

Unit and Time Frame	Standards	Evidence of Understanding	Assessment		Instructional Strategies	Technology Strategies	Diverse Learners	Instructional Shifts
			Formative	Summative				
Exploring your Surroundings	RL.K.2 With prompting and support, retell familiar stories, including key details.							
	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).							
	RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters							
	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.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).							
	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words							
	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/.)							
	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.							
	RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.							
	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.							
	RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.							
	RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).							
	RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.							
	RF.K.4 Read emergent-reader texts with purpose and understanding.							
	L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.							
	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.							