



TERM 1	
Term 1 Dates/ myView Units	MS College and Career Readiness Standards
Term 1 Week 1  myView Unit 1, Week 1 Going Places	<p><b><u>Reading: Foundational</u></b></p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print</p> <p>RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant</p> <p>RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)</p> <p><b><u>Reading: Comprehension</u></b></p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story</p> <p>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories</p> <p><b><u>Writing</u></b></p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed</p> <p><b><u>Language</u></b></p> <p>L.K.1b Use frequently occurring nouns and verbs</p> <p>L.K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)</p> <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content</p> <p>L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck)</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings</p> <p>L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent</p>
Term 1 Week 2  myView Unit 1, Week 2 Going Places	<p><b><u>Reading: Foundational</u></b></p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print</p> <p>RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words</p> <p>RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p><b><u>Reading: Comprehension</u></b></p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book</p> <p>RL.K.1 With prompting and support, ask and answer questions about key details in a text</p>



	<p>RL.K.2 With prompting and support, retell familiar stories, including key details</p> <p>RL.K.4 Ask and answer questions about unknown words in a text</p> <p>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story</p> <p><b><u>Writing</u></b></p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened</p> <p><b><u>Language</u></b></p> <p>L.K.1a Print many upper- and lowercase letters</p> <p>L.K.1b Use frequently occurring nouns and verbs</p> <p>L.K.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how)</p> <p>L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes)</p> <p>L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent</p> <p>L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)</p>
<p>Term 1 Week 3</p> <p>myView Unit 1, Week 3 Going Places</p>	<p><b><u>Reading: Foundational</u></b></p> <p>RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters</p> <p>RF.K.1c Understand words are separated by spaces in print</p> <p>RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words</p> <p><b><u>Reading: Comprehension</u></b></p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)</p> <p><b><u>Writing</u></b></p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened</p> <p><b><u>Language</u></b></p> <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content</p>
<p>Term 1 Week 4</p> <p>myView Unit 1, Week 4 Going Places</p>	<p><b><u>Reading: Foundational</u></b></p> <p>RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant</p> <p>RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)</p> <p><b><u>Reading: Comprehension</u></b></p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story</p>



	<p>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story</p> <p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)</p> <p><b><u>Writing</u></b></p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed</p> <p><b><u>Language</u></b></p> <p>L.K.1a Print many upper- and lowercase letters</p> <p>L.K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)</p> <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content</p> <p>L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck)</p> <p>L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent</p>
<p>Term 1 Week 5</p> <p>myView Unit 1, Week 5 Going Places</p>	<p><b><u>Reading: Foundational</u></b></p> <p>RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet</p> <p>RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words</p> <p>RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant</p> <p>RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)</p> <p>RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ</p> <p><b><u>Reading: Comprehension</u></b></p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book</p> <p>RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories</p> <p><b><u>Writing</u></b></p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question</p> <p><b><u>Language</u></b></p> <p>L.K.1a Print many upper- and lowercase letters</p>



	<p>L.K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)</p> <p>L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent</p>
<p>Term 1 Week 6</p> <p>myView Unit 1, Week 6 Going Places</p>	<p><b><u>Reading: Foundational</u></b></p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.K.3a Demonstrate knowledge of one-to-one letter-sound correspondences by producing the primary sound(s) for each consonant.</p> <p>RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p><b><u>Reading: Comprehension</u></b></p> <p>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p><b><u>Writing</u></b></p> <p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces.</p> <p>W.K.7 Participate in shared research and writing projects.</p> <p>W.K.8 With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b><u>Language</u></b></p> <p>L.K.1d Understand and use frequently occurring verbs and adjectives.</p> <p>L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>L.K.5 With guidance and support, explore word relationships and nuances in word meanings.</p>
<p>Term 1 Week 7</p> <p>myView Unit 2, Week 1 Living Together</p>	<p><b><u>Reading: Foundational</u></b></p> <p>RF.K.2a Recognize and produce rhyming words.</p> <p>RF.K.3a Demonstrate knowledge of one-to-one letter-sound correspondences by producing the primary sound(s) for each consonant.</p> <p>RF.K.3c Read common high-frequency words by sight.</p> <p><b><u>Reading: Comprehension</u></b></p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic.</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p><b><u>Writing</u></b></p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b><u>Language</u></b></p> <p>L.K.1a Print many upper- and lowercase letters.</p> <p>L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.5 With guidance and support, explore word relationships and nuances in word meanings.</p> <p>L.K.5c Identify real-life connections between words and their use.</p>



