

## “UNWRAPPED” Priority Standards

“Unwrapped” Concepts (students need to know) Nouns	“Unwrapped” Skills (students need to be able to do) Verbs	WIDA ELD Alignment
<p><b>RF.K.1</b> Students demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page by page.</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>c. Understand that words are separated by spaces in print.</li> <li>d. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ol>		
<ul style="list-style-type: none"> <li>● Organization</li> <li>● Basic features of print</li> <li>● Directionality of print</li> <li>● Spoken words</li> <li>● Sequences of letters</li> <li>● Spaces in print</li> <li>● Letters</li> <li>● Alphabet</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate understanding of basic print features.</li> <li>● Follow words</li> <li>● Recognize spoken words</li> <li>● Recognize printed words</li> <li>● Identify and name upper- and lowercase letters</li> </ul>	
<p><b>RF.K.2</b> Students demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> <li>a. Recognize and produce rhyming words.</li> <li>b. Count, pronounce, blend and segment syllables in spoken words.</li> <li>c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>d. Isolate and pronounce the initial, medial vowel, and the final sounds (phonemes) in three-phoneme (consonant-vowel-consonant CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.</li> <li>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ol>		
<ul style="list-style-type: none"> <li>● Rhyming Words</li> <li>● Syllables</li> <li>● Onsets/Rhymes</li> <li>● CVC Words</li> <li>● Short vs Long Vowels</li> <li>● Consonant Blends</li> <li>● Individual Sounds (phonemes)</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize and produce rhyming words</li> <li>● Count, produce, blend, and segment syllables</li> <li>● Blend and segment onsets and rhymes</li> <li>● Hear and can pronounce the beginning, middle, and ending sounds in CVC words</li> <li>● Make new words by changing one individual sound in simple, one-syllable words</li> </ul>	
<p><b>RF.K.3</b> Students know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</li> </ol>		

<ul style="list-style-type: none"> <li>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>		
<ul style="list-style-type: none"> <li>● Phonics</li> <li>● Word analysis skills</li> <li>● Letter-sound correspondences</li> <li>● Primary sound</li> <li>● Long and short sounds</li> <li>● Common spellings (graphemes)</li> <li>● Vowels</li> <li>● High-frequency words</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate knowledge of one to one letter sounds</li> <li>● Associate long and short vowels with common spellings</li> <li>● Read high frequency words</li> <li>● Distinguish between similarly spelled words.</li> </ul>	
<b>RF.K.4</b> Read emergent-reader texts with purpose and understanding		
<ul style="list-style-type: none"> <li>● Emergent-reader texts</li> </ul>	<ul style="list-style-type: none"> <li>● Read texts with purpose</li> <li>● Read texts with understanding</li> </ul>	
<b>RL.K.1:</b> With prompting and support, ask and answer questions about key details in a text.		
<ul style="list-style-type: none"> <li>● Key details in a text</li> </ul>	<ul style="list-style-type: none"> <li>● Ask and answer questions</li> </ul>	ELD-LA.K.Narrate.Interpretive
<b>RI.K.1:</b> With prompting and support, ask and answer questions about key details in a text.		
<ul style="list-style-type: none"> <li>● Key details in a text</li> </ul>	<ul style="list-style-type: none"> <li>● Ask and answer questions</li> </ul>	ELD-LA.K.Inform.Interpretive
<b>RL.K.2:</b> With prompting and support, retell familiar stories, including key details.		
<ul style="list-style-type: none"> <li>● Familiar stories</li> <li>● key details</li> </ul>	<ul style="list-style-type: none"> <li>● Retell stories</li> <li>● Include key details</li> </ul>	ELD-LA.K.Narrate.Expressive
<b>RI.K.2:</b> With prompting and support, identify the main topic and retell key details of a text.		
<ul style="list-style-type: none"> <li>● Main topic</li> <li>● key details</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and retell key details</li> </ul>	ELD-LA.K.Inform.Interpretive
<b>RL.K.3:</b> With prompting and support, identify characters, settings, and major events in a story.		
<ul style="list-style-type: none"> <li>● Characters</li> <li>● settings</li> <li>● major events</li> </ul>	<ul style="list-style-type: none"> <li>● Identify story elements</li> </ul>	ELD-LA.K.Narrate.Interpretive
<b>RI.K.3:</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		
<ul style="list-style-type: none"> <li>● Connection between two individuals, events, ideas, or pieces of information</li> </ul>	<ul style="list-style-type: none"> <li>● Describe</li> </ul>	ELD-LA.K.Inform.Expressive
<b>RL.K.4:</b> Ask and answer questions about unknown words in a text.		
<ul style="list-style-type: none"> <li>● Unknown words in a text</li> </ul>	<ul style="list-style-type: none"> <li>● Ask and answer questions</li> </ul>	ELD-LA.K.Narrate.Interpretive
<b>RI.K.4:</b> With prompting and support, ask and answer questions about unknown words in a text.		
<ul style="list-style-type: none"> <li>● unknown words in a text</li> </ul>	<ul style="list-style-type: none"> <li>● Ask and answer questions</li> </ul>	ELD-LA.K.Inform.Interpretive
<b>W.K.3:</b> Use a combination of drawing, dictating and writing to narrate a single event, or several loosely linked events, tell about the events in order in which they occurred, and provide a reaction to what happened.		

