questions about key details in a text.

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>RL K.2</b>	<b>Standard:</b> With prompting and support, retell familiar stories, including key details.	<b>Anchor:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can retelling a story help a reader remember and understand the text?</li> <li><input type="checkbox"/> Why is using key details from the story important in retelling the story?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify key details of a story.</li> <li><input type="checkbox"/> Retell a familiar story including key details.</li> </ul>	<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> retell</li> <li><input type="checkbox"/> details</li> <li><input type="checkbox"/> main events</li> <li><input type="checkbox"/> story</li> <li><input type="checkbox"/> problem</li> <li><input type="checkbox"/> character</li> <li><input type="checkbox"/> beginning, middle, end</li> <li><input type="checkbox"/> resolution</li> <li><input type="checkbox"/> solve</li> <li><input type="checkbox"/> sequence</li> </ul>	<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Model identifying the key details of a story, retelling the beginning, middle and of the story, identifying characters and setting.</li> <li>● Guide students through practice of retelling a familiar story, including key details and identifying the character and setting with a partner/in a small group.</li> <li>● Provide students with opportunities to independently practice retelling a familiar story, including key details and identifying the character and setting.</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can you tell me what happened in the story?</li> <li><input type="checkbox"/> Using these pictures/cards can you tell what happened in the story?</li> <li><input type="checkbox"/> What happened first?</li> <li><input type="checkbox"/> What was the story about?</li> <li><input type="checkbox"/> What did the character do to solve the problem?</li> <li><input type="checkbox"/> What happened at the end of the story?</li> <li><input type="checkbox"/> Can you draw a picture of what happened in the story and then tell me about it?</li> </ul>		
		<p><b>RL.1.2:</b> Retell stories, including key details, and demonstrating understanding of their central message or lesson.</p>

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>RL K.3</b>	<b>Standard:</b> With prompting and support, identify characters, settings, and major events in a story.	<b>Anchor:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do readers identify story elements?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Define character, setting and major events.</li> <li><input type="checkbox"/> Identify the characters, setting, and major events.</li> </ul>	<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> identify</li> <li><input type="checkbox"/> characters</li> <li><input type="checkbox"/> setting/place</li> <li><input type="checkbox"/> time</li> <li><input type="checkbox"/> problem</li> <li><input type="checkbox"/> solution</li> <li><input type="checkbox"/> conclusion</li> <li><input type="checkbox"/> events</li> <li><input type="checkbox"/> happened</li> </ul>	<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Guide students through practice of retelling a familiar story, including key details and identifying the character and setting with a partner/in a small group.</li> <li>● Provide students with opportunities to independently practice retelling a familiar story, including key details and identifying the character and setting.</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Who are the characters in this story?</li> <li><input type="checkbox"/> Who is the story about?</li> <li><input type="checkbox"/> What happened in the story?</li> <li><input type="checkbox"/> When did the story happen?</li> <li><input type="checkbox"/> Where did the story take place?</li> <li><input type="checkbox"/> What was the problem in the story?</li> <li><input type="checkbox"/> How was the problem solved?</li> <li><input type="checkbox"/> Are the characters alike?</li> <li><input type="checkbox"/> How are they different?</li> <li><input type="checkbox"/> Can you look at the picture and tell me about...?</li> </ul>		
		<p><b>RL.1.3:</b> Describe characters, settings, and major events in a story, using key details.</p>

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>RL K.4</b>	<b>Standard:</b> Ask and answer questions about unknown words in a text. <u>(See grade K Language Standards 4-6 for additional expectations.)</u>	<b>Anchor:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>Essential Question</b> <input type="checkbox"/> Why is it important for readers to identify words they do not know?	<b>Vocabulary</b> <input type="checkbox"/> answer <input type="checkbox"/> question <input type="checkbox"/> text	<b>Key Strategies</b> <ul style="list-style-type: none"> <li>● Model how to ask and answer questions about unknown words in a text.</li> <li>● Guide students through practice of asking and answering questions about unknown words in a text with a partner/in a small group.</li> <li>● Provide students opportunities to independently practice asking and answering questions about unknown words in a text.</li> </ul>
<b>Essential Skills</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify unknown words in a text.</li> <li><input type="checkbox"/> Recognize that a question requires an answer.</li> <li><input type="checkbox"/> Formulate a question about unknown words in a text.</li> <li><input type="checkbox"/> Use resources/strategies to answer questions about unknown words in text.</li> </ul>		
<b>Question Stems</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Point to an unknown word on the page</li> <li><input type="checkbox"/> What was hard about that word?</li> <li><input type="checkbox"/> Is there a chunk in that word that you know?</li> <li><input type="checkbox"/> Do you know a word like that?</li> <li><input type="checkbox"/> Can you get your mouth ready?</li> <li><input type="checkbox"/> Is there something in the picture that can help you?</li> </ul>		
		<b>RL.1.4:</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 on pages 25-26 for additional expectations.)

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>RL K.5</b>	<b>Standard:</b> Recognize common types of texts (e.g. storybooks, poems, <u>fantasy, realistic text</u> ).	<b>Anchor:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
<b>Essential Question(s)</b> <input type="checkbox"/> How do readers identify the characteristics of a text?  <input type="checkbox"/> Why is it important to know what type of text you are reading?  <b>Essential Skills</b> <input type="checkbox"/> Recognize common types of text such as storybooks. <input type="checkbox"/> Recognize common types of text such as poems.	<b>Vocabulary</b> <input type="checkbox"/> fiction <input type="checkbox"/> story <input type="checkbox"/> poem <input type="checkbox"/> fable <input type="checkbox"/> narrative <input type="checkbox"/> purpose <input type="checkbox"/> information <input type="checkbox"/> text <input type="checkbox"/> storybooks <input type="checkbox"/> rhyme <input type="checkbox"/> recognize	<b>Key Strategies</b>  <ul style="list-style-type: none"> <li>● Model how to recognize types of fiction.</li> <li>● Guide students through practice of recognizing types of fiction with a partner/in a small group.</li> <li>● Provide students opportunities to independently practice recognize types of fiction.</li> </ul>
<b>Question Stems</b> <input type="checkbox"/> What is this book about? <input type="checkbox"/> Will this book tell us a story or help us learn something new? <input type="checkbox"/> What helps us know that this book is a _____? <input type="checkbox"/> Is this story real or not real? <input type="checkbox"/> Is this a _____ or a _____?		
		<b>RL.1.5:</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>RL K.6</b>	<b>Standard:</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<b>Anchor:</b> Assess how point of view or purpose shapes the content and style of a text.
<b>Essential Question(s)</b> <input type="checkbox"/> How do authors and illustrators present information? <input type="checkbox"/> What role do authors and illustrators have?  <b>Essential Skills</b> <input type="checkbox"/> Name the author and the illustrator. <input type="checkbox"/> Define author's purpose. <input type="checkbox"/> Define illustrator purpose	<b>Vocabulary</b> <input type="checkbox"/> author <input type="checkbox"/> illustrator <input type="checkbox"/> illustration <input type="checkbox"/> drawing <input type="checkbox"/> written by <input type="checkbox"/> illustrated by <input type="checkbox"/> book <input type="checkbox"/> story <input type="checkbox"/> name <input type="checkbox"/> front cover <input type="checkbox"/> title page	<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● When sharing story, name author and illustrator.</li> <li>● Define the author and illustrator's role in telling a story.</li> <li>● Provide students opportunities to name and define the roles of authors and illustrators in telling a story.</li> </ul>
<b>Question Stems</b> <input type="checkbox"/> Who wrote this story? <input type="checkbox"/> Who drew the pictures? <input type="checkbox"/> Can you point to the name of the author? <input type="checkbox"/> Where can I find the name of the person who wrote this story? <input type="checkbox"/> What does the author do? <input type="checkbox"/> What does the illustrator do?		
		<b>RL.1.6:</b> Identify who is telling the story at various points in a text.



## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>RL K.7</b>	<b>Standard:</b> 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).	<b>Anchor:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.				
<b>Essential Question</b> <input type="checkbox"/> 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).  <b>Essential Skills</b> <input type="checkbox"/> Describe a moment in a story using the illustrations. <input type="checkbox"/> Describe how the illustrations and story are related.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; padding: 5px;"><b>Vocabulary</b></td> <td style="width: 50%; text-align: center; padding: 5px;"><b>Key Strategies</b></td> </tr> <tr> <td style="padding: 5px;"> <input type="checkbox"/> illustration  <input type="checkbox"/> illustrator  <input type="checkbox"/> drawing  <input type="checkbox"/> picture  <input type="checkbox"/> story  <input type="checkbox"/> tell  <input type="checkbox"/> happening  <input type="checkbox"/> character         </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>● Picture walk through the book, before and after reading the story to help students understand what they read or hear.</li> <li>● Using Gradual Release Model: Model using the illustrations to better understand the story, its characters and the plot and connecting the story with the illustrations.</li> <li>● Guide students through practice of using the illustrations to better understand the story, its characters and the plot and connecting the story with the illustrations with a partner/in a small group.</li> <li>● Provide students opportunities to independently practice using the illustrations to better understand the story, its characters and the plot and connecting the story with the illustrations.</li> </ul> </td> </tr> </table>	<b>Vocabulary</b>	<b>Key Strategies</b>	<input type="checkbox"/> illustration <input type="checkbox"/> illustrator <input type="checkbox"/> drawing <input type="checkbox"/> picture <input type="checkbox"/> story <input type="checkbox"/> tell <input type="checkbox"/> happening <input type="checkbox"/> character	<ul style="list-style-type: none"> <li>● Picture walk through the book, before and after reading the story to help students understand what they read or hear.</li> <li>● Using Gradual Release Model: Model using the illustrations to better understand the story, its characters and the plot and connecting the story with the illustrations.</li> <li>● Guide students through practice of using the illustrations to better understand the story, its characters and the plot and connecting the story with the illustrations with a partner/in a small group.</li> <li>● Provide students opportunities to independently practice using the illustrations to better understand the story, its characters and the plot and connecting the story with the illustrations.</li> </ul>
<b>Vocabulary</b>	<b>Key Strategies</b>					
<input type="checkbox"/> illustration <input type="checkbox"/> illustrator <input type="checkbox"/> drawing <input type="checkbox"/> picture <input type="checkbox"/> story <input type="checkbox"/> tell <input type="checkbox"/> happening <input type="checkbox"/> character	<ul style="list-style-type: none"> <li>● Picture walk through the book, before and after reading the story to help students understand what they read or hear.</li> <li>● Using Gradual Release Model: Model using the illustrations to better understand the story, its characters and the plot and connecting the story with the illustrations.</li> <li>● Guide students through practice of using the illustrations to better understand the story, its characters and the plot and connecting the story with the illustrations with a partner/in a small group.</li> <li>● Provide students opportunities to independently practice using the illustrations to better understand the story, its characters and the plot and connecting the story with the illustrations.</li> </ul>					
<b>Question Stems</b> <input type="checkbox"/> After looking at the picture, what do you think will happen next? <input type="checkbox"/> Why do you think the illustrator drew this picture? <input type="checkbox"/> What can you learn about <u>character's name</u> by looking at the pictures? <input type="checkbox"/> Is there anything in the picture that helps you understand the story better? <input type="checkbox"/> Point to the picture. Say: "Tell me what is happening in the story?" <input type="checkbox"/> Picture walk through the book, before and after reading the story to help students understand what they will be reading or hearing.						
		<b>RL.1.7:</b> Use illustrations and details in a story to describe its characters, settings, or events.				