Term 1 Week 8  myView Unit 2, Week 2 Living Together	<p><b><u>Reading: Foundational</u></b></p> <p>RF.K.2a Recognize and produce rhyming words.</p> <p>RF.K.3a Demonstrate knowledge of one-to-one letter-sound correspondences by producing the primary sound(s) for each consonant.</p> <p>RF.K.3b Associate the long and short sounds with common spellings for the five major vowels.</p> <p>RF.K.3c Read common high-frequency words by sight.</p> <p><b><u>Reading: Comprehension</u></b></p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic.</p> <p><b><u>Writing</u></b></p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b><u>Language</u></b></p> <p>L.K.1a Print many upper- and lowercase letters.</p> <p>L.K.1b Use frequently occurring nouns and verbs.</p> <p>L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>
Term 1, Week 9	Term 1 Review & Benchmark Assessment



TERM 2	
Term 2 Dates/ myView Units	MS College and Career Readiness Standards
Term 2 Week 1  myView Unit 2, Week 3 Living Together	<p><b><u>Reading: Foundational</u></b></p> <p>RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF.K.1c Understand that words are separated by spaces in print.</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.2a Recognize and produce rhyming words.</p> <p>RF.K.3a Demonstrate knowledge of one-to-one letter-sound correspondences by producing the primary sound(s) for each consonant.</p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p> <p><b><u>Reading: Comprehension</u></b></p> <p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p><b><u>Writing</u></b></p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b><u>Language</u></b></p> <p>L.K.1a Print many upper- and lowercase letters.</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
Term 2 Week 2  myView Unit 2, Week 4 Living Together	<p><b><u>Reading: Foundational</u></b></p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF.K.2a Recognize and produce rhyming words.</p> <p>RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.</p> <p>RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words.</p> <p>RF.K.3a Demonstrate knowledge of one-to-one letter-sound correspondences by producing the primary sound(s) for each consonant.</p> <p><b><u>Reading</u></b></p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear.</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p>



	<p><b><u>Language</u></b></p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1b Use frequently occurring nouns and verbs.</p> <p>L.K.2a Capitalize the first word in a sentence and the pronoun I.</p> <p>L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p>
<p>Term 2 Week 3</p> <p>myView Unit 2, Week 5 Living Together</p>	<p><b><u>Reading: Foundational</u></b></p> <p>RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF.K.2a Recognize and produce rhyming words.</p> <p>RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.</p> <p>RF.K.3c Read common high-frequency words by sight.</p> <p><b><u>Reading</u></b></p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p><b><u>Writing</u></b></p> <p>W.K.8 With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b><u>Language</u></b></p> <p>L.K.1a Print many upper- and lowercase letters.</p> <p>L.K.1b Use frequently occurring nouns and verbs.</p> <p>L.K.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>L.K.2a Capitalize the first word in a sentence and the pronoun I.</p>
<p>Term 2 Week 4</p> <p>myView Unit 2, Week 6 Living Together</p>	<p><b><u>Reading: Foundational</u></b></p> <p>RF.K.2a Recognize and produce rhyming words.</p> <p>RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p><b><u>Reading</u></b></p> <p>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic.</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p><b><u>Writing</u></b></p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.7 Participate in shared research and writing projects.</p> <p>W.K.8 With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p>



