

Standards

Unit Title: Every Story Has Characters		Estimated Time Frame: 15 days	
Essential Standards: RF.K.1, RF.K.2, RF.K.3, RL.K.1, RL.K.3, RL.K.5, RL.K.6, RL.K.9, RL.K.10, C.K.3, L.K.1, L.K.2, L.K.5 Supporting Standards: HW.K.1, RF.K.4 Assessment: FCPS Unit 2 Assessment End of Unit Common Assessed Standards: RL.K.1, RL.K.3, RL.K.6 <i>*All essential standards will be assessed by the end of the year.</i>			
Pacing Guide and Framework		Additional Supporting Links	
Pacing Guide Launch Unit: Foundation and Routines Unit 1: Life Science Unit 2: Character Matters Unit 3: Government and Citizenship Unit 4: Perspectives in Literature Unit 5: Technology and Society Unit 6: Themes Across Cultures Unit 7: History, Culture, and Geography Unit 8: Earth Science Unit 9: Economics Unit 10: Physical Science		Kentucky Academic Standards Academic Language for ELA Frameworks Glossary Benchmark Advance Foundational Scope and Sequence Grade Level Question Stems Literacy Guidance Document FCPS Achievement & Trauma Informed Strategies in the Classroom Sample Writing Timelines Elementary Intellectual Preparation Cycle Comprehensive Literacy Planners with KAS Unit Internalization Note-catcher Lesson Internalization Note-catcher	
Big Ideas			
- Being helpful and hard-working are two important character traits. - We can appreciate other people more when we understand their perspectives.			
Essential Question		Literacy Practices	
How are characters different?		- Recognize that text is anything that communicates a message. - Employ, develop, and refine schemas to understand and create text. - View literacy experiences as transactional, interdisciplinary and transformational. - Utilize receptive and expressive language arts to better understand self, others, and the world.	

5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6. Collaborate with others to create new meaning.
7. Utilize digital resources to learn and share with others.
8. Engage in specialized, discipline-specific literacy practices.
9. Apply high-level cognitive processes to think deeply and critically about text.
10. Develop a literacy identity that promotes lifelong learning.

KAS Standards Prerequisite Skills/Misconceptions	Samples of Learning Intentions/Samples of Success Criteria	Considerations/Common Misconceptions ! Indicates a misalignment to Kentucky Academic Standards. ◆ Indicates a consideration for planning and instruction.
RF.K.1 Demonstrate understanding of the organization and basic features of print to aid in comprehension. a. Follow words from left to right, top to bottom and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Recognize that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. Prerequisite Skills: (Prerequisite skills are previous exposure to the skills.) - Track text from left to right	Learning Intention: We are learning how print works when I read and write. Success Criteria: <i>With prompting and support...</i> • I can track text from left to right. • I can track text from top to bottom. • I can recognize that words I speak can be written with letters. • I can recognize that words are separated by spaces when I read or write. • I can point to the beginning of a word. • I can determine where to start reading or writing on a page. (left to right, top to bottom) • I can name the uppercase letters. • I can name the lowercase letters. • I can recognize the difference between a letter and a word.	Considerations/Common Misconceptions: ◆ Follow the Benchmark Phonics Scope and Sequence. ◆ Students will enter kindergarten having had varied experiences with text. Students will learn how print works through multiple exposures to texts. Model often and make the connections between reading and writing explicit. ◆ Begin teaching for integration of what children see, hear and say early on (RF.K.1.b.) We want them to understand, “I know that if I hear a word, I will see it on the page. I know if I see a word, my mouth has to say it.” ◆ While the foundational skills are taught explicitly, they are not meant to be taught in