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>RL K.9</b>	<b>Standard:</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<b>Anchor:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<b>Essential Question</b> <input type="checkbox"/> With prompting and support compare and contrast the adventures and experiences of characters in familiar stories.		<b>Vocabulary</b> <input type="checkbox"/> character <input type="checkbox"/> story <input type="checkbox"/> adventures <input type="checkbox"/> experiences <input type="checkbox"/> compare <input type="checkbox"/> contrast <input type="checkbox"/> similar <input type="checkbox"/> different
<b>Essential Skills</b> <input type="checkbox"/> Recognize characters in familiar stories. <input type="checkbox"/> Determine similarities and differences of adventures and experiences in familiar stories. <input type="checkbox"/> Compare adventures and experiences. <input type="checkbox"/> Contrast adventures and experiences.		<b>Key Strategies</b> <ul style="list-style-type: none"> <li>● Model how to compare and contrast adventures/experiences of characters.</li> <li>● Guide students through practice of comparing and contrasting adventures/experiences of characters with a partner/in a small group.</li> <li>● Provide students opportunities to independently practice comparing and contrasting adventures/experiences of characters.</li> </ul>
<b>Question Stems</b> <input type="checkbox"/> What adventure did <u>character's name</u> have in this story? <input type="checkbox"/> How is this like another story we read? <input type="checkbox"/> Did the same things happen to <u>character's name</u> ? <input type="checkbox"/> How were the stories different? <input type="checkbox"/> Can you think of another story that is like this one?		
		<b>RL.1.9:</b> Compare and contrast the adventures and experiences of characters in stories.

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>RL K.10</b>	<b>Standard:</b> Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	<b>Anchor:</b> Read and comprehend complex literary and informational texts independently and proficiently.
<b>Essential Question</b> <input type="checkbox"/> Actively engage in group reading activities with purpose and understanding.		<div style="text-align: center;"><b>Key Strategies</b></div> <ul style="list-style-type: none"> <li>● Model how to actively engage in group reading activities with purpose and understanding.</li> <li>● Guide students through practice of actively engaging in group reading activities with purpose and understanding with a partner/in a small group.</li> <li>● Provide students opportunities to independently practice actively engaging in group reading activities with purpose and understanding.</li> </ul>
<b>Essential Skills</b> <input type="checkbox"/> Engage in group reading activities regarding craft and structure. <input type="checkbox"/> Engage in group reading activities regarding integration of knowledge and ideas. <input type="checkbox"/> Understand activities that reflect purpose and understanding of text. <input type="checkbox"/> Engage in group reading activities analyzing key ideas and details. <input type="checkbox"/> Engage in group reading activities analyzing craft and structure. <input type="checkbox"/> Engage in group reading activities analyzing integration of knowledge and ideas. <input type="checkbox"/> Apply activities that reflect purpose and understanding of text.		
<b>Question Stems</b> <input type="checkbox"/> Today our group is going to read about ... <input type="checkbox"/> Working together we will... <input type="checkbox"/> With your partner, read about ... <input type="checkbox"/> Listen to what I read and be prepared to turn to a partner and retell the story in your own words		
		<div style="text-align: center;"><b>Vocabulary</b></div> <input type="checkbox"/> group <input type="checkbox"/> purpose <input type="checkbox"/> understanding <input type="checkbox"/> content <input type="checkbox"/> activities <input type="checkbox"/> illustrations <input type="checkbox"/> events <input type="checkbox"/> predictions <input type="checkbox"/> text
		<b>RL.1.10:</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1. a. Activate prior knowledge related to the information and events in texts. b. Confirm predictions about what will happen next in text.

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>RI K.1</b>	<b>Standard:</b> With prompting and support, ask and answer questions about key details in a text.	<b>Anchor:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> With prompting and support, ask and answer questions about key details in a text.</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify key details in an informational text.</li> <li><input type="checkbox"/> Ask questions about the key details in an informational text.</li> <li><input type="checkbox"/> Answer questions about key ideas in informational text.</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> question</li> <li><input type="checkbox"/> answer</li> <li><input type="checkbox"/> important</li> <li><input type="checkbox"/> detail</li> <li><input type="checkbox"/> text</li> </ul>	<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Identify key details in an informational text.</li> <li>● Ask questions about the key details in an informational text.</li> <li>● Answer questions about key ideas in informational text.</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What do you think was the most important thing you learned?</li> <li><input type="checkbox"/> Can you ask your partner to tell you what happened when ...</li> <li><input type="checkbox"/> After modeling: Can you ask your partner how ...?</li> <li><input type="checkbox"/> What details are the most important to the story?</li> </ul>		
		<b>RI.1.1:</b> Ask and answer questions about key details in a text.

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>RI K.2</b>	<b>Standard:</b> With prompting and support, identify the main topic and retell key details of a text.	<b>Anchor:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> With prompting and support, identify the main topic and retell key details of a text.</li> <li><input type="checkbox"/> Identify the main topic and retell key details of a text.</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the main topic of a text.</li> <li><input type="checkbox"/> Retell key details of a text. Identify the key details of a text.</li> </ul>	<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> details</li> <li><input type="checkbox"/> identify</li> <li><input type="checkbox"/> main</li> <li><input type="checkbox"/> topic</li> <li><input type="checkbox"/> retell</li> <li><input type="checkbox"/> key</li> </ul>	<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>• Identify the main topic of a text.</li> <li>• Retell key details of a text.</li> <li>• Identify the key details of a text.</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What was this book/page about</li> <li><input type="checkbox"/> Can you tell me what you learned?</li> <li><input type="checkbox"/> Can you tell me what came first?</li> <li><input type="checkbox"/> Which sentence tells what this was mostly about?</li> <li><input type="checkbox"/> What is the main topic of the text?</li> <li><input type="checkbox"/> Can you tell me some key details of the story?</li> </ul>		
		<p><b>RI.1.2:</b> Identify the main topic, and retell key details in a text.</p>

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>RI K.3</b>	<b>Standard:</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>Anchor:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>Essential Question(s)</b> <input type="checkbox"/> How can making connections help understand informational text?  <input type="checkbox"/> How do you describe the connection between two events?  <b>Essential Skills</b> <input type="checkbox"/> Identify key details about an individual in an informational text. <input type="checkbox"/> Identify details about events or ideas in an informational text. <input type="checkbox"/> Discuss the connection between two individuals, events, ideal or pieces of information. <input type="checkbox"/> Identify the relationship between elements in an informational piece.		<b>Vocabulary</b> <input type="checkbox"/> support <input type="checkbox"/> individual <input type="checkbox"/> events <input type="checkbox"/> ideas <input type="checkbox"/> information <input type="checkbox"/> connection <input type="checkbox"/> cause <input type="checkbox"/> happen
<b>Question Stems</b> <input type="checkbox"/> How are _____ and _____ connected to each other? <input type="checkbox"/> What was his/her idea? <input type="checkbox"/> What caused this to happen? <input type="checkbox"/> Support your answer with events from the text. <input type="checkbox"/> What did they do to make this happen <input type="checkbox"/> Can you tell what happened after ...? <input type="checkbox"/> What information is most important?		<b>Key Strategies</b>  <ul style="list-style-type: none"> <li>● Through shared reading, model how to identify connections between individuals, events, ideas, and pieces of information gained from texts.</li> </ul>
		<b>RI.1.3:</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>RI K.4</b>	<b>Standard:</b> With prompting and support, ask and answer questions about unknown words in a text. <u>(See grade K Language Standards 4-6 for additional expectations.)</u>	<b>Anchor:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>Essential Question(s)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Why is it important for readers to identify words they do not know? (same as K.RL.4)</li> <li><input type="checkbox"/> What strategies do readers use to determine unknown words?</li> </ul> <b>Essential Skills</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify unknown words.</li> <li><input type="checkbox"/> Recognize that a question requires an answer.</li> <li><input type="checkbox"/> Formulate a question about unknown words in a text.</li> <li><input type="checkbox"/> Answer questions about unknown words in a text.</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> ask</li> <li><input type="checkbox"/> answer</li> <li><input type="checkbox"/> question</li> <li><input type="checkbox"/> pictures</li> <li><input type="checkbox"/> known</li> <li><input type="checkbox"/> unknown</li> <li><input type="checkbox"/> help</li> <li><input type="checkbox"/> word(s)</li> <li><input type="checkbox"/> text</li> <li><input type="checkbox"/> context clues</li> </ul>	<b>Key Strategies</b> <ul style="list-style-type: none"> <li>• Through shared reading and read alouds, model how to ask and answer questions about unknown words in a text. Provide opportunities for students to ask and answer questions about unknown words in a text.</li> </ul>
<b>Question Stems</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Do you know something about that word that will help you?</li> <li><input type="checkbox"/> Can you get your mouth ready to say the first sound?</li> <li><input type="checkbox"/> What can you do to get help?</li> <li><input type="checkbox"/> Is there someone you can ask who might be able to help you?</li> <li><input type="checkbox"/> Is there something in the picture that can help you figure out what the word is?</li> </ul>		
		<b>RI.1.4:</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>RI K.5</b>	<b>Standard:</b> Identify the front cover, back cover, and title page of a book.	<b>Anchor:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do the components of a book help a reader?</li> <li><input type="checkbox"/> Why is it important to know the parts of a book?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify front cover, back cover, and title page.</li> </ul>		<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> front</li> <li><input type="checkbox"/> back</li> <li><input type="checkbox"/> identify</li> <li><input type="checkbox"/> title</li> <li><input type="checkbox"/> book</li> <li><input type="checkbox"/> page</li> <li><input type="checkbox"/> cover</li> <li><input type="checkbox"/> different</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Show me the...</li> <li><input type="checkbox"/> Identify the ...</li> <li><input type="checkbox"/> Open your book to the title page.</li> <li><input type="checkbox"/> How would you hold this book to read it to the class?</li> <li><input type="checkbox"/> Can you identify the different parts of this book?</li> </ul>		<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Through shared reading and read alouds, model how to identify the front cover, back cover and title page of a book. During guided reading, ask students to identify the front cover, back cover and title page of a book.</li> </ul>
		<p><b>RI.1.5:</b> Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>



## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>RI K.6</b>	<b>Standard:</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<b>Anchor:</b> Assess how point of view or purpose shapes the content and style of a text.
<p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do authors and illustrators present information?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Name the author and the illustrator.</li> <li><input type="checkbox"/> Define what an author and an illustrator do.</li> </ul>	<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> written by</li> <li><input type="checkbox"/> illustrated by</li> <li><input type="checkbox"/> drawings</li> <li><input type="checkbox"/> identify</li> <li><input type="checkbox"/> book</li> <li><input type="checkbox"/> ideas</li> <li><input type="checkbox"/> information</li> <li><input type="checkbox"/> author</li> <li><input type="checkbox"/> illustrator</li> <li><input type="checkbox"/> define</li> </ul>	<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>• Through shared reading and read alouds, model how to identify the author and illustrator of a text. Through shared reading and read alouds, explain the role of the author and illustrator of a text.</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Point to the name of the ...</li> <li><input type="checkbox"/> Show me the name of ...</li> <li><input type="checkbox"/> Identify the ...</li> <li><input type="checkbox"/> What does the author do?</li> <li><input type="checkbox"/> What does the illustrator do?</li> <li><input type="checkbox"/> What is the author telling us?</li> <li><input type="checkbox"/> How do the pictures/illustrations help us learn about...</li> </ul>		
		<b>RI.1.6:</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>RI K.7</b>	<b>Standard:</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<b>Anchor:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>Essential Question</b> <input type="checkbox"/> How can illustrations help me understand information?		<b>Key Strategies</b> <ul style="list-style-type: none"> <li>● Through shared reading and read alouds, describe the relationship between the illustrations and the text.</li> <li>● Identify illustrations and text.</li> <li>● Describe people, places and things illustrations depict.</li> <li>● Describe ideas illustrations depict.</li> <li>● Describe the relationship between illustrations and a text.</li> </ul>
<b>Essential Skills</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify illustrations and text.</li> <li><input type="checkbox"/> Describe people, places and things illustrations depict.</li> <li><input type="checkbox"/> Describe ideas illustrations depict. Describe the relationship between illustrations and a text.</li> </ul>		<b>Vocabulary</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> illustration</li> <li><input type="checkbox"/> describe</li> <li><input type="checkbox"/> relationship</li> <li><input type="checkbox"/> text</li> <li><input type="checkbox"/> person</li> <li><input type="checkbox"/> place</li> <li><input type="checkbox"/> idea</li> <li><input type="checkbox"/> thing</li> <li><input type="checkbox"/> depicts</li> <li><input type="checkbox"/> shows</li> </ul>
<b>Question Stems</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> What can you learn from the illustrations?</li> <li><input type="checkbox"/> What do you think the writer is trying to say? What in the picture helps you think that?</li> <li><input type="checkbox"/> Why do you think the illustrator put in that picture?</li> <li><input type="checkbox"/> Does the illustration match what the writer is trying to say?</li> <li><input type="checkbox"/> Do you think the story and the picture are connected?</li> <li><input type="checkbox"/> Describe how the picture helps you understand what the author has written.</li> </ul>		<b>RI 1.7:</b> Use the illustrations and details in a text to describe its key ideas.

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>RI K.8</b>	<b>Standard:</b> With prompting and support, identify the reasons an author gives to support points in a text.	<b>Anchor:</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
<p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How does an author support what he says in the text?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the reasons an author gives to support point(s).</li> </ul>	<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> reasons</li> <li><input type="checkbox"/> author</li> <li><input type="checkbox"/> explains</li> <li><input type="checkbox"/> tells</li> <li><input type="checkbox"/> writing</li> <li><input type="checkbox"/> text</li> <li><input type="checkbox"/> support</li> <li><input type="checkbox"/> points</li> </ul>	<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>• Through shared reading and read alouds, model how to identify the reasons an author uses to support points in a text.</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What does the writer think about this problem?</li> <li><input type="checkbox"/> Why do you think the author wrote that?</li> <li><input type="checkbox"/> Were there any reasons why you think the author like ...</li> <li><input type="checkbox"/> What in the writing made you think that?</li> </ul>		
		<p><b>RI 1.8:</b> Identify the reasons an author gives to support points in a text.</p>

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>RI K.9</b>	<b>Standard:</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<b>Anchor:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<b>Essential Question(s)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Why do authors provide reasons in their text?</li> <li><input type="checkbox"/> How can I compare two texts on the same topic?</li> <li><input type="checkbox"/> Why is it important to use more than one text on a topic?</li> </ul> <b>Essential Skills</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify basic similarities between two texts on the same topic.</li> <li><input type="checkbox"/> Identify differences between two texts on the same topic.</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> picture</li> <li><input type="checkbox"/> illustrations</li> <li><input type="checkbox"/> procedure</li> <li><input type="checkbox"/> steps</li> <li><input type="checkbox"/> first, then, next</li> <li><input type="checkbox"/> text</li> <li><input type="checkbox"/> topic</li> <li><input type="checkbox"/> differences</li> <li><input type="checkbox"/> similarities</li> <li><input type="checkbox"/> same</li> </ul>	<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Making Meaning: compare texts on the same topic.</li> <li>● Identify basic similarities between two texts on the same topic.</li> <li>● Identify differences between two texts on the same topic.</li> </ul>
<b>Question Stems</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can you tell me what this text is about?</li> <li><input type="checkbox"/> Can you tell me how this picture is the same as this one?</li> <li><input type="checkbox"/> We read two books, what was different about them?</li> <li><input type="checkbox"/> We are going to compare these two books. How were they the same?</li> <li><input type="checkbox"/> We are going to fill in this chart; can you tell me how the two texts we read were different?</li> <li><input type="checkbox"/> What happened first? What happened next? Was this the same order as what we read in the other book?</li> </ul>		
		<b>RI 1.9:</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>RI K.10</b>	<p><b>Standard:</b> Actively engage in group reading activities with purpose and understanding.</p> <ul style="list-style-type: none"> <li>a. Activate prior knowledge related to the information and events in texts.</li> <li>b. Use illustrations and content to make predictions about text.</li> </ul>	<p><b>Anchor:</b> Read and comprehend complex literary and informational texts independently and proficiently.</p>
<p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can I participate in group reading?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Engage in group reading activities: key ideas and details</li> <li><input type="checkbox"/> Engage in group reading activities: craft and structure.</li> <li><input type="checkbox"/> Engage in group reading activities: integration of knowledge and ideas.</li> <li><input type="checkbox"/> Understand activities that reflect purpose and understanding</li> <li><input type="checkbox"/> Engage in group reading activities: key ideas and details.</li> <li><input type="checkbox"/> Engage in group reading activities: craft and structure.</li> <li><input type="checkbox"/> Engage in group reading activities: integration of knowledge and ideas.</li> <li><input type="checkbox"/> Apply activities that reflect purpose and understanding of text.</li> </ul>	<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> working together</li> <li><input type="checkbox"/> group</li> <li><input type="checkbox"/> activities</li> <li><input type="checkbox"/> purpose</li> <li><input type="checkbox"/> understanding</li> <li><input type="checkbox"/> partner</li> <li><input type="checkbox"/> cooperate</li> </ul>	<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Through shared reading and read alouds, engage students in activities with a reading purpose to gain understanding.</li> <li>● Engage in group reading activities: key ideas and details</li> <li>● Engage in group reading activities: craft and structure.</li> <li>● Engage in group reading activities: integration of knowledge and ideas.</li> <li>● Understand activities that reflect purpose and understanding</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Remember to work together so that you can...</li> <li><input type="checkbox"/> Everyone needs to help.</li> <li><input type="checkbox"/> Talk to your partner about...</li> <li><input type="checkbox"/> Help your partner...</li> <li><input type="checkbox"/> Everyone needs to take a turn talking about what is happening on the page, in the book...</li> </ul>		<p><b>RI 1.10:</b> With prompting and support, read informational texts appropriately complex for grade 1.</p> <ul style="list-style-type: none"> <li>a. Activate prior knowledge related to the information and events in texts.</li> <li>b. Confirm predictions about what will happen next in text.</li> </ul>

