

# Main Criteria: Classroom Supplement and Lesson Plans - Kindergarten

## Secondary Criteria: Indiana Academic Standards

Subject: Language Arts

Grade: K

### Classroom Supplement and Lesson Plans - Kindergarten

Week 01: Introduction to Pre-writing, p. 29-39

#### Indiana Academic Standards

##### Language Arts

Grade K - Adopted: 2023

##### STANDARD / STRAND

##### Kindergarten English/Language Arts

##### PROFICIENCY STATEMENT / SUBSTRAND

Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode.

##### INDICATOR / STANDARD

Print Concepts

EXPECTATION / INDICATOR

K.RF.3.

Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)

##### STANDARD / STRAND

##### Kindergarten English/Language Arts

##### PROFICIENCY STATEMENT / SUBSTRAND

Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode.

##### INDICATOR / STANDARD

Phonological Awareness

EXPECTATION / INDICATOR

K.RF.4.

Identify and produce rhyming words.

EXPECTATION / INDICATOR

K.RF.5.

Orally pronounce, blend, and segment words into syllables. (E)

EXPECTATION / INDICATOR

K.RF.6.

Identify and produce the beginning, middle (medial), and final sounds in three and four phoneme words. (E)

##### STANDARD / STRAND

##### Kindergarten English/Language Arts

##### PROFICIENCY STATEMENT / SUBSTRAND

Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.

INDICATOR / STANDARD

K.RC.2.

With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)

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|--|---|--|
| INDICATOR / STANDARD                     | K.RC.3.                                   | Identify important elements within a text (e.g., characters, settings, or events). (E)   |
| INDICATOR / STANDARD                     | K.RC.7.                                   | Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E)  |
| <b>STANDARD / STRAND</b>                 | <b>Kindergarten English/Language Arts</b> |  |
| <b>PROFICIENCY STATEMENT / SUBSTRAND</b> |   | <b>Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.</b>                                    |
| INDICATOR / STANDARD                     | K.W.1.                                    | Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.  |
| <b>STANDARD / STRAND</b>                 | <b>Kindergarten English/Language Arts</b> |  |
| <b>PROFICIENCY STATEMENT / SUBSTRAND</b> |   | <b>Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.</b>                                    |
| INDICATOR / STANDARD                     | K.W.7.                                    | Demonstrate command of English grammar and usage when writing or speaking, focusing on:  |
| EXPECTATION / INDICATOR                  | K.W.7.a.                                  | Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).   |
| <b>STANDARD / STRAND</b>                 | <b>Kindergarten English/Language Arts</b> |  |
| <b>PROFICIENCY STATEMENT / SUBSTRAND</b> |   | <b>Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.</b>                              |
| INDICATOR / STANDARD                     | K.CC.1.                                   | Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)  |
| INDICATOR / STANDARD                     | K.CC.4.                                   | Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics. |

Week 02: Pre-writing, p. 41-47

**Indiana Academic Standards**

**Language Arts**

Grade K - Adopted: 2023

**STANDARD / STRAND** **Kindergarten English/Language Arts**

|  |         |  |
|--|---------|--|
| <b>PROFICIENCY STATEMENT / SUBSTRAND</b> |         | <b>Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode.</b> |
| INDICATOR / STANDARD                     |         | <b>Phonological Awareness</b>  |
| EXPECTATION / INDICATOR                  | K.RF.4. | Identify and produce rhyming words.  |

|  |   |  |
|--|---|--|
| EXPECTATION /<br>INDICATOR                       | K.RF.5.                                   | Orally pronounce, blend, and segment words into syllables. (E)   |
| EXPECTATION /<br>INDICATOR                       | K.RF.6.                                   | Identify and produce the beginning, middle (medial), and final sounds in three and four phoneme words. (E)   |
| <b>STANDARD /<br/>STRAND</b>                     | <b>Kindergarten English/Language Arts</b> |  |
| <b>PROFICIENCY<br/>STATEMENT /<br/>SUBSTRAND</b> |   | <b>Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.</b> |
| INDICATOR /<br>STANDARD                          | K.RC.2.                                   | With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)   |
| <b>STANDARD /<br/>STRAND</b>                     | <b>Kindergarten English/Language Arts</b> |  |
| <b>PROFICIENCY<br/>STATEMENT /<br/>SUBSTRAND</b> |   | <b>Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.</b>  |
| INDICATOR /<br>STANDARD                          | K.W.1.                                    | Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.  |
| <b>STANDARD /<br/>STRAND</b>                     | <b>Kindergarten English/Language Arts</b> |  |
| <b>PROFICIENCY<br/>STATEMENT /<br/>SUBSTRAND</b> |   | <b>Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.</b>  |
| <b>INDICATOR /<br/>STANDARD</b>                  | <b>K.W.7.</b>                             | <b>Demonstrate command of English grammar and usage when writing or speaking, focusing on:</b>   |
| EXPECTATION /<br>INDICATOR                       | K.W.7.a.                                  | Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).   |
| EXPECTATION /<br>INDICATOR                       | K.W.7.b.                                  | Verbs – Using sentences that include verbs.  |
| <b>STANDARD /<br/>STRAND</b>                     | <b>Kindergarten English/Language Arts</b> |  |
| <b>PROFICIENCY<br/>STATEMENT /<br/>SUBSTRAND</b> |   | <b>Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.</b>                                    |
| INDICATOR /<br>STANDARD                          | K.CC.1.                                   | Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)  |
| INDICATOR /<br>STANDARD                          | K.CC.4.                                   | Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics.       |

Week 03: Pre-writing, p. 49-55

## Indiana Academic Standards

### Language Arts

**STANDARD / STRAND** Kindergarten English/Language Arts

|  |         |  |
|--|---------|--|
| <b>PROFICIENCY STATEMENT / SUBSTRAND</b> |         | <b>Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode.</b> |
| <b>INDICATOR / STANDARD</b>              |         | <b>Phonological Awareness</b>  |
| EXPECTATION / INDICATOR                  | K.RF.4. | Identify and produce rhyming words.  |

**STANDARD / STRAND** Kindergarten English/Language Arts

|  |         |  |
|--|---------|--|
| <b>PROFICIENCY STATEMENT / SUBSTRAND</b> |         | <b>Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.</b> |
| INDICATOR / STANDARD                     | K.RC.2. | With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)   |
| INDICATOR / STANDARD                     | K.RC.3. | Identify important elements within a text (e.g., characters, settings, or events). (E)   |
| INDICATOR / STANDARD                     | K.RC.5. | With support, retell the main idea and key details of a text.  |

**STANDARD / STRAND** Kindergarten English/Language Arts

|  |        |   |
|--|--------|---|
| <b>PROFICIENCY STATEMENT / SUBSTRAND</b> |        | <b>Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.</b> |
| INDICATOR / STANDARD                     | K.W.1. | Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.                       |

**STANDARD / STRAND** Kindergarten English/Language Arts

|  |               |   |
|--|---------------|---|
| <b>PROFICIENCY STATEMENT / SUBSTRAND</b> |               | <b>Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.</b> |
| <b>INDICATOR / STANDARD</b>              | <b>K.W.7.</b> | <b>Demonstrate command of English grammar and usage when writing or speaking, focusing on:</b>  |
| EXPECTATION / INDICATOR                  | K.W.7.a.      | Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).  |
| EXPECTATION / INDICATOR                  | K.W.7.b.      | Verbs – Using sentences that include verbs.   |