Term 2 Week 5  myView Unit 3, Week 1 Tell Me A Story	<p><b>Reading: Foundational</b></p> <p>RF.K.1a Follow words from left to right, top to bottom, and page by page.</p> <p>RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.K.3a Demonstrate knowledge of one-to-one letter-sound correspondences by producing the primary sound(s) for each consonant.</p> <p><b>Reading</b></p> <p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p><b>Writing</b></p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.8 With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Language</b></p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1a Print many upper- and lowercase letters.</p> <p>L.K.2a Capitalize the first word in a sentence and the pronoun I.</p> <p>L.K.5 With guidance and support, explore word relationships and nuances in word meanings.</p>
Term 2 Week 6  myView Unit 3, Week 2 Tell Me A Story	<p><b>Reading: Foundational</b></p> <p>RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.2a Recognize and produce rhyming words.</p> <p>RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.</p> <p>RF.K.3a Demonstrate knowledge of one-to-one letter-sound correspondences by producing the primary sound(s) for each consonant.</p> <p>RF.K.3b Associate the long and short sounds with common spellings for the five major vowels.</p> <p><b>Reading</b></p> <p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>





	<p><b><u>Writing</u></b> W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><b><u>Language</u></b> L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.K.1a Print many upper- and lowercase letters. L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>
<p>Term 2 Week 7</p> <p>myView Unit 3, Week 3 Tell Me A Story</p>	<p><b><u>Reading: Foundational</u></b> RF.K.1c Understand that words are separated by spaces in print. RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. RF.K.2a Recognize and produce rhyming words. RF.K.2b Count, pronounce, blend, and segment syllables in spoken words. RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b><u>Reading: Comprehension</u></b> RL.K.1 With prompting and support, ask and answer questions about key details in a text. RL.K.4 Ask and answer questions about unknown words in a text. RL.K.5 Recognize common types of texts (e.g., storybooks, poems). RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p><b><u>Writing</u></b> W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.3</p> <p><b><u>Language</u></b> L.K.1a Print many upper- and lowercase letters. L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). L.K.5 With guidance and support, explore word relationships and nuances in word meanings.</p>
<p>Term 2 Week 8</p> <p>myView Unit 3 , Week 4 Tell Me A Story</p>	<p><b><u>Reading: Foundational</u></b> RF.K.2a Recognize and produce rhyming words. RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words. RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.K.3b Associate the long and short sounds with common spellings for the five major vowels.</p>



	<p><b><u>Reading: Comprehension</u></b></p> <p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p><b><u>Writing</u></b></p> <p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><b><u>Language</u></b></p> <p>L.K.1a Print many upper- and lowercase letters.</p> <p>L.K.1b Use frequently occurring nouns and verbs.</p> <p>L.K.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>L.K.1f Produce and expand complete sentences in shared language activities.</p> <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>
Term 2, Week 9	T2 Review and benchmark assessment.



TERM 3	
Term 3 Dates/ myView Units	MS College and Career Readiness Standards
Term 3 Week 1  myView Unit 3, Week 5 Tell Me A Story	<p><b><u>Reading: Foundational</u></b></p> <p>RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF.K.1c Understand that words are separated by spaces in print.</p> <p>RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.</p> <p>RF.K.3b Associate the long and short sounds with common spellings for the five major vowels.</p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p> <p><b><u>Reading</u></b></p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><b><u>Writing</u></b></p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><b><u>Language</u></b></p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1a Print many upper- and lowercase letters.</p> <p>L.K.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>L.K.2b Recognize and name end punctuation.</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
Term 3 Week 2  myView Unit 3, Week 6 Tell Me A Story	<p><b><u>Reading: Foundational</u></b></p> <p>RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words.</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.K.3a Demonstrate knowledge of one-to-one letter-sound correspondences by producing the primary sound(s) for each consonant.</p> <p>RF.K.3c Read common high-frequency words by sight.</p> <p><b><u>Reading</u></b></p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p><b><u>Writing</u></b></p>