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>RF K.1a</b>	<p><b>Standard:</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>RF 1.a:</b> Follow words from left to right, top to bottom, and page by page.</p>	<p><b>Anchor:</b> Anchor standards do not exist for RF standards.</p>
<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do letters help me read?</li> <li><input type="checkbox"/> Why is the alphabet important?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize that words on a page progress from left to right, top to bottom and page by page.</li> <li><input type="checkbox"/> Follow words from left to right, top to bottom, and page by page.</li> </ul>	<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> direction</li> <li><input type="checkbox"/> left</li> <li><input type="checkbox"/> right</li> <li><input type="checkbox"/> top</li> <li><input type="checkbox"/> bottom</li> <li><input type="checkbox"/> page</li> <li><input type="checkbox"/> print</li> <li><input type="checkbox"/> word(s)</li> <li><input type="checkbox"/> sentence</li> </ul>	<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Participate in big book experiences led by the teacher (e.g., teacher reads a big book pointing out features of a book and using finger to track print). Participate in shared book experiences at a teacher-led center.</li> <li>● Recognize that words on a page progress from left to right, top to bottom and page by page.</li> <li>● Follow words from left to right, top to bottom, and page by page.</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Show me where I start reading?</li> <li><input type="checkbox"/> Which way do I go next?</li> <li><input type="checkbox"/> Point to the first word on this page.</li> <li><input type="checkbox"/> Point to the last word on the page.</li> <li><input type="checkbox"/> Point to each word as I read the sentence/page.</li> </ul>		<p><b>RF: N/A</b></p>

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>RF K.1b</b>	<p><b>Standard:</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>RF K.1b</b> Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p><b>Anchor:</b> Anchor standards do not exist for RF standards.</p>
<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do letters help me read?</li> <li><input type="checkbox"/> Why is the alphabet important?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Follow words from left to right, top to bottom, and page by page.</li> </ul>	<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> print</li> <li><input type="checkbox"/> text</li> <li><input type="checkbox"/> information</li> <li><input type="checkbox"/> words</li> <li><input type="checkbox"/> sentence</li> </ul>	<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Engage in shared writing &amp; reading activities.</li> <li>● Follow words from left to right, top to bottom, and page by page.</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Why do we read?</li> <li><input type="checkbox"/> Can you point to the words on the page?</li> <li><input type="checkbox"/> How can we write that?</li> <li><input type="checkbox"/> Where can we find things to read?</li> </ul>		
		<p><b>RF 1.1b:</b> Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>RF K.1c</b>	<p><b>Standard:</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>RF K.1c</b> Understand that words are separated by spaces in print.</p>	<b>Anchor: N/A</b>
<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do letters help me read?</li> <li><input type="checkbox"/> Why is the alphabet important?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand that words are separated by spaces.</li> </ul>	<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> sentence</li> <li><input type="checkbox"/> space</li> <li><input type="checkbox"/> word</li> <li><input type="checkbox"/> between</li> <li><input type="checkbox"/> print</li> <li><input type="checkbox"/> separated</li> </ul>	<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Point out spaces between words during big book or shared book experiences.</li> <li>● Understand that words are separated by spaces.</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can you point to a word?</li> <li><input type="checkbox"/> Can you draw a line between the words in the story?</li> <li><input type="checkbox"/> Can you make a circle around every word in the sentence?</li> <li><input type="checkbox"/> Can you count the words in the sentence?</li> <li><input type="checkbox"/> How many words do you see in the title?</li> <li><input type="checkbox"/> Can you show me the first word in the sentence?</li> </ul>		
		<b>RF: N/A</b>



## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>RF K.1d</b>	<p><b>Standard:</b> RF K.1 Demonstrate understanding of the organization and basic features of print.</p> <p><b>RF K.1d</b> Recognize and name all upper- and lowercase letters of the alphabet.</p>	<b>Anchor: N/A</b>
<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do letters help me read?</li> <li><input type="checkbox"/> Why is the alphabet important?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize and name all upper- and lowercase letters.</li> <li><input type="checkbox"/> Name all upper- and lowercase alphabet letters.</li> </ul>	<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> uppercase</li> <li><input type="checkbox"/> lowercase</li> <li><input type="checkbox"/> letters</li> <li><input type="checkbox"/> matching</li> <li><input type="checkbox"/> recognize</li> <li><input type="checkbox"/> point</li> <li><input type="checkbox"/> read</li> <li><input type="checkbox"/> capital</li> <li><input type="checkbox"/> alphabet</li> <li><input type="checkbox"/> ABC's</li> </ul>	<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Sort upper and lower case letters in appropriate categories.</li> <li>● Identify and match letters to a letter grid.</li> <li>● Name upper and lower case letters when prompted (e.g., using letter cards).</li> <li>● Regularly use shared reading and shared writing to demonstrate basic features of print.</li> <li>● Utilize a name chart and name puzzles.</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can you show me an uppercase_____?</li> <li><input type="checkbox"/> Can you name this/these letters_____?</li> <li><input type="checkbox"/> (While pointing to an upper- or lowercase letter) Can you find a letter that looks like this?</li> <li><input type="checkbox"/> Tell me the name of each letter as I point to it.</li> <li><input type="checkbox"/> Point to and read these letters.</li> <li><input type="checkbox"/> Match capital letters to the lowercase letters.</li> </ul>		
		<b>RF: N/A</b>

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>RF K.2a</b>	<p><b>Standard:</b> Demonstrate understanding of spoken words, syllables, and phonemes (sounds).</p> <p><b>RF K.2a</b> Recognize and reproduce rhyming words.</p>	<b>Anchor: N/A</b>
<p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are words made up of sounds?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize rhyming words - short vowel sounds, initial and ending sounds</li> <li><input type="checkbox"/> Produce rhyming words.</li> </ul>	<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> sound</li> <li><input type="checkbox"/> ending</li> <li><input type="checkbox"/> rhyme</li> <li><input type="checkbox"/> same</li> <li><input type="checkbox"/> different</li> </ul>	<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Determine if spoken pairs of words rhyme (e.g., Do these words rhyme? moon, spoon)</li> <li>● Produce a spoken word with the same rhyme of a spoken word (e.g., Can you tell me a word that rhymes with hot?).</li> <li>● Identify which spoken words rhyme (e.g., Which of these words rhyme? Mat, cat, sun).</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What do you notice about these words?</li> <li><input type="checkbox"/> Do these words sound the same?</li> <li><input type="checkbox"/> Does this word rhyme with _____</li> <li><input type="checkbox"/> Can you name/say another word that sounds like this one?</li> <li><input type="checkbox"/> Do these words end the same or are they different</li> </ul>		
		<b>RF: N/A</b>

# Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>RF K.2b</b>	<p><b>Standard:</b> Demonstrate understanding of spoken words, syllables, and phonemes (sounds).</p> <p><b>RF K.2b</b> Count, pronounce, blend, and segment syllables in spoken words.</p>	<b>Anchor: N/A</b>
<p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are words made up of sounds?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Count syllables in spoken words.</li> <li><input type="checkbox"/> Pronounce syllables in spoken words.</li> <li><input type="checkbox"/> Blend syllables in spoken words.</li> <li><input type="checkbox"/> Segment syllables in spoken words.</li> </ul>	<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> sound</li> <li><input type="checkbox"/> count</li> <li><input type="checkbox"/> first</li> <li><input type="checkbox"/> last</li> <li><input type="checkbox"/> blend</li> <li><input type="checkbox"/> segment</li> <li><input type="checkbox"/> repeat</li> <li><input type="checkbox"/> take apart</li> </ul>	<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Pronounce the syllables in spoken words (e.g., Clap and say the parts of a word).</li> <li>● Count the syllables in spoken words (e.g., clap the parts of the word; count the parts).</li> <li>● Blend syllables into spoken words (e.g., put the parts together to make the whole word).</li> <li>● Segment spoken words into syllables (e.g, can you break the word into two smaller parts?).</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How many sounds do you hear?</li> <li><input type="checkbox"/> Where do you hear that sound?</li> <li><input type="checkbox"/> What do you hear first?</li> <li><input type="checkbox"/> Repeat these sounds.</li> <li><input type="checkbox"/> Listen as I say these sounds slowly. Say them with me. Let's say them fast.</li> <li><input type="checkbox"/> Listen to this word. Say the sounds slowly.</li> <li><input type="checkbox"/> Use Elkonian/sound boxes</li> </ul>		<b>RF: N/A</b>

# Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>RF K.2c</b>	<p><b>Standard:</b> Demonstrate understanding of spoken words, syllables, and phonemes (sounds).</p> <p><b>RF K.2c</b> Blend and segment onsets and rimes of single- syllable spoken words.</p>	<p><b>Anchor:</b> Anchor standards do not exist for RF standards.</p>
<p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are words made up of sounds?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Blend and segment onsets and rimes of single-syllable spoken words.</li> </ul>	<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> blend</li> <li><input type="checkbox"/> segment</li> <li><input type="checkbox"/> take apart</li> <li><input type="checkbox"/> onset</li> <li><input type="checkbox"/> syllables</li> <li><input type="checkbox"/> parts</li> </ul>	<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>• Blend and segment onsets and rimes of single-syllable spoken words.</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How many parts do you hear in these words?</li> <li><input type="checkbox"/> What word do you get when you put this sound with this chunk?</li> <li><input type="checkbox"/> What word do you get when you add ____ to ____ ( ex. /m/ to /at/)</li> <li><input type="checkbox"/> How many syllables does this word have?</li> <li><input type="checkbox"/> When you take apart this word, do you see another word?</li> </ul>		
		<p><b>RF: N/A</b></p>

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>RF K.2d</b>	<p><b>Standard:</b> Demonstrate understanding of spoken words, syllables, and phonemes (sounds).</p> <p><b>RF K.2d</b> Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/).</p>	<p><b>Anchor:</b> Anchor standards do not exist for RF standards.</p>
<p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are words made up of sounds?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize rhyming words - short vowel sounds, initial and ending sounds.</li> <li><input type="checkbox"/> Add individual sounds to simple one syllable words to make new words.</li> <li><input type="checkbox"/> Substitute individual sounds to simple, one syllable words to make new words.</li> </ul>	<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> sound</li> <li><input type="checkbox"/> beginning</li> <li><input type="checkbox"/> middle</li> <li><input type="checkbox"/> vowel</li> <li><input type="checkbox"/> identify</li> <li><input type="checkbox"/> tell</li> <li><input type="checkbox"/> hear</li> <li><input type="checkbox"/> word</li> <li><input type="checkbox"/> end</li> </ul>	<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Isolate and pronounce CVC words to recognize the initial, medial vowel and final sounds.</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I will say a word; tell me what sound you hear first.</li> <li><input type="checkbox"/> In the word_____,what is the beginning sound.</li> <li><input type="checkbox"/> I will say a word, what sound do you hear at the end?</li> <li><input type="checkbox"/> Say the word with me. What sound did you make first/last?</li> <li><input type="checkbox"/> Listen as I say the word. What sound do you hear in the middle?</li> <li><input type="checkbox"/> What vowel do you hear in the middle of the word_____?</li> <li><input type="checkbox"/> In the word_____,what vowel sound do you hear?</li> </ul>		
		<b>RF: N/A</b>