**STANDARD / STRAND** Kindergarten English/Language Arts

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| <b>PROFICIENCY STATEMENT / SUBSTRAND</b> |  | <b>Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.</b> |
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| INDICATOR / STANDARD              | K.W.8.                             | Demonstrate command of capitalization, punctuation, and spelling, focusing on:   |
| EXPECTATION / INDICATOR           | K.W.8.c.                           | Encoding – Spelling simple words phonetically, drawing on phonemic awareness.  |
| STANDARD / STRAND                 | Kindergarten English/Language Arts |  |
| PROFICIENCY STATEMENT / SUBSTRAND |                                    | Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.                                     |
| INDICATOR / STANDARD              | K.CC.1.                            | Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)  |
| INDICATOR / STANDARD              | K.CC.4.                            | Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics. |

Week 04: Pre-writing, p. 57-63

Indiana Academic Standards

Language Arts

Grade K - Adopted: 2023

|                                   |                                    |   |
|-----------------------------------|------------------------------------|---|
| STANDARD / STRAND                 | Kindergarten English/Language Arts |   |
| PROFICIENCY STATEMENT / SUBSTRAND |                                    | Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode.                               |
| INDICATOR / STANDARD              |                                    | Print Concepts  |
| EXPECTATION / INDICATOR           | K.RF.3.                            | Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)  |
| STANDARD / STRAND                 | Kindergarten English/Language Arts |   |
| PROFICIENCY STATEMENT / SUBSTRAND |                                    | Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode.                               |
| INDICATOR / STANDARD              |                                    | Phonological Awareness  |
| EXPECTATION / INDICATOR           | K.RF.4.                            | Identify and produce rhyming words.   |
| EXPECTATION / INDICATOR           | K.RF.5.                            | Orally pronounce, blend, and segment words into syllables. (E)  |
| STANDARD / STRAND                 | Kindergarten English/Language Arts |   |
| PROFICIENCY STATEMENT / SUBSTRAND |                                    | Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing. |

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| INDICATOR / STANDARD              | K.RC.2.                                   | With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)   |
| INDICATOR / STANDARD              | K.RC.3.                                   | Identify important elements within a text (e.g., characters, settings, or events). (E)   |
| <b>STANDARD / STRAND</b>          | <b>Kindergarten English/Language Arts</b> |  |
| PROFICIENCY STATEMENT / SUBSTRAND |   | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| INDICATOR / STANDARD              | K.W.1.                                    | Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.                |
| <b>STANDARD / STRAND</b>          | <b>Kindergarten English/Language Arts</b> |  |
| PROFICIENCY STATEMENT / SUBSTRAND |   | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| INDICATOR / STANDARD              | K.W.5.                                    | With support, apply the writing process to:  |
| EXPECTATION / INDICATOR           | K.W.5.a.                                  | Plan by generating ideas for writing through oral discussions and drawings;  |
| <b>STANDARD / STRAND</b>          | <b>Kindergarten English/Language Arts</b> |  |
| PROFICIENCY STATEMENT / SUBSTRAND |   | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| INDICATOR / STANDARD              | K.W.7.                                    | Demonstrate command of English grammar and usage when writing or speaking, focusing on:  |
| EXPECTATION / INDICATOR           | K.W.7.a.                                  | Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).                                       |
| EXPECTATION / INDICATOR           | K.W.7.b.                                  | Verbs – Using sentences that include verbs.  |
| <b>STANDARD / STRAND</b>          | <b>Kindergarten English/Language Arts</b> |  |
| PROFICIENCY STATEMENT / SUBSTRAND |   | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| INDICATOR / STANDARD              | K.W.8.                                    | Demonstrate command of capitalization, punctuation, and spelling, focusing on:   |
| EXPECTATION / INDICATOR           | K.W.8.c.                                  | Encoding – Spelling simple words phonetically, drawing on phonemic awareness.  |
| <b>STANDARD / STRAND</b>          | <b>Kindergarten English/Language Arts</b> |  |

|                                   |         |  |
|-----------------------------------|---------|--|
| PROFICIENCY STATEMENT / SUBSTRAND |         | Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.                                     |
| INDICATOR / STANDARD              | K.CC.1. | Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)  |
| INDICATOR / STANDARD              | K.CC.4. | Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics. |

Week 05: Pre-writing, p. 65-71

## Indiana Academic Standards

### Language Arts

Grade K - Adopted: 2023

#### STANDARD / STRAND Kindergarten English/Language Arts

|                                   |         |   |
|-----------------------------------|---------|---|
| PROFICIENCY STATEMENT / SUBSTRAND |         | Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode. |
| INDICATOR / STANDARD              |         | Phonological Awareness  |
| EXPECTATION / INDICATOR           | K.RF.4. | Identify and produce rhyming words.   |

#### STANDARD / STRAND Kindergarten English/Language Arts

|                                   |         |   |
|-----------------------------------|---------|---|
| PROFICIENCY STATEMENT / SUBSTRAND |         | Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing. |
| INDICATOR / STANDARD              | K.RC.2. | With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)  |
| INDICATOR / STANDARD              | K.RC.3. | Identify important elements within a text (e.g., characters, settings, or events). (E)  |

#### STANDARD / STRAND Kindergarten English/Language Arts

|                                   |        |  |
|-----------------------------------|--------|--|
| PROFICIENCY STATEMENT / SUBSTRAND |        | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| INDICATOR / STANDARD              | K.W.1. | Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.                |

#### STANDARD / STRAND Kindergarten English/Language Arts

|                                   |        |  |
|-----------------------------------|--------|--|
| PROFICIENCY STATEMENT / SUBSTRAND |        | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| INDICATOR / STANDARD              | K.W.7. | Demonstrate command of English grammar and usage when writing or speaking, focusing on:  |

|                            |          |  |
|----------------------------|----------|--|
| EXPECTATION /<br>INDICATOR | K.W.7.a. | Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).                               |
| EXPECTATION /<br>INDICATOR | K.W.7.b. | Verbs – Using sentences that include verbs.  |
| EXPECTATION /<br>INDICATOR | K.W.7.c. | Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something). |

#### STANDARD / STRAND

#### Kindergarten English/Language Arts

|   |        |  |
|---|--------|--|
| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |        | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| INDICATOR /<br>STANDARD                 | K.W.8. | Demonstrate command of capitalization, punctuation, and spelling, focusing on:   |

|                            |          |   |
|----------------------------|----------|---|
| EXPECTATION /<br>INDICATOR | K.W.8.a. | Capitalization – Capitalizing the first word in a sentence and the pronoun I. |
| EXPECTATION /<br>INDICATOR | K.W.8.b. | Punctuation – Recognizing and naming end punctuation.                         |
| EXPECTATION /<br>INDICATOR | K.W.8.c. | Encoding – Spelling simple words phonetically, drawing on phonemic awareness. |

#### STANDARD / STRAND

#### Kindergarten English/Language Arts

|   |         |  |
|---|---------|--|
| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |         | Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.                                     |
| INDICATOR /<br>STANDARD                 | K.CC.1. | Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)  |
| INDICATOR /<br>STANDARD                 | K.CC.4. | Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics. |