	<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.6 With guidance and support, explore digital tools to produce and publish writing.</p> <p>W.K.7 Participate in shared research and writing projects.</p> <p>W.K.8 With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b><u>Language</u></b></p> <p>L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>
<p>Term 3 Week 3</p> <p>myView Unit 4, Week 1 Then &amp; Now</p>	<p><b><u>Reading: Foundational</u></b></p> <p>RF.K.1a Follow words from left to right, top to bottom, and page by page.</p> <p>RF.K.1c Understand that words are separated by spaces in print.</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.3b Associate the long and short sounds with common spellings for the five major vowels</p> <p><b><u>Reading</u></b></p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear.</p> <p><b><u>Writing</u></b></p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.8 With guidance and support, recall information from experiences or gather information from provided sources to answer a question.8</p> <p><b><u>Language</u></b></p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1a Print many upper- and lowercase letters.</p> <p>L.K.1b Use frequently occurring nouns and verbs.</p> <p>L.K.1f Produce and expand complete sentences in shared language activities.</p> <p>L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>
<p>Term 3 Week 4</p> <p>myView Unit 4, Week 2</p>	<p><b><u>Reading: Foundational</u></b></p> <p>L.K.1c Understand and use question words (interrogatives) such as who, what, where, when, why, and how.</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.3a Demonstrate knowledge of one-to-one letter-sound correspondences by producing the primary sound(s) for each consonant.</p> <p>RF.K.3b Associate the long and short sounds with common spellings for the five major vowels.</p>



Then & Now	<p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p> <p><b><u>Reading</u></b></p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.6 With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p><b><u>Writing</u></b></p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><b><u>Language</u></b></p> <p>L.K.1a Print many upper- and lowercase letters.</p> <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>L.K.2b Recognize and name end punctuation.</p> <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.5 With guidance and support, explore word relationships and nuances in word meanings.</p>
Term 3 Week 5  myView Unit 4, Week 3 Then & Now	<p><b><u>Reading: Foundational</u></b></p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words.</p> <p>RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in CVC words.</p> <p>RF.K.3.b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p><b><u>Reading</u></b></p> <p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p><b><u>Writing</u></b></p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order they occurred, and provide a reaction.</p> <p><b><u>Language</u></b></p> <p>L.K.1.a Print many upper- and lowercase letters.</p> <p>L.K.2.b Recognize and name end punctuation.</p> <p>L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>
Term 3 Week 6	<p><b><u>Reading: Foundational</u></b></p> <p>RF.K.2a Recognize and produce rhyming words</p>



myView Unit 4, Week 4 Then & Now	<p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant</p> <p>RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels</p> <p>RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)</p> <p><b><u>Reading</u></b></p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book</p> <p>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding</p> <p>RL.K.1 With prompting and support, ask and answer questions about key details in a text</p> <p><b><u>Writing</u></b></p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question</p> <p><b><u>Language</u></b></p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking</p> <p>L.K.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how)</p> <p>L.K.2b Recognize and name end punctuation</p> <p>L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships</p> <p>L.K.4b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word</p> <p>L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings</p>
Term 3 Week 7  myView Unit 4, Week 5 Then & Now	<p><b><u>Reading: Foundational</u></b></p> <p>RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet</p> <p>RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words</p> <p>RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)</p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding</p> <p><b><u>Reading</u></b></p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story</p> <p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems)</p>



	<p>RL.K.10 Actively engage in group reading activities with purpose and understanding</p> <p><b><u>Writing</u></b></p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened</p> <p><b><u>Language</u></b></p> <p>L.K.1b Use frequently occurring nouns and verbs</p> <p>L.K.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)</p> <p>L.K.1f Produce and expand complete sentences in shared language activities</p> <p>L.K.2a Capitalize the first word in a sentence and the pronoun I</p> <p>L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>
<p>Term 3</p> <p>Week 8</p> <p>myView</p> <p>Unit 4, Week 6</p> <p>Then &amp; Now</p>	<p><b><u>Reading: Foundational</u></b></p> <p>RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant</p> <p>RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels</p> <p>RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)</p> <p><b><u>Reading</u></b></p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text</p> <p>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)</p> <p><b><u>Writing</u></b></p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed</p> <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them)</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question</p> <p><b><u>Language</u></b></p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking</p>
Term 3, Week 9	Term 3 Review & benchmark assessments.