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>RF K.2e</b>	<p><b>Standard:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b>RF K.2e</b> Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words.</p>	<p><b>Anchor:</b> Anchor standards do not exist for RF standards</p>
<p><b>Essential Question</b></p> <p><input type="checkbox"/> How are words made up of sounds?</p> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify individual sounds</li> <li><input type="checkbox"/> Have the ability to break words into their sounds</li> <li><input type="checkbox"/> Recognize the order of the sounds and add sounds to make new words</li> <li><input type="checkbox"/> Recognize if adding new sound makes a new word</li> <li><input type="checkbox"/> Changing a sound while holding on to the rest of the word</li> </ul>	<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> sounds</li> <li><input type="checkbox"/> new word</li> <li><input type="checkbox"/> add</li> <li><input type="checkbox"/> take away</li> </ul>	<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Recognize rhyming words - short vowel sounds, initial and ending sounds.</li> <li>● Add individual sounds to simple one syllable words to make new words.</li> <li>● Substitute individual sounds to simple, one syllable words to make new words.</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What sounds do you hear?</li> <li><input type="checkbox"/> The word is ____ What word would you have if you took away the ____ and added ____ (The word is <b>rat</b>. What new word would you have if you took away the /r/ and added /m/?)</li> <li><input type="checkbox"/> What word would you have if you added ____ to ____? (What word would you have if you added /p/ to <b>in</b>?)</li> </ul>		
<p><b>RF: 1st Gr.</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>a. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single- syllable words.</li> <li>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)</li> </ul>		

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>RF K.3</b>	<p><b>Standard:</b> Know and apply grade-level phonics and word analysis skills in decoding words <b><u>both in isolation and in text.</u></b></p> <ol style="list-style-type: none"> <li>a. Demonstrate basic knowledge of one-tone grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</li> <li>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels</li> <li>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</li> <li>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ol>	<p><b>Anchor:</b> Anchor standards do not exist for RF standards.</p>	
<p><b>Essential Question(s)</b></p> <p><input type="checkbox"/> How can sounds help me understand a word? How can recognizing grade level words help me be a better reader?</p> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize one-to-one letter correspondence for each consonant.</li> <li><input type="checkbox"/> Distinguish the differing sounds of consonants.</li> <li><input type="checkbox"/> Say the sound that corresponds to the consonant.</li> <li><input type="checkbox"/> Identify the five short and long vowels with common spellings.</li> <li><input type="checkbox"/> Distinguish the differing sounds of consonants.</li> <li><input type="checkbox"/> Recognize &amp; read high-frequency sight words.</li> <li><input type="checkbox"/> Recognize words that are similarly spelled.</li> <li><input type="checkbox"/> Identify the sounds of the letters that are different.</li> <li><input type="checkbox"/> Recognize words that are similarly spelled.</li> <li><input type="checkbox"/> Identify the sounds of the letters that are different.</li> <li><input type="checkbox"/> Determine the pattern of a word.</li> </ul>		<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> sound</li> <li><input type="checkbox"/> word</li> <li><input type="checkbox"/> same</li> <li><input type="checkbox"/> different</li> <li><input type="checkbox"/> letter</li> <li><input type="checkbox"/> read</li> <li><input type="checkbox"/> spell</li> <li><input type="checkbox"/> vowels</li> <li><input type="checkbox"/> sight word</li> </ul>	<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Recognize one-to-one letter correspondence for each consonant.</li> <li>● Distinguish the differing sound of consonants.</li> <li>● Read high-frequency sight words.</li> <li>● Read words that have a similar word pattern and identify the sounds and letters that are different.</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When I point to a letter tell me the sound that it makes.</li> <li><input type="checkbox"/> When I say a sound, write the letter/letters that make that sound.</li> <li><input type="checkbox"/> When I say <b><i>hat</i></b> what letter do you hear in the middle?</li> <li><input type="checkbox"/> How would you spell the word____?</li> <li><input type="checkbox"/> Which vowel do you hear, when I say____?</li> <li><input type="checkbox"/> As you point to a list of high frequency words, <b><i>“Can you read these words for me?”</i></b></li> </ul>		<p><b>RF.1.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.</li> </ol>	

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>RF K.4</b>	<b>Standard:</b> Read emergent-reader texts with purpose and understanding.	<b>Anchor:</b> Anchor standards do not exist for RF standards.
<b>Essential Question(s)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Why is it important to read with purpose?</li> <li><input type="checkbox"/> How do I read for understanding?</li> </ul>		<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Identify and understand foundational skills for Reading #1-3.</li> <li>● Recognize that there are different purposes for reading emergent-reader texts.</li> <li>● Read emergent-reader texts with purpose and for understanding.</li> </ul>
<b>Essential Skills</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and understand foundational skills for Reading #1-3.</li> <li><input type="checkbox"/> Recognize that there are different purposes for reading emergent-reader texts.</li> <li><input type="checkbox"/> Apply foundational skills in Reading #1-3.</li> <li><input type="checkbox"/> Determine the purpose for reading emergent-reader texts.</li> <li><input type="checkbox"/> Read emergent-reader texts with purpose and for understanding</li> </ul>		
<b>Question Stems</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can you read this book for me?</li> <li><input type="checkbox"/> What can you do when you get to a word you don't know?</li> <li><input type="checkbox"/> Is this book going to tell you a story or is it going to help you learn about something?</li> <li><input type="checkbox"/> What is this book about?</li> <li><input type="checkbox"/> What do you think the author is trying to tell you?</li> <li><input type="checkbox"/></li> </ul>		
		<b>RF.1.4</b> Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.</li> </ol>



## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>W K.1</b>	<b>Standard:</b> Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book being written about and express an opinion or preference about the topic or book (e.g., My favorite book is...).	<b>Anchor:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
<b>Essential Question(s)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do writers express an opinion?</li> <li><input type="checkbox"/> How can I use reasons to support my opinion?</li> </ul> <b>Essential Skills</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the title of a book or topic to write about.</li> <li><input type="checkbox"/> Recognize what an opinion is.</li> <li><input type="checkbox"/> Write an opinion piece that introduces the topic or book - demonstrate a combination of drawing, dictating, and writing.</li> <li><input type="checkbox"/> Write an opinion piece that introduces the topic or book - include the topic or title of a book.</li> <li><input type="checkbox"/> Write an opinion piece that introduces the topic or book - state an opinion or preference about the topic or book.</li> <li><input type="checkbox"/> Write an opinion piece that provides a sense of closure.</li> </ul>		<b>Vocabulary</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> draw</li> <li><input type="checkbox"/> tell</li> <li><input type="checkbox"/> writing</li> <li><input type="checkbox"/> favorite</li> <li><input type="checkbox"/> book title</li> <li><input type="checkbox"/> sentence frame</li> <li><input type="checkbox"/> sentence starter</li> <li><input type="checkbox"/> reason</li> <li><input type="checkbox"/> like</li> <li><input type="checkbox"/> dislike</li> <li><input type="checkbox"/> opinion</li> </ul>	<b>Key Strategies</b> <ul style="list-style-type: none"> <li>● Model how to use a combination of drawing, dictating and writing to compose an opinion piece.</li> <li>● Guide students through practice of using a combination of drawing, dictating and writing to compose an opinion piece.</li> <li>● Provide students opportunities to independently practice using a combination of drawing, dictating and writing to compose an opinion piece.</li> </ul>
<b>Question Stems</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> What are you writing about?</li> <li><input type="checkbox"/> Which is your favorite (animal, book, food)? Don't forget to put that in your writing.</li> <li><input type="checkbox"/> How will you start your writing?</li> <li><input type="checkbox"/> Can you tell me what you like and I will write down what you say?</li> <li><input type="checkbox"/> Can you tell me about your picture and I will help you write about your picture?</li> <li><input type="checkbox"/> Can you use this frame to start your writing? My favorite_____is_____or I like__ because___. .</li> <li><input type="checkbox"/> Start your writing by using this sentence starter... The name of my favorite book iis _ _.</li> <li><input type="checkbox"/> Can you tell why you like this book, animal, color...?</li> </ul>			
		<b>W 1.1:</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>W K.2</b>	<b>Standard:</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.	<b>Anchor:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>Essential Question(s)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do writers name the topic they write about?</li> <li><input type="checkbox"/> How can I draw, dictate or write information I know about?</li> </ul> <b>Essential Skills</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify an informative/explanatory text.</li> <li><input type="checkbox"/> Select a topic for an informative/explanatory writing.</li> <li><input type="checkbox"/> Combine drawing, dictation, and writing to compose informational/explanatory text to supply additional information.</li> <li><input type="checkbox"/> Write an informative/explanatory text in which they name a topic.</li> <li><input type="checkbox"/> Write an informative/explanatory text in which they supply some information.</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> inform</li> <li><input type="checkbox"/> explain</li> <li><input type="checkbox"/> write</li> <li><input type="checkbox"/> details</li> <li><input type="checkbox"/> tell about</li> <li><input type="checkbox"/> compose</li> <li><input type="checkbox"/> topic</li> <li><input type="checkbox"/> name</li> </ul>	<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Model how to use a combination of drawing, dictating and writing to compose informative/explanatory texts.</li> <li>● Guide students through practice of using a combination of drawing, dictating and writing to compose informative/explanatory texts.</li> <li>● Provide students opportunities to independently practice using a combination of drawing, dictating and writing to compose informative/explanatory texts.</li> </ul>
<b>Question Stems</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> What are you writing about?</li> <li><input type="checkbox"/> How will you start your writing?</li> <li><input type="checkbox"/> Can you tell me what you like and I will write down what you say?</li> <li><input type="checkbox"/> Can you tell me about your picture and I will help you write about your picture?</li> <li><input type="checkbox"/> Can you tell some more about...</li> <li><input type="checkbox"/> Why don't you tell what it looks like and what it does?</li> </ul>		
		<b>W 1.2:</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>W K.3</b>	<b>Standard:</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	<b>Anchor:</b> Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.
<b>Essential Question(s)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can I draw, dictate, or write about an event?</li> <li><input type="checkbox"/> How do writers tell about an event and share their reaction with the reader?</li> </ul> <b>Essential Skills</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Choose a single event to discuss.</li> <li><input type="checkbox"/> Distinguish between relevant and irrelevant details.</li> <li><input type="checkbox"/> Sequence relevant events.</li> <li><input type="checkbox"/> React to the event.</li> <li><input type="checkbox"/> Draw, dictate, and/or write a narrative piece which contains relevant details.</li> <li><input type="checkbox"/> Draw, dictate, and/or write a narrative piece which contains a logical sequence of events.</li> <li><input type="checkbox"/> Draw, dictate, and/or write a narrative piece which contains a reaction.</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> combine</li> <li><input type="checkbox"/> draw</li> <li><input type="checkbox"/> retell</li> <li><input type="checkbox"/> events</li> <li><input type="checkbox"/> order</li> <li><input type="checkbox"/> happen</li> <li><input type="checkbox"/> reaction</li> </ul>	<b>Key Strategies</b> <ul style="list-style-type: none"> <li>● Model how to use a combination of drawing, dictating and writing to narrate an event or several related events.</li> <li>● Guide students through practice of using a combination of drawing, dictating and writing to narrate an event or several related events.</li> <li>● Provide students opportunities to independently practice using a combination of drawing, dictating and writing to narrate an event or several related events.</li> </ul>
<b>Question Stems</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> What will you draw and write about today?</li> <li><input type="checkbox"/> We all went to the_____Today you will write a story about what happened and what we did.</li> <li><input type="checkbox"/> After reading a book or story, today we are going to write about this book. I want you to draw a picture of your favorite part then you will come and tell me about what you drew.</li> <li><input type="checkbox"/> Draw a picture that shows how you feel and then tell about what you drew.</li> </ul>		
		<b>W 1.3:</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K**