Week 06: Pre-writing, p. 73-79

## Indiana Academic Standards

### Language Arts

Grade K - Adopted: 2023

#### STANDARD / STRAND

#### Kindergarten English/Language Arts

|   |  |   |
|---|--|---|
| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |  | Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode. |
| INDICATOR /<br>STANDARD                 |  | Phonological Awareness  |



|  |   |  |
|--|---|--|
| EXPECTATION /<br>INDICATOR                       | K.RF.4.                                   | Identify and produce rhyming words.  |
| <b>STANDARD /<br/>STRAND</b>                     | <b>Kindergarten English/Language Arts</b> |  |
| <b>PROFICIENCY<br/>STATEMENT /<br/>SUBSTRAND</b> |   | <b>Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.</b> |
| INDICATOR /<br>STANDARD                          | K.RC.2.                                   | With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)   |
| INDICATOR /<br>STANDARD                          | K.RC.3.                                   | Identify important elements within a text (e.g., characters, settings, or events). (E)   |
| <b>STANDARD /<br/>STRAND</b>                     | <b>Kindergarten English/Language Arts</b> |  |
| <b>PROFICIENCY<br/>STATEMENT /<br/>SUBSTRAND</b> |   | <b>Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.</b>  |
| INDICATOR /<br>STANDARD                          | K.W.1.                                    | Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.  |
| <b>STANDARD /<br/>STRAND</b>                     | <b>Kindergarten English/Language Arts</b> |  |
| <b>PROFICIENCY<br/>STATEMENT /<br/>SUBSTRAND</b> |   | <b>Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.</b>  |
| <b>INDICATOR /<br/>STANDARD</b>                  | K.W.5.                                    | <b>With support, apply the writing process to:</b>   |
| EXPECTATION /<br>INDICATOR                       | K.W.5.a.                                  | Plan by generating ideas for writing through oral discussions and drawings;  |
| <b>STANDARD /<br/>STRAND</b>                     | <b>Kindergarten English/Language Arts</b> |  |
| <b>PROFICIENCY<br/>STATEMENT /<br/>SUBSTRAND</b> |   | <b>Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.</b>  |
| <b>INDICATOR /<br/>STANDARD</b>                  | K.W.7.                                    | <b>Demonstrate command of English grammar and usage when writing or speaking, focusing on:</b>   |
| EXPECTATION /<br>INDICATOR                       | K.W.7.a.                                  | Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).   |
| EXPECTATION /<br>INDICATOR                       | K.W.7.b.                                  | Verbs – Using sentences that include verbs.  |
| EXPECTATION /<br>INDICATOR                       | K.W.7.c.                                  | Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something).   |
| <b>STANDARD /<br/>STRAND</b>                     | <b>Kindergarten English/Language Arts</b> |  |

|                                   |        |  |
|-----------------------------------|--------|--|
| PROFICIENCY STATEMENT / SUBSTRAND |        | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| INDICATOR / STANDARD              | K.W.8. | Demonstrate command of capitalization, punctuation, and spelling, focusing on:   |

|                         |          |   |
|-------------------------|----------|---|
| EXPECTATION / INDICATOR | K.W.8.a. | Capitalization – Capitalizing the first word in a sentence and the pronoun I. |
| EXPECTATION / INDICATOR | K.W.8.b. | Punctuation – Recognizing and naming end punctuation.                         |
| EXPECTATION / INDICATOR | K.W.8.c. | Encoding – Spelling simple words phonetically, drawing on phonemic awareness. |

#### STANDARD / STRAND Kindergarten English/Language Arts

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|-----------------------------------|---------|--|
| PROFICIENCY STATEMENT / SUBSTRAND |         | Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.                                     |
| INDICATOR / STANDARD              | K.CC.1. | Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)  |
| INDICATOR / STANDARD              | K.CC.4. | Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics. |

Week 07: Pre-writing, p. 81-87

## Indiana Academic Standards

### Language Arts

Grade K - Adopted: 2023

#### STANDARD / STRAND Kindergarten English/Language Arts

|                                   |  |   |
|-----------------------------------|--|---|
| PROFICIENCY STATEMENT / SUBSTRAND |  | Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode. |
| INDICATOR / STANDARD              |  | Phonological Awareness  |

|                         |         |                                     |
|-------------------------|---------|-------------------------------------|
| EXPECTATION / INDICATOR | K.RF.4. | Identify and produce rhyming words. |
|-------------------------|---------|-------------------------------------|

#### STANDARD / STRAND Kindergarten English/Language Arts

|                                   |  |   |
|-----------------------------------|--|---|
| PROFICIENCY STATEMENT / SUBSTRAND |  | Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode. |
| INDICATOR / STANDARD              |  | Decoding  |

|                         |         |  |
|-------------------------|---------|--|
| EXPECTATION / INDICATOR | K.RF.8. | Use letter-sound knowledge to decode words, including open and closed syllables, consonant digraphs, and blends. (E) |
|-------------------------|---------|--|

**STANDARD /  
STRAND****Kindergarten English/Language Arts**

| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |  | Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing. |
|---|--|---|
|---|--|---|

|                         |         |  |
|-------------------------|---------|--|
| INDICATOR /<br>STANDARD | K.RC.2. | With support, retell familiar stories, poems, and nursery rhymes, including key details. (E) |
|-------------------------|---------|--|

|                         |         |   |
|-------------------------|---------|---|
| INDICATOR /<br>STANDARD | K.RC.5. | With support, retell the main idea and key details of a text. |
|-------------------------|---------|---|

|                         |         |   |
|-------------------------|---------|---|
| INDICATOR /<br>STANDARD | K.RC.7. | Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E) |
|-------------------------|---------|---|

**STANDARD /  
STRAND****Kindergarten English/Language Arts**

| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |  | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
|---|--|--|
|---|--|--|

|                         |        |   |
|-------------------------|--------|---|
| INDICATOR /<br>STANDARD | K.W.1. | Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words. |
|-------------------------|--------|---|

**STANDARD /  
STRAND****Kindergarten English/Language Arts**

| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |  | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
|---|--|--|
|---|--|--|

|                         |        |   |
|-------------------------|--------|---|
| INDICATOR /<br>STANDARD | K.W.5. | With support, apply the writing process to: |
|-------------------------|--------|---|

|                            |          |   |
|----------------------------|----------|---|
| EXPECTATION /<br>INDICATOR | K.W.5.a. | Plan by generating ideas for writing through oral discussions and drawings; |
|----------------------------|----------|---|

**STANDARD /  
STRAND****Kindergarten English/Language Arts**

| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |  | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
|---|--|--|
|---|--|--|

|                         |        |   |
|-------------------------|--------|---|
| INDICATOR /<br>STANDARD | K.W.7. | Demonstrate command of English grammar and usage when writing or speaking, focusing on: |
|-------------------------|--------|---|

|                            |          |  |
|----------------------------|----------|--|
| EXPECTATION /<br>INDICATOR | K.W.7.a. | Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). |
|----------------------------|----------|--|

|                            |          |   |
|----------------------------|----------|---|
| EXPECTATION /<br>INDICATOR | K.W.7.b. | Verbs – Using sentences that include verbs. |
|----------------------------|----------|---|

|                            |          |  |
|----------------------------|----------|--|
| EXPECTATION /<br>INDICATOR | K.W.7.c. | Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something). |
|----------------------------|----------|--|