<ul style="list-style-type: none"> <li>Tell the events in order</li> </ul>	<ul style="list-style-type: none"> <li>Use a combination of drawing, dictating and writing</li> </ul>	ELD-LA.K.Inform.Expressive ELD-LA.K.Inform.Interpretive
<b>W.K.7:</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).		
<ul style="list-style-type: none"> <li>Shared research and writing projects</li> </ul>	<ul style="list-style-type: none"> <li>Participate</li> </ul>	ELD-LA.K.Inform.Expressive ELD-LA.K.Inform.Interpretive
<b>S.L.K.1:</b> Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups. <ol style="list-style-type: none"> <li>Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>Continue a conversation through multiple exchanges.</li> </ol>		
<ul style="list-style-type: none"> <li>Kindergarten topics and texts</li> </ul>	<ul style="list-style-type: none"> <li>Participate in collaborative conversations</li> </ul>	ELD-SI.K-3.Narrate ELD-SI.K-3.Inform ELD-SI.K-3.Explain ELD-SI.K-3.Argue
<b>S.L.K.4:</b> Describe familiar people, places, things and events and, with prompting and support, provide additional detail.		
<ul style="list-style-type: none"> <li>Familiar people, places, things and events</li> <li>additional details.</li> </ul>	<ul style="list-style-type: none"> <li>Describe</li> <li>provide</li> </ul>	ELD-SI.K-3.Narrate
<b>L.K.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts		
<ul style="list-style-type: none"> <li>Conversations</li> <li>reading</li> <li>being read to.</li> </ul>	<ul style="list-style-type: none"> <li>Use words and phrases</li> <li>respond to text</li> </ul>	ELD-LA.K.Inform.Expressive  ELD-LA.K.Inform.Interpretive

Standards	Essential Questions	Corresponding Big Ideas
<b>RF.K.1:</b> Students demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> <li>Follow words from left to right, top to bottom, and page by page.</li> </ol>	How will readers demonstrate understanding of the organization and basic features of print?	Readers will use basic print features to learn to read words.

<ul style="list-style-type: none"> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>c. Understand that words are separated by spaces in print.</li> <li>d. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul>		
<p><b>RF.K.2:</b> Students demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>a. Recognize and produce rhyming words.</li> <li>b. Count, pronounce, blend and segment syllables in spoken words.</li> <li>c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>d. Isolate and pronounce the initial, medial vowel, and the final sounds (phonemes) in three-phoneme (consonant-vowel-consonant CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.</li> <li>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>	<p>How will readers demonstrate an understanding of sounds, syllables, and spoken words?</p>	<p>Readers will use phonological awareness skills in order to demonstrate an understanding of sounds, syllables, and spoken words.</p>
<p><b>RF.K.3:</b> Students know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Demonstrate basic knowledge of one-to-one 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 the common spellings (graphemes) for the five major vowels.</li> <li>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>	<p>How will readers apply phonics skills to decode words?</p>	<p>Readers will use decoding skills in order to read words.</p>

<b>RF.K.4:</b> Read emergent-reader texts with purpose and understanding	How do readers improve fluency to support comprehension?	Readers will be able to read and understand emergent-reader texts.
<b>RL.K.1:</b> With prompting and support, ask and answer questions about key details in a text.	How can a reader demonstrate that they understand key details in a text?	Asking and answering questions about key details such as who, what, where, when, and how helps a reader demonstrate understanding of a text.
<b>RI.K.1:</b> With prompting and support, ask and answer questions about key details in a text.	How can a reader demonstrate that they understand key details in a text?	Asking and answering questions about key details such as who, what, where, when, and how can help a reader demonstrate understanding of a text.
<b>RL.K.2:</b> With prompting and support, retell familiar stories, including key details.	Why do readers retell familiar stories?	Readers will be able to list characters, problems and possible solutions when retelling a familiar story.
<b>RI.K.2:</b> With prompting and support, identify the main topic and retell key details of a text.	How do readers know the most important part of the text?	Readers can identify what the text is mostly about.
<b>RL.K.3:</b> With prompting and support, identify characters, settings, and major events in a story.	How do readers identify and describe story elements?	Characters, settings, and events relate to one another in a story.
<b>RI.K.3:</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	How can making connections help a reader understand a text?	Making connections between two individuals, events, ideas or pieces of information helps a reader to understand the text.
<b>RL.K.4:</b> Ask and answer questions about unknown words in a text.	How do readers figure out unknown words?	Using cues such as visuals, phonics and semantics can help a reader figure out unknown words.
<b>RI.K.4:</b> With prompting and support, ask and answer questions about unknown words in a text.	How do readers figure out unknown words?	Readers use cues such as visuals, phonics and semantics to figure out unknown words.
<b>W.K.3:</b> Use a combination of drawing, dictating and writing to narrate a single event, or several loosely linked events, tell about the events in order in which they occurred, and provide a reaction to what happened.	How can learners show information that they've learned about a topic?	Name the topic and supply some information through drawing, dictating and writing.
<b>W.K.7:</b> Participate in shared research and writing projects (e.g., explore a number of books	How do we learn more about a topic in order to write about it?	Readers listen to multiple sources being read aloud, read to self/partner(s) about

<p>by a favorite author and express opinions about them).</p>		<p>the same topic to gather and record facts in order to write about a topic.</p>
<p><b>S.L.K.1:</b> Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul 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> </ul>	<p>How do we successfully participate in collaborative conversations?</p>	<p>Share (with peers &amp; adults) our thoughts, listen to ideas of others and ask clarifying questions with others in large or small groups to participate in collaborative conversations.</p>
<p><b>S.L.K.4:</b> Describe familiar people, places, things and events and, with prompting and support, provide additional detail.</p>	<p>What person, place, thing or event do I need to include when I tell a story?</p>	<p>Readers effectively tell a story by including what it's mostly about including details. When telling a story, I use communication that allows others to understand me and I use complete sentences.</p>
<p><b>L.K.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>How do I learn to use new words and phrases?</p>	<p>Readers can use new words and phrases by paying attention to the conversations and the books that I read and then adding them to my own vocabulary.</p>