<b>W K.4</b>	Standard:	Anchor:
<b>Essential Skills</b>	<b>Vocabulary</b>	<b>Key Strategies</b>
<b>Question Stems</b>		
		<b>W 1.4:</b> (Begins in grade 2)

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>W K.5</b>	<b>Standard:</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<b>Anchor:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>Essential Question</b> <input type="checkbox"/> How can answering questions from others help improve my writing?		<div style="text-align: center;"><b>Key Strategies</b></div> <ul style="list-style-type: none"> <li>● Through shared and modeled reading, demonstrate how to add details to strengthen writing.</li> <li>● Through shared and modeled writing, demonstrate how to respond to questions from peers when more detail is needed.</li> <li>● Provide opportunities to revise with peers in order to add more detail to writing.</li> </ul>
<b>Essential Skills</b>  <input type="checkbox"/> Recognize how to respond to questions and suggestions from peers. <input type="checkbox"/> Recognize how to add details to strengthen writing as needed. <input type="checkbox"/> Develop writing by responding to questions and suggestions from peers. <input type="checkbox"/> Develop writing by adding details to strengthen writing as needed.	<div style="text-align: center;"><b>Vocabulary</b></div> <input type="checkbox"/> topic <input type="checkbox"/> focus <input type="checkbox"/> questions <input type="checkbox"/> suggestions <input type="checkbox"/> peers <input type="checkbox"/> writing <input type="checkbox"/> details <input type="checkbox"/> senses	
<b>Question Stems</b> <input type="checkbox"/> What will you be writing about today? <input type="checkbox"/> What did you like the most? Can you write more about that? <input type="checkbox"/> Can you tell more about what you are writing? <input type="checkbox"/> Be sure to write what happened first, next and last. <input type="checkbox"/> Can you use what we have in the flow chart to write your story? <input type="checkbox"/> What else could you tell about in your writing?		
		<b>W 1.5:</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>W K.6</b>	<b>Standard:</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>Anchor:</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<b>Essential Question</b> <input type="checkbox"/> How can technology be used as a tool to write, publish, and/or collaborate?  <b>Essential Skills</b> <input type="checkbox"/> Use basic technology skills. <input type="checkbox"/> Select digital tools for producing and publishing writing. <input type="checkbox"/> Use technology to produce and publish writing individually and with peers.		<b>Vocabulary</b> <input type="checkbox"/> mouse <input type="checkbox"/> PowerPoint <input type="checkbox"/> keyboard <input type="checkbox"/> typing <input type="checkbox"/> publishing <input type="checkbox"/> presenting <input type="checkbox"/> sharing <input type="checkbox"/> toolbar <input type="checkbox"/> font <input type="checkbox"/> writing <input type="checkbox"/> collaborate <input type="checkbox"/> produce
<b>Question Stems</b> <input type="checkbox"/> Can you use a computer or chromebook to find a picture? <input type="checkbox"/> Would you like to type or should I? <input type="checkbox"/> Would your writing be best as on one page or should we use the PowerPoint? <input type="checkbox"/> How will your group decide how to present your story? <input type="checkbox"/> Did you remember to save your work?		<b>Key Strategies</b> <ul style="list-style-type: none"> <li>● Model the use of <i>several</i> digital tools when producing writing using technology presentations.</li> <li>● Provide opportunities for students to use technology to produce and publish writing with peers. (Published writing pieces do not have to be perfect.)</li> </ul>
		<b>W 1.6:</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>W K.7</b>	<b>Standard:</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<b>Anchor:</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
<b>Essential Question</b> <input type="checkbox"/> How can I contribute to a shared research project?	<b>Vocabulary</b> <input type="checkbox"/> reason <input type="checkbox"/> tell <input type="checkbox"/> explain <input type="checkbox"/> author's name <input type="checkbox"/> title <input type="checkbox"/> opinion <input type="checkbox"/> fact <input type="checkbox"/> like/dislike	<b>Key Strategies</b> <ul style="list-style-type: none"> <li>● Work collaboratively to produce short research projects.</li> <li>● Provide opportunities for students to explore a variety of texts on the topic/subject.</li> </ul>
<b>Essential Skills</b> <input type="checkbox"/> Identify sources and tools for shared research. <input type="checkbox"/> Determine appropriate sources and tools to conduct shared research. <input type="checkbox"/> Participate in shared research and writing projects.		
<b>Question Stems</b> <input type="checkbox"/> What is the name of your favorite book? <input type="checkbox"/> Who wrote that book? <input type="checkbox"/> Would you like to read/hear another book by that author? <input type="checkbox"/> This book _____ and this book are by the same author. Which one did you like best and why? <input type="checkbox"/> What are some of your favorite things? Why do you like them? <input type="checkbox"/> Which do you like better? Choose one and give to reasons why you like it.		
		<b>W 1.7:</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>W K.8</b>	<b>Standard:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>Anchor:</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>Essential Question</b> <input type="checkbox"/> How can I gather information to answer a question?		<b>Vocabulary</b> <input type="checkbox"/> recall <input type="checkbox"/> information <input type="checkbox"/> gather/collect <input type="checkbox"/> questions <input type="checkbox"/> sources <input type="checkbox"/> computer <input type="checkbox"/> books <input type="checkbox"/> magazines <input type="checkbox"/> experiences <input type="checkbox"/> remember <input type="checkbox"/> learn
<b>Essential Skills</b> <input type="checkbox"/> Recall information from experience. <input type="checkbox"/> Identify a credible source. <input type="checkbox"/> Gather information from more than one source to answer a question. <input type="checkbox"/> Answer a question using information from experience. <input type="checkbox"/> Answer a question using information from a provided source.		<b>Key Strategies</b> <ul style="list-style-type: none"> <li>● Through shared and modeled writing, demonstrate how to recall and write information from experiences or information gathered from sources to answer a question.</li> <li>● With guidance and support, provide opportunities for students to write the answer to questions gained from experiences or information in a text.</li> </ul>
<b>Question Stems</b> <input type="checkbox"/> Can you tell me what happened ... <input type="checkbox"/> After reading a text, or looking at a picture ask who, what, where and when questions <input type="checkbox"/> Did you gather information from the computer? <input type="checkbox"/> What were the best sources you used? <input type="checkbox"/> Did you find information in books and magazines? <input type="checkbox"/> Where can you go to gather/collect information to help you understand?		<b>W 1.8:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.



## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>SL K.1</b>	<p><b>Standard:</b> Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.</p> <ol style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>b. Continue a conversation through multiple exchanges.</li> </ol>	<p><b>Anchor:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	
<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When is an appropriate time to ask or answer questions?</li> <li><input type="checkbox"/> How can I add to a conversation?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify key ideas from kindergarten topics and texts.</li> <li><input type="checkbox"/> Identify &amp; follow agreed-upon rules for discussion.</li> <li><input type="checkbox"/> Recognize how others listen.</li> <li><input type="checkbox"/> Recognize how others move conversations along.</li> <li><input type="checkbox"/> Determine comments and questions appropriate to the topic of discussion.</li> <li><input type="checkbox"/> Participate in conversations about kindergarten topics and texts.</li> <li><input type="checkbox"/> Listen and respond to continued conversations with peers and adults.</li> </ul>		<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> conversation</li> <li><input type="checkbox"/> partner</li> <li><input type="checkbox"/> take turns</li> <li><input type="checkbox"/> listen carefully</li> <li><input type="checkbox"/> interrupting</li> <li><input type="checkbox"/> inside voice</li> </ul>	<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Model how to participate in collaborative conversations with diverse partners in small and larger groups.</li> <li>● Guide students through practice of participating in collaborative conversations with diverse partners in small and larger groups.</li> <li>● Provide students opportunities to independently participate in collaborative conversations with diverse partners in small and larger groups.</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Talk to your partner about...</li> <li><input type="checkbox"/> Talk to your group about...</li> <li><input type="checkbox"/> Ask your partner _____.</li> <li><input type="checkbox"/> Tell your partner what you think about_____.</li> <li><input type="checkbox"/> Tell your partner what you have liked so far.</li> <li><input type="checkbox"/> Tell your group what you have learned about...</li> </ul>		<p><b>SL 1.1:</b> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and text under discussion).</li> <li>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>c. Ask questions to clear up confusion about the topics and texts under discussion.</li> </ol>	