**STANDARD /  
STRAND****Kindergarten English/Language Arts**

|                                   |        |  |
|-----------------------------------|--------|--|
| PROFICIENCY STATEMENT / SUBSTRAND |        | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| INDICATOR / STANDARD              | K.W.8. | Demonstrate command of capitalization, punctuation, and spelling, focusing on:   |

|                         |          |   |
|-------------------------|----------|---|
| EXPECTATION / INDICATOR | K.W.8.a. | Capitalization – Capitalizing the first word in a sentence and the pronoun I. |
| EXPECTATION / INDICATOR | K.W.8.b. | Punctuation – Recognizing and naming end punctuation.                         |

|                         |          |   |
|-------------------------|----------|---|
| EXPECTATION / INDICATOR | K.W.8.c. | Encoding – Spelling simple words phonetically, drawing on phonemic awareness. |
|-------------------------|----------|---|

**STANDARD / STRAND** Kindergarten English/Language Arts

|                                   |  |  |
|-----------------------------------|--|--|
| PROFICIENCY STATEMENT / SUBSTRAND |  | Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions. |
|-----------------------------------|--|--|

|                      |         |   |
|----------------------|---------|---|
| INDICATOR / STANDARD | K.CC.1. | Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E) |
|----------------------|---------|---|

|                      |         |  |
|----------------------|---------|--|
| INDICATOR / STANDARD | K.CC.4. | Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics. |
|----------------------|---------|--|

Week 08: Pre-writing, p. 89-95

**Indiana Academic Standards**

**Language Arts**

Grade K - Adopted: 2023

**STANDARD / STRAND** Kindergarten English/Language Arts

|                                   |  |   |
|-----------------------------------|--|---|
| PROFICIENCY STATEMENT / SUBSTRAND |  | Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode. |
|-----------------------------------|--|---|

|                      |  |                        |
|----------------------|--|------------------------|
| INDICATOR / STANDARD |  | Phonological Awareness |
|----------------------|--|------------------------|

|                         |         |                                     |
|-------------------------|---------|-------------------------------------|
| EXPECTATION / INDICATOR | K.RF.4. | Identify and produce rhyming words. |
|-------------------------|---------|-------------------------------------|

**STANDARD / STRAND** Kindergarten English/Language Arts

|                                   |  |   |
|-----------------------------------|--|---|
| PROFICIENCY STATEMENT / SUBSTRAND |  | Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode. |
|-----------------------------------|--|---|

|                      |  |          |
|----------------------|--|----------|
| INDICATOR / STANDARD |  | Decoding |
|----------------------|--|----------|

|                         |         |  |
|-------------------------|---------|--|
| EXPECTATION / INDICATOR | K.RF.8. | Use letter-sound knowledge to decode words, including open and closed syllables, consonant digraphs, and blends. (E) |
|-------------------------|---------|--|

**STANDARD /  
STRAND****Kindergarten English/Language Arts**

| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |  | Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing. |
|---|--|---|
|---|--|---|

|                         |         |  |
|-------------------------|---------|--|
| INDICATOR /<br>STANDARD | K.RC.2. | With support, retell familiar stories, poems, and nursery rhymes, including key details. (E) |
|-------------------------|---------|--|

|                         |         |  |
|-------------------------|---------|--|
| INDICATOR /<br>STANDARD | K.RC.3. | Identify important elements within a text (e.g., characters, settings, or events). (E) |
|-------------------------|---------|--|

**STANDARD /  
STRAND****Kindergarten English/Language Arts**

| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |  | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
|---|--|--|
|---|--|--|

|                         |        |   |
|-------------------------|--------|---|
| INDICATOR /<br>STANDARD | K.W.1. | Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words. |
|-------------------------|--------|---|

**STANDARD /  
STRAND****Kindergarten English/Language Arts**

| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |  | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
|---|--|--|
|---|--|--|

|                         |        |   |
|-------------------------|--------|---|
| INDICATOR /<br>STANDARD | K.W.7. | Demonstrate command of English grammar and usage when writing or speaking, focusing on: |
|-------------------------|--------|---|

|                            |          |  |
|----------------------------|----------|--|
| EXPECTATION /<br>INDICATOR | K.W.7.a. | Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). |
|----------------------------|----------|--|

|                            |          |   |
|----------------------------|----------|---|
| EXPECTATION /<br>INDICATOR | K.W.7.b. | Verbs – Using sentences that include verbs. |
|----------------------------|----------|---|

**STANDARD /  
STRAND****Kindergarten English/Language Arts**

| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |  | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
|---|--|--|
|---|--|--|

|                         |        |  |
|-------------------------|--------|--|
| INDICATOR /<br>STANDARD | K.W.8. | Demonstrate command of capitalization, punctuation, and spelling, focusing on: |
|-------------------------|--------|--|

|                            |          |   |
|----------------------------|----------|---|
| EXPECTATION /<br>INDICATOR | K.W.8.c. | Encoding – Spelling simple words phonetically, drawing on phonemic awareness. |
|----------------------------|----------|---|

**STANDARD /  
STRAND****Kindergarten English/Language Arts**

| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |  | Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions. |
|---|--|--|
|---|--|--|

|                         |         |   |
|-------------------------|---------|---|
| INDICATOR /<br>STANDARD | K.CC.1. | Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E) |
|-------------------------|---------|---|

|                      |         |  |
|----------------------|---------|--|
| INDICATOR / STANDARD | K.CC.4. | Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics. |
|----------------------|---------|--|

Week 09: Pre-writing, p. 97-103

## Indiana Academic Standards

### Language Arts

Grade K - Adopted: 2023

| STANDARD / STRAND                 |         | Kindergarten English/Language Arts  |
|-----------------------------------|---------|---|
| PROFICIENCY STATEMENT / SUBSTRAND |         | Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode.                               |
| INDICATOR / STANDARD              |         | Phonological Awareness  |
| EXPECTATION / INDICATOR           | K.RF.4. | Identify and produce rhyming words.   |
| EXPECTATION / INDICATOR           | K.RF.5. | Orally pronounce, blend, and segment words into syllables. (E)  |
| STANDARD / STRAND                 |         | Kindergarten English/Language Arts  |
| PROFICIENCY STATEMENT / SUBSTRAND |         | Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode.                               |
| INDICATOR / STANDARD              |         | Decoding  |
| EXPECTATION / INDICATOR           | K.RF.8. | Use letter-sound knowledge to decode words, including open and closed syllables, consonant digraphs, and blends. (E)  |
| STANDARD / STRAND                 |         | Kindergarten English/Language Arts  |
| PROFICIENCY STATEMENT / SUBSTRAND |         | Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing. |
| INDICATOR / STANDARD              | K.RC.2. | With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)  |
| INDICATOR / STANDARD              | K.RC.7. | Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E)   |
| STANDARD / STRAND                 |         | Kindergarten English/Language Arts  |
| PROFICIENCY STATEMENT / SUBSTRAND |         | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.  |
| INDICATOR / STANDARD              | K.W.1.  | Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.   |

**STANDARD / STRAND** Kindergarten English/Language Arts

|                                   |          |  |
|-----------------------------------|----------|--|
| PROFICIENCY STATEMENT / SUBSTRAND |          | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| INDICATOR / STANDARD              | K.W.7.   | Demonstrate command of English grammar and usage when writing or speaking, focusing on:  |
| EXPECTATION / INDICATOR           | K.W.7.a. | Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).                                       |
| EXPECTATION / INDICATOR           | K.W.7.b. | Verbs – Using sentences that include verbs.  |
| EXPECTATION / INDICATOR           | K.W.7.c. | Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something).         |