- Track text from top to bottom - Describe how words I speak can be written with letters - Describe that words are separated by spaces when reading and writing - Point at the beginning of a word - Identify where to start reading or writing on a page		isolation. Students need to see how foundational skills are applied to reading and writing connected text. Make sure to model the meaning of letter, word, space between words, and print/text/book. ◆ While we have included examples of success criteria for early reading concepts about print, it will be more important to observe the students applying the skills (e.g., pointing to the first word on the page, tracking print, return sweep) than having the student recite success criteria.
RF.K.2 Demonstrate understanding of spoken words, syllables and sounds (phonemes). a. Recognize and orally produce rhyming words. b. Count, pronounce, blend and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words. e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. Prerequisite Skills: <i>(Prerequisite skills for Reading Foundation standards 2 align to Benchmark Scope and Sequence for Phonemic Awareness from the unit prior)</i> - Recognize rhyming words - Produce rhyming words - Blending syllables and onset-rimes - Phoneme isolation (initial sound)	Learning Intention: We are learning to understand that words are made up of syllables and sounds. Success Criteria: ● I can recognize words that rhyme. ● I can say a word that rhymes with a word I hear. ● I can clap the syllables of a word I hear. ● I can count the syllables of a word I hear. ● I can segment/isolate the beginning sound of a word I hear. ● I can identify the vowel sound I hear at the beginning of a word. ● I can identify the vowel sound I hear at the middle of a word. ● I can identify the vowel sound at the end of a word. ● I can blend onset and rimes. ● I can segment words into onset and rimes. ● I can blend and segment syllables in spoken words. ● I can change an individual sound in a	Considerations/Common Misconceptions: ! Use the term “central idea” to align to KAS. ◆ Guide students to consider how the title, headings, pictures/captions, and bold words in an informational text help readers figure out the main topic, pointing out to students when the author plainly states the main idea in a paragraph’s first sentence and other places. ◆ Think aloud about how you determine the central idea and point out key. ◆ Summary may be pre-written by teacher, may be written collaboratively by teacher and students.

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- Phoneme categorization (initial and final sound) - Phoneme blending - phoneme isolation (final sound)	word to make a new word. • I can add a beginning (middle or ending) sound to say a new word. • I can change the beginning (middle or ending) sound to say a new word.	
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight. d. Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ. Prerequisite Skills: <i>(Prerequisite skills for Reading Foundation standards 3 align to Benchmark Scope and Sequence for Phonics Skills from the unit prior)</i> - Alphabet - Identify and name sound for letters m, s, l, short a, and short i - Identify closed syllables - Sight words: like, eat	Learning Intention: We are learning to understand that words are made up of syllables and sounds. Success Criteria: • I can match the sounds I hear to the letter(s) that make that sound. • I can say the sound of the letter I see. • I can say each sound I hear in a word. • I can say the letter that goes with the sound I hear. • I can point out the letters that make different sounds in similar words. • I can listen to words that look the same and find the sounds that are different. Learning Intention: We are learning about vowels. Success Criteria: • I can define the word vowel. • I can identify the letters that are vowels. • I can identify the short sound for each vowel. • I can identify the long sound for each vowel. • I can identify the letter or letters that make the long sound in words. • I can quickly identify and produce the sounds of short and long vowels in words. • I can read words with short/long vowels.	Considerations/Common Misconceptions: ◆ Follow the Benchmark Phonics Scope and Sequence. ◆ Students will enter kindergarten having had varied experiences with text. Students will learn how print works through multiple exposures to texts. Model often and make the connections between reading and writing explicitly. ◆ While the foundational skills are taught explicitly, they are not meant to be taught in isolation. Students need to see how foundational skills are applied to reading and writing connected text. ◆ Students will need to be taught to distinguish between consonants and vowels.