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>SL K.2</b>	<p><b>Standard:</b> Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p><b>Anchor:</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
<p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can asking and answering questions support understanding?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ask questions about key details from a text read aloud.</li> <li><input type="checkbox"/> Ask questions about key details from information presented orally.</li> <li><input type="checkbox"/> Ask questions about key details through other media.</li> <li><input type="checkbox"/> Formulate a question based on key details.</li> <li><input type="checkbox"/> Answer questions about key details from a text read aloud.</li> <li><input type="checkbox"/> Answer questions about key details from information presented orally.</li> <li><input type="checkbox"/> Answer questions about key details through other media.</li> </ul>		<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> information</li> <li><input type="checkbox"/> presented</li> <li><input type="checkbox"/> ask</li> <li><input type="checkbox"/> help</li> <li><input type="checkbox"/> understanding</li> <li><input type="checkbox"/> media</li> </ul>	<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Model how to confirm understanding of a text read aloud or information presented orally or through other media.</li> <li>● Guide students through practice of participating in collaborative conversations with diverse partners in small and larger groups.</li> <li>● Provide students opportunities to independently participate in collaborative conversations with diverse partners in small and larger groups.</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What/who was this about?</li> <li><input type="checkbox"/> How do you know what happened?</li> <li><input type="checkbox"/> What do you think this picture/video is about?</li> <li><input type="checkbox"/> If you are not sure, who can you ask for help?</li> <li><input type="checkbox"/> What did you learn when we read this book?</li> <li><input type="checkbox"/> What do you think the author/film/illustrator is trying to tell us?</li> </ul>			
		<p><b>SL 1.2:</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <ul style="list-style-type: none"> <li>a. Give, restate, and follow simple two-step directions.</li> </ul>	

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>SL K.3</b>	<b>Standard:</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<b>Anchor:</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>Essential Question</b> <input type="checkbox"/> What kinds of questions should I ask during a presentation to increase my understanding?		<b>Key Strategies</b> <ul style="list-style-type: none"> <li>● Model how to ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> <li>● Guide students through practice of asking and answering questions in order to seek help, get information, or clarify something that is not understood.</li> <li>● Provide students opportunities to independently participate in asking and answering questions in order to seek help, get information, or clarify something that is not understood.</li> </ul>
<b>Essential Skills</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize that asking questions is an appropriate strategy to further understanding.</li> <li><input type="checkbox"/> Identify questions and answers.</li> <li><input type="checkbox"/> Identify situations in which help is needed.</li> <li><input type="checkbox"/> Identify situations in which information is needed.</li> <li><input type="checkbox"/> Identify situations in which clarification is necessary.</li> <li><input type="checkbox"/> Formulate appropriate questions to seek help, information, or clarification.</li> <li><input type="checkbox"/> Ask questions to seek help, information, or clarification.</li> <li><input type="checkbox"/> Answer questions in order to seek help.</li> <li><input type="checkbox"/> Answer questions to get information.</li> <li><input type="checkbox"/> Answer questions for clarification.</li> </ul>		
<b>Question Stems</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> What did they say?</li> <li><input type="checkbox"/> Can you ask them to tell you more?</li> <li><input type="checkbox"/> What can you say if you don't understand?</li> <li><input type="checkbox"/> What was the most important part that you heard?</li> <li><input type="checkbox"/> Did you understand what he/she was telling you?</li> <li><input type="checkbox"/> Can you tell me what they said about...?</li> <li><input type="checkbox"/> Excuse me, can you tell me that part again?</li> </ul>		
		<b>Vocabulary</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> ask</li> <li><input type="checkbox"/> answer</li> <li><input type="checkbox"/> question</li> <li><input type="checkbox"/> information</li> <li><input type="checkbox"/> more</li> <li><input type="checkbox"/> understand</li> <li><input type="checkbox"/> excuse me</li> </ul>
		<b>SL 1.3:</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>SL K.4</b>	<b>Standard:</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<b>Anchor:</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<b>Essential Question</b> <input type="checkbox"/> Why is it important to describe people, places, things, and events with details?		<div style="text-align: center;"><b>Key Strategies</b></div> <ul style="list-style-type: none"> <li>● Model how to describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> <li>● Guide students through practice of describing familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> <li>● Provide students with opportunities to independently describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> </ul>
<b>Essential Skills</b> <input type="checkbox"/> Identify people, places, things, and events. <input type="checkbox"/> Identify ideas, details, and feelings. <input type="checkbox"/> Determine relevant, details describing people, places, things and events. <input type="checkbox"/> Orally perform a clear presentation that describes people, places, things and events with relevant details.		
<b>Question Stems</b> <input type="checkbox"/> Can you tell me what it looked like? <input type="checkbox"/> Where did that happen? <input type="checkbox"/> What happened when? <input type="checkbox"/> What was special about that? <input type="checkbox"/> What does a person such as a doctor, teacher do? <input type="checkbox"/> Tell your neighbor what a ____ looks like. <input type="checkbox"/> Is there anymore that you can say about...? <input type="checkbox"/> What else can you tell about...?		
		<b>Vocabulary</b> <input type="checkbox"/> people <input type="checkbox"/> community workers <input type="checkbox"/> places <input type="checkbox"/> things <input type="checkbox"/> animals <input type="checkbox"/> describe <input type="checkbox"/> events <input type="checkbox"/> happened
		<b>SL 1.4:</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. a. Memorize and recite poems, rhymes, and songs with expression.

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>SL K.5</b>	<b>Standard:</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.	<b>Anchor:</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
<b>Essential Question</b> <input type="checkbox"/> How can visuals enhance a presentation?		<b>Key Strategies</b> <ul style="list-style-type: none"> <li>● Model how to add drawings or other visual displays to descriptions as desired to provide additional detail.</li> <li>● Guide students through practice of adding drawings or other visual displays to descriptions as desired to provide additional detail.</li> <li>● Provide students opportunities to independently add drawings or other visual displays to descriptions as desired to provide additional detail.</li> </ul>
<b>Essential Skills</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know ideas, thoughts, and feelings.</li> <li><input type="checkbox"/> Understand how to clarify.</li> <li><input type="checkbox"/> Determine which ideas, thoughts, and feelings need clarification.</li> <li><input type="checkbox"/> Determine when to add drawings or displays to descriptions to clarify.</li> <li><input type="checkbox"/> Add drawings/visual displays to clarify ideas, thoughts, and feelings.</li> </ul>		
<b>Question Stems</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> What will you be speaking about today?</li> <li><input type="checkbox"/> I want you to draw a picture that will help us understand what you are saying.</li> <li><input type="checkbox"/> Can you find a picture that shows what you will share?</li> <li><input type="checkbox"/> Can you tell us more about your picture?</li> <li><input type="checkbox"/> Does your drawing help add more details?</li> </ul>		
		<b>SL 1.5:</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>SL K.6</b>	<b>Standard:</b> Speak audibly and express thoughts, feelings, and ideas clearly.	<b>Anchor:</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can I express my ideas clearly?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify different voice volumes used for different situations.</li> <li><input type="checkbox"/> Speak using appropriate voice volume for situation.</li> <li><input type="checkbox"/> Communicate thoughts, feelings, and ideas clearly through spoken words.</li> </ul>	<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> audience</li> <li><input type="checkbox"/> topic</li> <li><input type="checkbox"/> share</li> <li><input type="checkbox"/> talk</li> <li><input type="checkbox"/> loudly</li> <li><input type="checkbox"/> speaking</li> <li><input type="checkbox"/> hear</li> <li><input type="checkbox"/> think</li> </ul>	<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Model how to speak audibly and express thoughts, feelings, and ideas clearly.</li> <li>● Guide students through practice of speaking audibly and expressing thoughts, feelings, and ideas clearly.</li> <li>● Provide students opportunities to speak audibly and express thoughts, feels, and ideas clearly.</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What will you share with us today?</li> <li><input type="checkbox"/> Who would like to share today?</li> <li><input type="checkbox"/> Talk to your partner about how you felt when...</li> <li><input type="checkbox"/> Remember to speak loudly enough so everyone can hear you.</li> <li><input type="checkbox"/> Think about what you will share today.</li> <li><input type="checkbox"/> Don't forget to tell if this made you feel happy or sad, mad, or scared</li> </ul>		
		<b>SL 1.6:</b> Produce complete sentences when appropriate to task and situation.

# Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

L K.1	<p><b>Standard:</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Print many upper- and lowercase letters.</li> <li>b. Use frequently occurring nouns and verbs.</li> <li>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</li> <li>d. Understand and use interrogatives (question words) (e.g., <i>who, what, where, when, why, how</i>).</li> <li>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</li> <li>f. Produce and expand complete sentences in shared language activities.</li> </ol>	<p><b>Anchor:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>	
<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Why is grammar important when speaking or writing?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize many of the letters of the alphabet.</li> <li><input type="checkbox"/> Recognize &amp; print letters can be both upper- and lowercase.</li> <li><input type="checkbox"/> Recognize &amp; use common, proper and possessive nouns in speaking.</li> <li><input type="checkbox"/> Recognize &amp; use that nouns can be singular and plural.</li> <li><input type="checkbox"/> Form regular plural nouns orally using /s/ and /es/.</li> <li><input type="checkbox"/> Know the meaning of question words (interrogatives) &amp; use question words.</li> <li><input type="checkbox"/> Recognize common prepositions.</li> <li><input type="checkbox"/> Recognize and produce a complete sentence.</li> <li><input type="checkbox"/> Demonstrate command of the English grammar conventions when writing to expand sentences in shared language activities.</li> </ul>		<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> uppercase</li> <li><input type="checkbox"/> lowercase</li> <li><input type="checkbox"/> capital</li> <li><input type="checkbox"/> nouns</li> <li><input type="checkbox"/> verb</li> <li><input type="checkbox"/> plural</li> <li><input type="checkbox"/> singular</li> <li><input type="checkbox"/> who</li> <li><input type="checkbox"/> what</li> <li><input type="checkbox"/> when</li> <li><input type="checkbox"/> where</li> <li><input type="checkbox"/> why</li> <li><input type="checkbox"/> how</li> </ul>	<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Demonstrate the ability to print upper and lowercase letters.</li> <li>● Use common, proper, and possessive nouns.</li> <li>● Use regular plural nouns.</li> <li>● Form regular plural nouns orally using /s/ and /es/.</li> <li>● Use question words when speaking.</li> <li>● Use question words when speaking.</li> <li>● Speak in complete sentences.</li> <li>● Expand complete sentences.</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What does this letter look like in the lowercase?</li> <li><input type="checkbox"/> Which of these words are nouns?</li> <li><input type="checkbox"/> Can we come up with some names of ...</li> <li><input type="checkbox"/> Which words tell what the people are doing?</li> <li><input type="checkbox"/> Can you tell what he/she is doing?</li> <li><input type="checkbox"/> Which word is the action word in the sentence?</li> <li><input type="checkbox"/> How can we change this word so that it shows that there is more than one?</li> <li><input type="checkbox"/> Is _____ plural or singular?</li> </ul>			
<p><b>L 1.1:</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Print all upper- and lowercase letters.</li> <li>b. Use common, proper, and possessive nouns.</li> <li>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</li> <li>d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., <i>I, me, they, them, their; anyone, everything</i>).</li> <li>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home.</i>)</li> </ol>		<p><b>L 1.1:</b> <i>continued.</i></p> <ol style="list-style-type: none"> <li>f. Use frequently occurring adjectives.</li> <li>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</li> <li>h. Use determiners (e.g., articles, demonstratives).</li> <li>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</li> <li>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts</li> </ol>	