**STANDARD / STRAND** Kindergarten English/Language Arts

|                                   |          |  |
|-----------------------------------|----------|--|
| PROFICIENCY STATEMENT / SUBSTRAND |          | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| INDICATOR / STANDARD              | K.W.8.   | Demonstrate command of capitalization, punctuation, and spelling, focusing on:   |
| EXPECTATION / INDICATOR           | K.W.8.c. | Encoding – Spelling simple words phonetically, drawing on phonemic awareness.  |

**STANDARD / STRAND** Kindergarten English/Language Arts

|                                   |         |  |
|-----------------------------------|---------|--|
| PROFICIENCY STATEMENT / SUBSTRAND |         | Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.                                     |
| INDICATOR / STANDARD              | K.CC.1. | Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)  |
| INDICATOR / STANDARD              | K.CC.4. | Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics. |

Week 10: Pre-writing, p. 105-111

**Indiana Academic Standards**

**Language Arts**

Grade K - Adopted: 2023

**STANDARD / STRAND** Kindergarten English/Language Arts

|                                   |  |   |
|-----------------------------------|--|---|
| PROFICIENCY STATEMENT / SUBSTRAND |  | Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode. |
| INDICATOR / STANDARD              |  | Phonological Awareness  |

|  |   |  |
|--|---|--|
| EXPECTATION /<br>INDICATOR                       | K.RF.4.                                   | Identify and produce rhyming words.  |
| EXPECTATION /<br>INDICATOR                       | K.RF.5.                                   | Orally pronounce, blend, and segment words into syllables. (E)   |
| <b>STANDARD /<br/>STRAND</b>                     | <b>Kindergarten English/Language Arts</b> |  |
| <b>PROFICIENCY<br/>STATEMENT /<br/>SUBSTRAND</b> |   | <b>Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode.</b> |
| <b>INDICATOR /<br/>STANDARD</b>                  |   | <b>Decoding</b>  |
| EXPECTATION /<br>INDICATOR                       | K.RF.8.                                   | Use letter-sound knowledge to decode words, including open and closed syllables, consonant digraphs, and blends. (E)   |
| <b>STANDARD /<br/>STRAND</b>                     | <b>Kindergarten English/Language Arts</b> |  |
| <b>PROFICIENCY<br/>STATEMENT /<br/>SUBSTRAND</b> |   | <b>Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.</b>            |
| INDICATOR /<br>STANDARD                          | K.W.1.                                    | Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.                                  |
| <b>STANDARD /<br/>STRAND</b>                     | <b>Kindergarten English/Language Arts</b> |  |
| <b>PROFICIENCY<br/>STATEMENT /<br/>SUBSTRAND</b> |   | <b>Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.</b>            |
| <b>INDICATOR /<br/>STANDARD</b>                  | <b>K.W.5.</b>                             | <b>With support, apply the writing process to:</b>   |
| EXPECTATION /<br>INDICATOR                       | K.W.5.a.                                  | Plan by generating ideas for writing through oral discussions and drawings;  |
| <b>STANDARD /<br/>STRAND</b>                     | <b>Kindergarten English/Language Arts</b> |  |
| <b>PROFICIENCY<br/>STATEMENT /<br/>SUBSTRAND</b> |   | <b>Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.</b>            |
| <b>INDICATOR /<br/>STANDARD</b>                  | <b>K.W.7.</b>                             | <b>Demonstrate command of English grammar and usage when writing or speaking, focusing on:</b>   |
| EXPECTATION /<br>INDICATOR                       | K.W.7.a.                                  | Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).   |
| EXPECTATION /<br>INDICATOR                       | K.W.7.b.                                  | Verbs – Using sentences that include verbs.  |
| EXPECTATION /<br>INDICATOR                       | K.W.7.c.                                  | Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something).                           |



**STANDARD / STRAND** Kindergarten English/Language Arts

|                                   |        |  |
|-----------------------------------|--------|--|
| PROFICIENCY STATEMENT / SUBSTRAND |        | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| INDICATOR / STANDARD              | K.W.8. | Demonstrate command of capitalization, punctuation, and spelling, focusing on:   |

|                         |          |   |
|-------------------------|----------|---|
| EXPECTATION / INDICATOR | K.W.8.c. | Encoding – Spelling simple words phonetically, drawing on phonemic awareness. |
|-------------------------|----------|---|

**STANDARD / STRAND** Kindergarten English/Language Arts

|                                   |  |  |
|-----------------------------------|--|--|
| PROFICIENCY STATEMENT / SUBSTRAND |  | Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions. |
|-----------------------------------|--|--|

|                      |         |   |
|----------------------|---------|---|
| INDICATOR / STANDARD | K.CC.1. | Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E) |
|----------------------|---------|---|

|                      |         |  |
|----------------------|---------|--|
| INDICATOR / STANDARD | K.CC.4. | Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics. |
|----------------------|---------|--|

Week 11: Pre-writing, p. 113-119

**Indiana Academic Standards**

**Language Arts**

Grade K - Adopted: 2023

**STANDARD / STRAND** Kindergarten English/Language Arts

|                                   |  |   |
|-----------------------------------|--|---|
| PROFICIENCY STATEMENT / SUBSTRAND |  | Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode. |
| INDICATOR / STANDARD              |  | Phonological Awareness  |

|                         |         |                                     |
|-------------------------|---------|-------------------------------------|
| EXPECTATION / INDICATOR | K.RF.4. | Identify and produce rhyming words. |
|-------------------------|---------|-------------------------------------|

**STANDARD / STRAND** Kindergarten English/Language Arts

|                                   |  |   |
|-----------------------------------|--|---|
| PROFICIENCY STATEMENT / SUBSTRAND |  | Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode. |
| INDICATOR / STANDARD              |  | Decoding  |

|                         |         |  |
|-------------------------|---------|--|
| EXPECTATION / INDICATOR | K.RF.8. | Use letter-sound knowledge to decode words, including open and closed syllables, consonant digraphs, and blends. (E) |
|-------------------------|---------|--|

**STANDARD / STRAND** Kindergarten English/Language Arts

|  |   |  |
|--|---|--|
| <b>PROFICIENCY STATEMENT / SUBSTRAND</b> |   | <b>Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.</b> |
| INDICATOR / STANDARD                     | K.RC.2.                                   | With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)   |
| <b>STANDARD / STRAND</b>                 | <b>Kindergarten English/Language Arts</b> |  |
| <b>PROFICIENCY STATEMENT / SUBSTRAND</b> |   | <b>Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.</b>  |
| INDICATOR / STANDARD                     | K.W.1.                                    | Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.  |
| INDICATOR / STANDARD                     | K.W.3.                                    | Use words and pictures to develop a main idea and provide information about a topic. (E)   |
| INDICATOR / STANDARD                     | K.W.4.                                    | Use words, pictures, and dictation to narrate a single event or simple story, arranging ideas in order. (E)  |
| <b>STANDARD / STRAND</b>                 | <b>Kindergarten English/Language Arts</b> |  |
| <b>PROFICIENCY STATEMENT / SUBSTRAND</b> |   | <b>Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.</b>  |
| <b>INDICATOR / STANDARD</b>              | K.W.5.                                    | <b>With support, apply the writing process to:</b>   |
| EXPECTATION / INDICATOR                  | K.W.5.a.                                  | Plan by generating ideas for writing through oral discussions and drawings;  |
| <b>STANDARD / STRAND</b>                 | <b>Kindergarten English/Language Arts</b> |  |
| <b>PROFICIENCY STATEMENT / SUBSTRAND</b> |   | <b>Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.</b>  |
| <b>INDICATOR / STANDARD</b>              | K.W.7.                                    | <b>Demonstrate command of English grammar and usage when writing or speaking, focusing on:</b>   |
| EXPECTATION / INDICATOR                  | K.W.7.a.                                  | Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).   |
| EXPECTATION / INDICATOR                  | K.W.7.b.                                  | Verbs – Using sentences that include verbs.  |
| EXPECTATION / INDICATOR                  | K.W.7.c.                                  | Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something).   |
| <b>STANDARD / STRAND</b>                 | <b>Kindergarten English/Language Arts</b> |  |
| <b>PROFICIENCY STATEMENT / SUBSTRAND</b> |   | <b>Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.</b>  |