	- I can distinguish between words that have different vowel sounds in the same position. Learning Intention: We are learning about sight words. Success Criteria: - I can define the term sight word - I can read sight words. - I can identify sight words in a text. - I can quickly read and write words I'm learning. - I can find words I'm learning in my classroom. - I can read and write words I'm learning around my classroom. - I can find words I'm learning in books and on charts. - I can distinguish between similar sight words by their sounds and letters.	
RL.K.1 With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text. Prerequisite Skills: (No prerequisites for Unit 2)	Learning Intention: We are learning to ask and answer questions about key details to construct meaning from a story. Success Criteria: <i>With prompting and support...</i> - I can understand what a question is (I wonder...). - Define answer - I can explain the difference between a question and an answer. - I can use pictures and words to identify key details. - I can use pictures and words to ask a question about the story. - I can think about the story and what I	Considerations/Common Misconceptions: ❗ Benchmark does not teach the terms implicit and explicit. They must be intentionally taught. ◆ With modeling and scaffolding, students will orally ask and answer questions. ◆ To help students make logical inferences from the text, select texts to read aloud or share with students that allow them to make logical inferences. Ask questions that lead them to infer (I wonder why he did that? I wonder what she thought? I wonder why the boy in the illustration looks sad?). As students answer these questions, ask them to explain

	already know to answer my question. Learning Intention: We are learning to use what I have learned and what I already know to understand a story. Success Criteria: <i>With prompting and support...</i> • I can understand what an inference is. • I can use pictures and words to talk about the story. • I can use information I already know to talk about a story. • I can think about the story and what I already know to answer my question. • I can use prior knowledge and information from a text to make meaning of a story.	how they arrived at their conclusions using specific words and phrases in the text. ◆ To support students in asking and answering questions about key details in a text, model asking more analytical (how, why) questions than literal (who, what, where, when) questions. ◆ Also, model and elaborate on what led you to ask a question. This will help students recognize that a question is typically an extension of something we already know. ◆ To infer, readers add what they learned from the text to what they already know about the subject; however, for an inference to be “logical,” it must be based on evidence from the text.
RL.K.3 With prompting and support, identify characters, settings, and major events in a story, in order to make meaning of the story development. Prerequisite Skills: <i>(No prerequisites for Unit 2)</i>	Learning Intention: We are learning to identify the characters in a story. Success Criteria: <i>With prompting and support...</i> • I can define what a character is. • I can identify the characters. • I can tell who or what the story is about. Learning Intention: We are learning to identify the setting of the story. Success Criteria: <i>With prompting and support...</i> • I can define the word setting. • I can identify where the story takes place. • I can identify when the story takes place.	Considerations/Common Misconceptions: ◆ Considerations: The majority of kindergarten RL/RI standards begin, “With prompting and support,...”. As you teach, keep the gradual release model in mind (I do, we do, you do). At the beginning of a unit or at the beginning of the year, you will explicitly model the concept being taught and provide guided practice before asking all students to demonstrate mastery independently. ◆ Unit 2: Students will consider questions such as: • Who is the main character and what is he/she like? • Who are the other characters and how does the main character get along with them?

	Learning Intention: We are learning to identify the major events in a story. Success Criteria: • I can define the word event. • I can identify events in a story. • I can tell the difference between an event and a major event. • I can retell the events in order (BME). • I can define the word problem. • I can define the word solution. • I can identify the problem and solution (if applicable). Learning Intention: We are learning to retell a story using characters, setting, and major events. Success Criteria: • I can retell a story using characters, setting, and major events.	• Would the story have been the same if it had taken place at a different location?
RL.K.5 Recognize common structures of poems, stories and dramas. Prerequisite Skills: (No prerequisites for Unit 2)	Learning Intention: We are learning to understand structures of poems, stories, and dramas. Success Criteria: • I can define the word structure. • I can define the word rhyme. • I can define rhythm. • I can define stanza • I can recognize that a poem can have rhyme, rhythm, and stanzas. • I can describe the structure of poems (stanzas, etc). • I can recognize that a story has characters, a setting, problems, and	Considerations/Common Misconceptions: ◆ Teaching structures of poetry can be addressed within the Building Reading Foundations lessons. ◆ Teaching drama can be addressed using the Reader's Theater dramas for each unit. ◆ Learning Intentions and Success Criteria should be adjusted accordingly to meet the text. (poem, story, or drama)