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>L K.2</b>	<p><b>Standard:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short-vowel phonemes (sounds).</li> <li>d. Spell simple words phonetically, drawing on knowledge of sound letter relationships.</li> </ol>	<p><b>Anchor:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Why are conventions important when writing?</li> <li><input type="checkbox"/> How does using appropriate capitalization, punctuation, and spelling help my writing?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply correct capitalization when writing.</li> <li><input type="checkbox"/> Apply correct punctuation when writing.</li> <li><input type="checkbox"/> Apply correct spelling when writing.</li> <li><input type="checkbox"/> Recognize and name end punctuation.</li> <li><input type="checkbox"/> Match the sound and the letter for most consonant and short vowel sounds.</li> <li><input type="checkbox"/> Write a letter or letter combinations for most consonant and short vowel sounds (phonemes)</li> <li><input type="checkbox"/> Apply correct spelling when writing.</li> <li><input type="checkbox"/> Use sound-letter awareness to spell simple words phonetically.</li> <li><input type="checkbox"/> Distinguish between letters.</li> </ul>		<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> letters</li> <li><input type="checkbox"/> sound</li> <li><input type="checkbox"/> period</li> <li><input type="checkbox"/> question mark</li> <li><input type="checkbox"/> exclamation point</li> <li><input type="checkbox"/> sentence</li> <li><input type="checkbox"/> hear</li> <li><input type="checkbox"/> write</li> <li><input type="checkbox"/> spell</li> <li><input type="checkbox"/> capitalize</li> <li><input type="checkbox"/> upper case</li> <li><input type="checkbox"/> lower case</li> </ul>	<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Speak in complete sentences.</li> <li>● Expand complete sentences.</li> <li>● Apply correct spelling when writing.</li> <li>● Recognize and name end punctuation.</li> <li>● Write a letter or letter combinations for most consonant and short vowel sounds (phonemes).</li> <li>● Apply correct spelling when writing.</li> <li>● Use sound-letter awareness to spell simple words phonetically.</li> <li>● Distinguish between letters.</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Did you remember to capitalize and punctuate your sentence?</li> <li><input type="checkbox"/> What sound did you hear and where did you hear it?</li> <li><input type="checkbox"/> Can you write the letters you hear when you say that word?</li> <li><input type="checkbox"/> Does your sentence need a period or a question mark?</li> <li><input type="checkbox"/> Can you write the letter(s) that make that sound?</li> </ul>			
<p><b>L 1.2:</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Capitalize dates and names of people.</li> <li>b. Use end punctuation for sentences.</li> <li>c. Use commas in dates and to separate single words in a series.</li> </ol>	<p><b>L.1.2 continued...</b></p> <ol style="list-style-type: none"> <li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ol>		



## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>L K.3</b>	<b>Standard:</b> (Begins in grade 2 )	<b>Anchor:</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>Essential Skills</b>	<b>Vocabulary</b>	<b>Key Strategies</b>
<b>Question Stems</b>		
		<b>L 1.3:</b> (Begins in grade 2)

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>L K.4</b>	<p><b>Standard:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p> <p>b Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.</p>	<p><b>Anchor:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	
<p><b>Essential Question(s)</b></p> <p><input type="checkbox"/> What strategies can help me determine the meaning of unknown words?</p> <p><b>Essential Skills</b></p> <p><input type="checkbox"/> Recognize that some words and phrases have multiple meanings.</p> <p><input type="checkbox"/> Identify new meanings for familiar words. Apply the appropriate meaning for the word within the context.</p> <p><input type="checkbox"/> Identify frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>)</p> <p><input type="checkbox"/> Apply knowledge of frequently occurring inflections and affixes to determine the meaning of a word.</p> <p><input type="checkbox"/> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>		<b>Vocabulary</b>	<b>Key Strategies</b>
		phrases meaning	
<p><b>Question Stems</b></p> <p><input type="checkbox"/> What happens to the word <i>cat</i> when we add <i>s</i> and make it <i>cats</i>?</p> <p><input type="checkbox"/> The author used the word _____, do you know another way to use that word?</p> <p><input type="checkbox"/> When I use the word _____ in this sentence what does it mean?</p> <p><input type="checkbox"/> Can you use this word in a sentence?</p> <p><input type="checkbox"/> Can you draw a picture of what this word means?</p> <p><input type="checkbox"/> Which of these pictures shows ...</p>			
<p><b>L 1.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>		<p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i>, <i>looked</i>, <i>looking</i>).</p>	

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>L K.5</b>	<p><b>Standard:</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms (opposites).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p><b>Anchor:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<p><b>Essential Question</b></p> <p><input type="checkbox"/> How do I recognize word patterns?</p> <p><b>Essential Skills</b></p> <p><input type="checkbox"/> Sort and identify common objects into categories.</p> <p><input type="checkbox"/> Relate verbs and adjectives to their opposites.</p> <p><input type="checkbox"/> Identify real-life connections between words and their use.</p> <p><input type="checkbox"/> Distinguish shades of meaning among verbs describing the same action.</p> <p><input type="checkbox"/> Relate verbs and adjectives to their opposites.</p> <p><input type="checkbox"/> Act out meanings of verbs.</p>		<p style="text-align: center;"><b>Vocabulary</b></p> <p style="text-align: center;">Common Category Opposite Connection Similar Different Sort</p>
<p><b>Question Stems</b></p> <p><input type="checkbox"/> Can you tell me about the groups you made?</p> <p><input type="checkbox"/> Can you and your partner sort these pictures into groups?</p> <p><input type="checkbox"/> Do you know another way to say that?</p> <p><input type="checkbox"/> Listen to all the words the author uses that mean_____.</p> <p><input type="checkbox"/> Let's make a describing map to think of ways to say_____.</p> <p><input type="checkbox"/> We are going to brainstorm ways to say...?</p> <p><input type="checkbox"/> The opposite of_____ is _____.</p> <p><input type="checkbox"/> If it is not_____ it is _____.</p>		<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>• Recognize that some words and phrases have multiple meanings.</li> <li>• Role play/ act out similar verbs</li> <li>• Explore linguistic and nonlinguistic representations of words.</li> <li>• Sort words into categories &amp; graphic organizers</li> <li>• Draw or write words with similar meaning in Vocabulary Notebooks</li> <li>• Use language in authentic ways &amp; provide context</li> </ul>
<p><b>L 1.5:</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p>	<p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade K

<b>L K.6</b>	<b>Standard:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<b>Anchor:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
<b>Essential Question(s)</b> <input type="checkbox"/> What strategies will I use to learn and use words? <input type="checkbox"/> How do I use new words I learn in my language?  <b>Essential Skills</b> <input type="checkbox"/> Acquire words and phrases through conversations, reading and being read to, and responding to texts. <input type="checkbox"/> Distinguish if a word or phrase should be used when responding. <input type="checkbox"/> Use words and phrases accurately acquired through conversations, reading and being read to, and responding to texts.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center; vertical-align: middle;"><b>Vocabulary</b></td> <td style="width: 80%; text-align: center; vertical-align: middle;"><b>Key Strategies</b></td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">List Phrase Respond Text</td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>Rephrase a spoken sentence with colorful language</li> <li>Add details to simple phrases</li> <li>Organize descriptive words into categories &amp; graphic organizers</li> <li>Use language in authentic ways &amp; provide context</li> <li>Play and discuss “Which Sounds Better A or B?”</li> </ul> </td> </tr> </table>	<b>Vocabulary</b>	<b>Key Strategies</b>	List Phrase Respond Text	<ul style="list-style-type: none"> <li>Rephrase a spoken sentence with colorful language</li> <li>Add details to simple phrases</li> <li>Organize descriptive words into categories &amp; graphic organizers</li> <li>Use language in authentic ways &amp; provide context</li> <li>Play and discuss “Which Sounds Better A or B?”</li> </ul>
<b>Vocabulary</b>	<b>Key Strategies</b>					
List Phrase Respond Text	<ul style="list-style-type: none"> <li>Rephrase a spoken sentence with colorful language</li> <li>Add details to simple phrases</li> <li>Organize descriptive words into categories &amp; graphic organizers</li> <li>Use language in authentic ways &amp; provide context</li> <li>Play and discuss “Which Sounds Better A or B?”</li> </ul>					
<b>Question Stems</b> <input type="checkbox"/> How would you respond to _____? <input type="checkbox"/> How are these words alike? <input type="checkbox"/> What type of vocabulary would be best for this situation? <input type="checkbox"/> When you had a conversation with _____ what did you share? <input type="checkbox"/> How can you make this boring sentence full of detail? <input type="checkbox"/> What words did the author use that were descriptive?						
		<b>L 1.6:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).				