|                                   |                                    |  |
|-----------------------------------|------------------------------------|--|
| INDICATOR / STANDARD              | K.W.8.                             | Demonstrate command of capitalization, punctuation, and spelling, focusing on:   |
| EXPECTATION / INDICATOR           | K.W.8.a.                           | Capitalization – Capitalizing the first word in a sentence and the pronoun I.  |
| STANDARD / STRAND                 | Kindergarten English/Language Arts |  |
| PROFICIENCY STATEMENT / SUBSTRAND |                                    | Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.                                     |
| INDICATOR / STANDARD              | K.CC.1.                            | Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)  |
| INDICATOR / STANDARD              | K.CC.4.                            | Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics. |

Week 12: Pre-writing, p. 121-127

## Indiana Academic Standards

### Language Arts

Grade K - Adopted: 2023

|                                   |                                    |   |
|-----------------------------------|------------------------------------|---|
| STANDARD / STRAND                 | Kindergarten English/Language Arts |   |
| PROFICIENCY STATEMENT / SUBSTRAND |                                    | Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode.                               |
| INDICATOR / STANDARD              |                                    | Print Concepts  |
| EXPECTATION / INDICATOR           | K.RF.3.                            | Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)  |
| STANDARD / STRAND                 | Kindergarten English/Language Arts |   |
| PROFICIENCY STATEMENT / SUBSTRAND |                                    | Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode.                               |
| INDICATOR / STANDARD              |                                    | Phonological Awareness  |
| EXPECTATION / INDICATOR           | K.RF.4.                            | Identify and produce rhyming words.   |
| EXPECTATION / INDICATOR           | K.RF.5.                            | Orally pronounce, blend, and segment words into syllables. (E)  |
| STANDARD / STRAND                 | Kindergarten English/Language Arts |   |
| PROFICIENCY STATEMENT / SUBSTRAND |                                    | Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing. |

|  |   |  |
|--|---|--|
| INDICATOR / STANDARD                     | K.RC.2.                                   | With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)   |
| INDICATOR / STANDARD                     | K.RC.7.                                   | Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E)  |
| <b>STANDARD / STRAND</b>                 | <b>Kindergarten English/Language Arts</b> |  |
| <b>PROFICIENCY STATEMENT / SUBSTRAND</b> |   | <b>Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.</b>                                    |
| INDICATOR / STANDARD                     | K.W.1.                                    | Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.  |
| <b>STANDARD / STRAND</b>                 | <b>Kindergarten English/Language Arts</b> |  |
| <b>PROFICIENCY STATEMENT / SUBSTRAND</b> |   | <b>Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.</b>                                    |
| <b>INDICATOR / STANDARD</b>              | <b>K.W.7.</b>                             | <b>Demonstrate command of English grammar and usage when writing or speaking, focusing on:</b>   |
| EXPECTATION / INDICATOR                  | K.W.7.a.                                  | Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).   |
| EXPECTATION / INDICATOR                  | K.W.7.b.                                  | Verbs – Using sentences that include verbs.  |
| EXPECTATION / INDICATOR                  | K.W.7.c.                                  | Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something).   |
| <b>STANDARD / STRAND</b>                 | <b>Kindergarten English/Language Arts</b> |  |
| <b>PROFICIENCY STATEMENT / SUBSTRAND</b> |   | <b>Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.</b>                                    |
| <b>INDICATOR / STANDARD</b>              | <b>K.W.8.</b>                             | <b>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</b>  |
| EXPECTATION / INDICATOR                  | K.W.8.c.                                  | Encoding – Spelling simple words phonetically, drawing on phonemic awareness.  |
| <b>STANDARD / STRAND</b>                 | <b>Kindergarten English/Language Arts</b> |  |
| <b>PROFICIENCY STATEMENT / SUBSTRAND</b> |   | <b>Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.</b>                              |
| INDICATOR / STANDARD                     | K.CC.1.                                   | Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)  |
| INDICATOR / STANDARD                     | K.CC.4.                                   | Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics. |

## Indiana Academic Standards

### Language Arts

Grade K - Adopted: 2023

#### STANDARD / STRAND Kindergarten English/Language Arts

|                                   |  |   |
|-----------------------------------|--|---|
| PROFICIENCY STATEMENT / SUBSTRAND |  | Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode. |
| INDICATOR / STANDARD              |  | Print Concepts  |

|                         |         |   |
|-------------------------|---------|---|
| EXPECTATION / INDICATOR | K.RF.1. | Demonstrate understanding that print moves from left to right across the page and from top to bottom. |
|-------------------------|---------|---|

#### STANDARD / STRAND Kindergarten English/Language Arts

|                                   |  |   |
|-----------------------------------|--|---|
| PROFICIENCY STATEMENT / SUBSTRAND |  | Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode. |
| INDICATOR / STANDARD              |  | Phonological Awareness  |

|                         |         |                                     |
|-------------------------|---------|-------------------------------------|
| EXPECTATION / INDICATOR | K.RF.4. | Identify and produce rhyming words. |
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|                         |         |  |
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| EXPECTATION / INDICATOR | K.RF.5. | Orally pronounce, blend, and segment words into syllables. (E) |
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#### STANDARD / STRAND Kindergarten English/Language Arts

|                                   |  |   |
|-----------------------------------|--|---|
| PROFICIENCY STATEMENT / SUBSTRAND |  | Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode. |
| INDICATOR / STANDARD              |  | Decoding  |

|                         |         |  |
|-------------------------|---------|--|
| EXPECTATION / INDICATOR | K.RF.8. | Use letter-sound knowledge to decode words, including open and closed syllables, consonant digraphs, and blends. (E) |
|-------------------------|---------|--|

|                         |         |   |
|-------------------------|---------|---|
| EXPECTATION / INDICATOR | K.RF.9. | Orally read decodable texts with appropriate accuracy and automaticity. |
|-------------------------|---------|---|

#### STANDARD / STRAND Kindergarten English/Language Arts

|                                   |         |   |
|-----------------------------------|---------|---|
| PROFICIENCY STATEMENT / SUBSTRAND |         | Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing. |
| INDICATOR / STANDARD              | K.RC.2. | With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)  |

**STANDARD /  
STRAND****Kindergarten English/Language Arts**

| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |        | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
|---|--------|--|
| INDICATOR /<br>STANDARD                 | K.W.1. | Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.                |
| INDICATOR /<br>STANDARD                 | K.W.3. | Use words and pictures to develop a main idea and provide information about a topic. (E)   |
| INDICATOR /<br>STANDARD                 | K.W.4. | Use words, pictures, and dictation to narrate a single event or simple story, arranging ideas in order. (E)                                  |