	solutions. • I can describe the structure of a story. • I can define the word drama as a play. • I can define the word script. • I can recognize that dramas have a script that includes characters, a setting, dialogue, problems, and solutions. • I can describe the structure of a drama. • I can describe the structural differences between stories, dramas, and poems.	
RL.K.6 With prompting and support, identify the author and illustrator of a story and explain how each tells the story. Prerequisite Skills: (No prerequisites for Unit 2)	Learning Intention: We are learning how to identify the author and illustrator of a story and explain how they tell the story. Success Criteria: • I can name the author. • I can name the illustrator. • I can explain what an author does. • I can explain what an illustrator does. • I can explain the difference between an author and illustrator.	Considerations/Common Misconceptions:
RL.K.9 With prompting and support, compare/contrast the adventures and experiences of characters in stories. Prerequisite Skills: (No prerequisites for Unit 2)	Learning Intention: We are learning to compare and contrast stories. Success Criteria: <i>With prompting and support...</i> • I can define the word compare as finding similarities. • I can define the word contrast as finding differences. • I can find similarities and differences. • I can identify and describe how the character resolves the problem. • I can identify and describe the adventures and experiences of a character in the story.	Considerations/Common Misconceptions: ◆ As you teach and model, highlight how most of the main character's experiences and adventures occur in the "middle" of the story. Read each story aloud and focus on the events that occur in each or the steps each main character takes to get from "the problem" (the beginning) to "the resolution" (the ending). Model to students how to organize findings and thinking (T-charts, Venn diagrams, etc.)

	- I can identify how the characters change from the beginning to the end of the story. - I can explain how the characters' adventures or experiences are similar and different.	
RL.K.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts. Prerequisite Skills: (No prerequisite strategies for Units 1-6 as students are being exposed to the individual comprehension strategies.)	Learning Intention: We are learning to use different strategies to comprehend grade-level text. Success Criteria: <i>With prompting and support...</i> - I can use the strategy of inferencing to understand a story. - I can use the strategy of determining important and unimportant information to comprehend and understand a story.	Considerations/Common Misconceptions: ◆ Strategies being taught unit 2 are drawing inferences and distinguishing between important/unimportant information.
C.K.3 Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Recount a single event.	Learning Intention: We are learning to write about my ideas and experiences. Success Criteria: <i>With guidance and support...</i> - I can think of an idea or experience to write about. - I can talk about an idea or experience I want to write about. - I can show that I understand the purpose and task I am working on. - I can identify a topic to write about. - I can draw about an idea or experience. - I can write about an idea or experience. - I can use pictures and words together to help others understand my story.	Considerations/Common Misconceptions: ◆ While we have identified C.K.3 as the essential composition standard for this unit, students will need many opportunities to write throughout the day, across content areas, and for multiple purposes and audiences. ◆ Children will follow different paths when it comes to recording their stories and ideas. Stages of Emergent Writing Development may be helpful in identifying a particular student's stage of writing development, and in deciding what to teach to gradually take the student to a higher level.