TERM 4	
Term 3 Dates/ myView Units	MS College and Career Readiness Standards
<b>*T4 Pacing may be adjusted to reflect the EOY assessment schedule.</b>	
Term 4 Weeks 1-2  myView Unit 5, Week 1 Outside My Door	<p><b><u>Reading: Foundational</u></b></p> <p>RF.K.1a Follow words from left to right, top to bottom, and page by page</p> <p>RF.K.2b Count, pronounce, blend, and segment syllables in spoken words</p> <p>RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant</p> <p>RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels</p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding</p> <p><b><u>Reading</u></b></p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)</p> <p>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text</p> <p>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)</p> <p>RL.K.1 With prompting and support, ask and answer questions about key details in a text</p> <p><b><u>Writing</u></b></p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic</p> <p><b><u>Language</u></b></p>
Term 4 Weeks 2-3  myView Unit 5, Week 2 Outside My Door	<p><b><u>Reading: Foundational</u></b></p> <p>RF.K.2b Count, pronounce, blend, and segment syllables in spoken words</p> <p>RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words</p> <p>RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant</p> <p>RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)</p> <p><b><u>Reading</u></b></p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text</p>





	<p>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding</p> <p><b><u>Writing</u></b></p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic</p> <p><b><u>Language</u></b></p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking</p> <p>L.K.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how)</p> <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>L.K.2b Recognize and name end punctuation</p> <p>L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck)</p> <p>L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)</p>
<p>Term 4</p> <p>Weeks 3-4</p> <p>myView</p> <p>Unit 5, Week 3</p> <p>Outside My Door</p>	<p><b><u>Reading: Foundational</u></b></p> <p>RF.K.2a Recognize and produce rhyming words</p> <p>RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant</p> <p>RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)</p> <p><b><u>Reading</u></b></p> <p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems)</p> <p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding</p> <p><b><u>Writing</u></b></p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed</p> <p><b><u>Language</u></b></p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking</p> <p>L.K.1a Print many upper- and lowercase letters</p>



	<p>L.K.1f Produce and expand complete sentences in shared language activities</p> <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>L.K.2b Spell simple words phonetically, drawing on knowledge of sound-letter relationships</p> <p>L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck)</p>
<p>Term 4</p> <p>Week 4-5</p> <p>myView</p> <p>Unit 5, Week 4</p> <p>Outside My Door</p>	<p><b><u>Reading: Foundational</u></b></p> <p>RF.K.2b Count, pronounce, blend, and segment syllables in spoken words</p> <p>RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words</p> <p>RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words</p> <p>RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant</p> <p><b><u>Reading</u></b></p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text</p> <p>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)</p> <p><b><u>Writing</u></b></p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic</p> <p>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers</p> <p><b><u>Language</u></b></p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking</p> <p>L.K.1f Produce and expand complete sentences in shared language activities</p> <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>L.K.4 Identify new meanings for familiar words and apply them accurately</p> <p>L.K.4b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word</p>
<p>Term 4</p> <p>Week 5-6</p> <p>myView</p> <p>Unit 5, Week 5</p> <p>Outside My Door</p>	<p><b><u>Reading: Foundational</u></b></p> <p>RF.K.2b Count, pronounce, blend, and segment syllables in spoken words</p> <p>RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words</p> <p>RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)</p> <p><b><u>Reading</u></b></p> <p>RL.K.1 With prompting and support, ask and answer questions about key details in a text</p>



	<p>RL.K.2 With prompting and support, retell familiar stories, including key details</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding</p> <p><b><u>Writing</u></b></p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed</p> <p><b><u>Language</u></b></p> <p>L.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic</p> <p>L.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed</p>
<p>Term 4</p> <p>Week 6-7</p> <p>myView</p> <p>Unit 5, Week 6</p> <p>Outside My Door</p>	<p><b><u>Reading: Foundational</u></b></p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print</p> <p>RF.K.1c Understand words are separated by spaces in print</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <p>RF.K.2b Count, pronounce, blend, and segment syllables in spoken words</p> <p>RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phonem (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant</p> <p>RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels</p> <p>RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)</p> <p><b><u>Reading</u></b></p> <p>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)</p> <p><b><u>Writing</u></b></p> <p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed</p> <p>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers</p>



	<p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them)</p> <p><b><u>Language</u></b></p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>
Term 4 Weeks 7-9	T4 Review & Assessment; EOY Benchmark Assessments