**STANDARD /  
STRAND****Kindergarten English/Language Arts**

| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |          | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
|---|----------|--|
| INDICATOR /<br>STANDARD                 | K.W.5.   | With support, apply the writing process to:  |
| EXPECTATION /<br>INDICATOR              | K.W.5.a. | Plan by generating ideas for writing through oral discussions and drawings;  |
| EXPECTATION /<br>INDICATOR              | K.W.5.b. | Develop drafts in pictorial or written form by organizing ideas;   |

**STANDARD /  
STRAND****Kindergarten English/Language Arts**

| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |          | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
|---|----------|--|
| INDICATOR /<br>STANDARD                 | K.W.7.   | Demonstrate command of English grammar and usage when writing or speaking, focusing on:  |
| EXPECTATION /<br>INDICATOR              | K.W.7.a. | Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).                                       |
| EXPECTATION /<br>INDICATOR              | K.W.7.b. | Verbs – Using sentences that include verbs.  |
| EXPECTATION /<br>INDICATOR              | K.W.7.c. | Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something).         |

**STANDARD /  
STRAND****Kindergarten English/Language Arts**

| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |        | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
|---|--------|--|
| INDICATOR /<br>STANDARD                 | K.W.8. | Demonstrate command of capitalization, punctuation, and spelling, focusing on:   |

|   |          |  |
|---|----------|--|
| EXPECTATION /<br>INDICATOR                                      | K.W.8.a. | Capitalization – Capitalizing the first word in a sentence and the pronoun I.  |
| EXPECTATION /<br>INDICATOR                                      | K.W.8.b. | Punctuation – Recognizing and naming end punctuation.  |
| <b>STANDARD /<br/>STRAND</b> Kindergarten English/Language Arts |          |  |
| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND                         |          | Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.                                     |
| INDICATOR /<br>STANDARD   | K.CC.1.  | Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)  |
| INDICATOR /<br>STANDARD   | K.CC.3.  | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)  |
| INDICATOR /<br>STANDARD   | K.CC.4.  | Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics. |

Week 14: Introduction to Unit 2 Modeling Writing from Notes, p. 139-147

## Indiana Academic Standards

### Language Arts

Grade K - Adopted: 2023

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|---|--|---|
| <b>STANDARD /<br/>STRAND</b> Kindergarten English/Language Arts |  |   |
| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND                         |  | Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode. |
| INDICATOR /<br>STANDARD   |  | Phonological Awareness  |

|                            |         |                                     |
|----------------------------|---------|-------------------------------------|
| EXPECTATION /<br>INDICATOR | K.RF.4. | Identify and produce rhyming words. |
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|---|--|---|
| <b>STANDARD /<br/>STRAND</b> Kindergarten English/Language Arts |  |   |
| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND                         |  | Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode. |
| INDICATOR /<br>STANDARD   |  | Decoding  |

|                            |         |  |
|----------------------------|---------|--|
| EXPECTATION /<br>INDICATOR | K.RF.8. | Use letter-sound knowledge to decode words, including open and closed syllables, consonant digraphs, and blends. (E) |
|----------------------------|---------|--|

**STANDARD /  
STRAND** Kindergarten English/Language Arts

|  |   |  |
|--|---|--|
| <b>PROFICIENCY STATEMENT / SUBSTRAND</b> |   | <b>Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.</b> |
| INDICATOR / STANDARD                     | K.RC.2.                                   | With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)   |
| <b>STANDARD / STRAND</b>                 | <b>Kindergarten English/Language Arts</b> |  |
| <b>PROFICIENCY STATEMENT / SUBSTRAND</b> |   | <b>Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.</b>  |
| INDICATOR / STANDARD                     | K.W.1.                                    | Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.  |
| <b>STANDARD / STRAND</b>                 | <b>Kindergarten English/Language Arts</b> |  |
| <b>PROFICIENCY STATEMENT / SUBSTRAND</b> |   | <b>Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.</b>  |
| <b>INDICATOR / STANDARD</b>              | <b>K.W.5.</b>                             | <b>With support, apply the writing process to:</b>   |
| EXPECTATION / INDICATOR                  | K.W.5.a.                                  | Plan by generating ideas for writing through oral discussions and drawings;  |
| EXPECTATION / INDICATOR                  | K.W.5.b.                                  | Develop drafts in pictorial or written form by organizing ideas;   |
| <b>STANDARD / STRAND</b>                 | <b>Kindergarten English/Language Arts</b> |  |
| <b>PROFICIENCY STATEMENT / SUBSTRAND</b> |   | <b>Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.</b>  |
| <b>INDICATOR / STANDARD</b>              | <b>K.W.7.</b>                             | <b>Demonstrate command of English grammar and usage when writing or speaking, focusing on:</b>   |
| EXPECTATION / INDICATOR                  | K.W.7.a.                                  | Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).   |
| EXPECTATION / INDICATOR                  | K.W.7.b.                                  | Verbs – Using sentences that include verbs.  |
| EXPECTATION / INDICATOR                  | K.W.7.c.                                  | Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something).   |
| <b>STANDARD / STRAND</b>                 | <b>Kindergarten English/Language Arts</b> |  |
| <b>PROFICIENCY STATEMENT / SUBSTRAND</b> |   | <b>Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.</b>                                    |
| INDICATOR / STANDARD                     | K.CC.1.                                   | Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)  |



|                         |         |  |
|-------------------------|---------|--|
| INDICATOR /<br>STANDARD | K.CC.4. | Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics. |
|-------------------------|---------|--|

Week 15: Unit 2 Modeling Writing from Notes, p. 149-155

## Indiana Academic Standards

### Language Arts

Grade K - Adopted: 2023

#### STANDARD / STRAND Kindergarten English/Language Arts

|   |  |   |
|---|--|---|
| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |  | Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode. |
| INDICATOR /<br>STANDARD                 |  | Print Concepts  |

|                            |         |   |
|----------------------------|---------|---|
| EXPECTATION /<br>INDICATOR | K.RF.1. | Demonstrate understanding that print moves from left to right across the page and from top to bottom. |
|----------------------------|---------|---|

#### STANDARD / STRAND Kindergarten English/Language Arts

|   |  |   |
|---|--|---|
| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |  | Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode. |
| INDICATOR /<br>STANDARD                 |  | Phonological Awareness  |

|                            |         |                                     |
|----------------------------|---------|-------------------------------------|
| EXPECTATION /<br>INDICATOR | K.RF.4. | Identify and produce rhyming words. |
|----------------------------|---------|-------------------------------------|

#### STANDARD / STRAND Kindergarten English/Language Arts

|   |  |   |
|---|--|---|
| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |  | Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode. |
| INDICATOR /<br>STANDARD                 |  | Decoding  |

|                            |         |   |
|----------------------------|---------|---|
| EXPECTATION /<br>INDICATOR | K.RF.9. | Orally read decodable texts with appropriate accuracy and automaticity. |
|----------------------------|---------|---|

#### STANDARD / STRAND Kindergarten English/Language Arts

|   |  |   |
|---|--|---|
| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |  | Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing. |
|---|--|---|

|                         |         |  |
|-------------------------|---------|--|
| INDICATOR /<br>STANDARD | K.RC.2. | With support, retell familiar stories, poems, and nursery rhymes, including key details. (E) |
|-------------------------|---------|--|