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c. Include details which describe actions, thoughts, emotions. d. Create a sense of closure. e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. Prerequisite Skills: - Unit 1 provided exposure to Narrative writing: - draw about an idea or experience - write about the idea or experience	• I can write using the correct letter and sentence form.	◆ Consider integrating this standard with C.K.5: With guidance and support participate in shared research and writing projects. ◆ Students will participate in thinking and composing via shared writing, but the teacher will be the scribe. Look for students to transfer skills demonstrated in shared writing to their own writing. ◆ The bold print in the standard indicate strategies being taught in unit 2. Remaining areas will be addressed in the other units.
L.K.1 When writing or speaking, demonstrate appropriate use of: a. common nouns and verbs. b. regular plural nouns by orally adding /s/ or /es/. c. interrogative sentences using who, what, where, when, why and how. d. sentences using common prepositions. e. complete sentences. Prerequisite Skills: <i>(Prerequisite skills are previous exposure to the skills.)</i> - Define plural - Add /s/ or /es/ to plural noun when speaking - Define interrogative - Write questions using who, what, where, when, why, and how - Ask questions that start with who, what, where, when, why, and how	Learning Intention: We are learning to add /s/ or /es/ to plural nouns when we speak. Success Criteria: • I can define the word plural as meaning more than one of something. • I can add /s/ or /es/ to plural nouns when I speak. Learning Intention: We are learning to speak or write interrogative sentences. Success Criteria: • I can define the word interrogative as a type of sentence that asks a question. • I can write questions that start with the word who, what, where, when, why, or how. • I can speak questions that start with the word who, what, where, when, why, or how.	Considerations/Common Misconceptions: ◆ Read Aloud and class discussions are powerful practices for expanding children's oral language. In addition to your teaching and modeling, students will need many opportunities to listen, think, and talk throughout the school day in order to build language competencies. ◆ For this standard, consider using a checklist of the skills listed in the standard, and note when students are observed demonstrating mastery, or when they need instruction. ◆ The bold print in the standard indicates strategies being taught in unit 2. Remaining areas will be addressed in the other units.

L.K.2 When writing:

- a. Capitalize the first word in a sentence and the pronoun I.**
- b. Recognize and name end punctuation.
- c. Write a letter or letters for most consonant and short-vowel sounds.**
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.**

Prerequisite Skills:

(Prerequisite skills are previous exposure to the skills.)

- Write a sentence that starts with a capital letter
- Capitalize the pronoun I
- Put a space between words in a sentence
- Identify a period, exclamation mark, and a question mark
- Write using ending punctuation in sentences
- Reread sentences to confirm it makes sense
- Write letters for consonants and short vowel sounds
- Spell words phonetically

Learning Intention: We are learning to write in complete sentences.

Success Criteria:

With some help...

- I can begin sentences with a capital letter.
- I can capitalize the pronoun I.
- I can put a space between words in a sentence.
- I can name the period, exclamation point, and question mark correctly.
- I can use ending punctuation when writing a sentence.
- I can use a period, exclamation point, and question mark correctly at the end of a sentence.
- I can reread my sentence to make sure that it makes sense.

Learning Intention: We are learning to spell simple words phonetically.

Success Criteria:

With some help...

- I can write letters for most consonant and short vowel sounds.
- I can spell simple words phonetically.

Considerations/Common Misconceptions:

! L.K.2.a- The capitalization of the pronoun "I" is not explicitly taught and should be incorporated into the instruction.

◆ Much of the explicit teaching of this standard will occur via teacher modeling and via shared writing (C.K.5: With guidance and support, participate in shared research and writing projects.)

◆ The **bold print** in the standard indicates strategies being taught in unit 2. Remaining areas will be addressed in the other units.

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

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Demonstrate an understanding of verbs and adjectives and their antonyms.

Learning Intention: We are learning how small details of verbs and adjectives can change their meaning.

Success Criteria:

- I can use verbs.
- I can use adjectives.
- I can define the word synonym.
- I can identify different words that mean

Considerations/Common Misconceptions:

! L.K.5.c- The understanding of synonym of an adjective is not explicitly taught and should be incorporated into the instruction.

◆ The **bold print** in the standard indicates strategies being taught in unit 2. Remaining areas will be addressed in the other units.

c. Demonstrate an understanding of verbs and adjectives and their synonyms.

Prerequisite Skills:

(No prerequisites for Unit 2)

the same things as my verbs and adjectives.

- I can use synonyms.
- I can describe how the small details of verbs and adjectives can change the intensity of its meaning.

Supporting Standards (connected essentials)

a. HW.K.1 Print all upper and lowercase letters and numerals.

b. RF.K.4 Read fluently (accuracy, speed, and prosody) on grade-level to support comprehension. a. Read emergent-reader texts with purpose and understanding.