#### STANDARD / STRAND Kindergarten English/Language Arts

|   |                                    |  |
|---|------------------------------------|--|
| PROFICIENCY STATEMENT / SUBSTRAND                       |                                    | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.   |
| INDICATOR / STANDARD                                    | K.W.1.                             | Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.  |
| STANDARD / STRAND                                       | Kindergarten English/Language Arts |  |
| PROFICIENCY STATEMENT / SUBSTRAND                       |                                    | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.   |
| INDICATOR / STANDARD                                    | K.W.5.                             | With support, apply the writing process to:  |
| EXPECTATION / INDICATOR                                 | K.W.5.a.                           | Plan by generating ideas for writing through oral discussions and drawings;  |
| EXPECTATION / INDICATOR                                 | K.W.5.b.                           | Develop drafts in pictorial or written form by organizing ideas;   |
| STANDARD / STRAND                                       | Kindergarten English/Language Arts |  |
| PROFICIENCY STATEMENT / SUBSTRAND                       |                                    | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.   |
| INDICATOR / STANDARD                                    | K.W.7.                             | Demonstrate command of English grammar and usage when writing or speaking, focusing on:  |
| EXPECTATION / INDICATOR                                 | K.W.7.a.                           | Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).   |
| EXPECTATION / INDICATOR                                 | K.W.7.b.                           | Verbs – Using sentences that include verbs.  |
| EXPECTATION / INDICATOR                                 | K.W.7.c.                           | Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something).   |
| STANDARD / STRAND                                       | Kindergarten English/Language Arts |  |
| PROFICIENCY STATEMENT / SUBSTRAND                       |                                    | Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.                                     |
| INDICATOR / STANDARD                                    | K.CC.1.                            | Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)  |
| INDICATOR / STANDARD                                    | K.CC.4.                            | Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics. |
| Week 16: Unit 2 Modeling Writing from Notes, p. 157-163 |                                    |  |

## Indiana Academic Standards

### Language Arts

**STANDARD / STRAND** Kindergarten English/Language Arts

|  |  |   |
|--|--|---|
| <b>PROFICIENCY STATEMENT / SUBSTRAND</b> |  | Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode. |
| <b>INDICATOR / STANDARD</b>              |  | Phonological Awareness  |

EXPECTATION / INDICATOR K.RF.4. Identify and produce rhyming words.

**STANDARD / STRAND** Kindergarten English/Language Arts

|  |  |   |
|--|--|---|
| <b>PROFICIENCY STATEMENT / SUBSTRAND</b> |  | Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode. |
| <b>INDICATOR / STANDARD</b>              |  | Decoding  |

EXPECTATION / INDICATOR K.RF.9. Orally read decodable texts with appropriate accuracy and automaticity.

**STANDARD / STRAND** Kindergarten English/Language Arts

|  |         |   |
|--|---------|---|
| <b>PROFICIENCY STATEMENT / SUBSTRAND</b> |         | Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing. |
| <b>INDICATOR / STANDARD</b>              | K.RC.2. | With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)  |

INDICATOR / STANDARD K.RC.7. Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E)

**STANDARD / STRAND** Kindergarten English/Language Arts

|  |        |  |
|--|--------|--|
| <b>PROFICIENCY STATEMENT / SUBSTRAND</b> |        | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| <b>INDICATOR / STANDARD</b>              | K.W.1. | Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.                |

**STANDARD / STRAND** Kindergarten English/Language Arts

|  |        |  |
|--|--------|--|
| <b>PROFICIENCY STATEMENT / SUBSTRAND</b> |        | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| <b>INDICATOR / STANDARD</b>              | K.W.5. | With support, apply the writing process to:  |

EXPECTATION / INDICATOR K.W.5.a. Plan by generating ideas for writing through oral discussions and drawings;

|  |   |  |
|--|---|--|
| EXPECTATION /<br>INDICATOR                       | K.W.5.b.                                  | Develop drafts in pictorial or written form by organizing ideas;   |
| <b>STANDARD /<br/>STRAND</b>                     | <b>Kindergarten English/Language Arts</b> |  |
| <b>PROFICIENCY<br/>STATEMENT /<br/>SUBSTRAND</b> |   | <b>Writing – Learning Outcome:</b> Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.                                    |
| <b>INDICATOR /<br/>STANDARD</b>                  | K.W.7.                                    | <b>Demonstrate command of English grammar and usage when writing or speaking, focusing on:</b>   |
| EXPECTATION /<br>INDICATOR                       | K.W.7.c.                                  | Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something).   |
| <b>STANDARD /<br/>STRAND</b>                     | <b>Kindergarten English/Language Arts</b> |  |
| <b>PROFICIENCY<br/>STATEMENT /<br/>SUBSTRAND</b> |   | <b>Communication and Collaboration – Learning Outcome:</b> Students actively listen and participate in discussions using details and answering questions.                              |
| <b>INDICATOR /<br/>STANDARD</b>                  | K.CC.1.                                   | Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)  |
| <b>INDICATOR /<br/>STANDARD</b>                  | K.CC.4.                                   | Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics. |

Week 17: Unit 2 Modeling Writing from Notes, p. 165-171

## Indiana Academic Standards

### Language Arts

Grade K - Adopted: 2023

|  |   |  |
|--|---|--|
| <b>STANDARD /<br/>STRAND</b>                     | <b>Kindergarten English/Language Arts</b> |  |
| <b>PROFICIENCY<br/>STATEMENT /<br/>SUBSTRAND</b> |   | <b>Reading Foundations – Learning Outcome:</b> Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode.                               |
| <b>INDICATOR /<br/>STANDARD</b>                  |   | <b>Decoding</b>  |
| EXPECTATION /<br>INDICATOR                       | K.RF.8.                                   | Use letter-sound knowledge to decode words, including open and closed syllables, consonant digraphs, and blends. (E)   |
| EXPECTATION /<br>INDICATOR                       | K.RF.9.                                   | Orally read decodable texts with appropriate accuracy and automaticity.  |
| <b>STANDARD /<br/>STRAND</b>                     | <b>Kindergarten English/Language Arts</b> |  |
| <b>PROFICIENCY<br/>STATEMENT /<br/>SUBSTRAND</b> |   | <b>Reading Comprehension – Learning Outcome:</b> Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing. |
| <b>INDICATOR /<br/>STANDARD</b>                  | K.RC.2.                                   | With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)   |

|   |   |  |
|---|---|--|
| INDICATOR /<br>STANDARD                 | K.RC.3.                                   | Identify important elements within a text (e.g., characters, settings, or events). (E)   |
| INDICATOR /<br>STANDARD                 | K.RC.7.                                   | Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E)                        |
| <b>STANDARD /<br/>STRAND</b>            | <b>Kindergarten English/Language Arts</b> |  |
| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |   | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| INDICATOR /<br>STANDARD                 | K.W.1.                                    | Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.                |
| <b>STANDARD /<br/>STRAND</b>            | <b>Kindergarten English/Language Arts</b> |  |
| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |   | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| INDICATOR /<br>STANDARD                 | K.W.5.                                    | With support, apply the writing process to:  |
| EXPECTATION /<br>INDICATOR              | K.W.5.a.                                  | Plan by generating ideas for writing through oral discussions and drawings;  |
| EXPECTATION /<br>INDICATOR              | K.W.5.b.                                  | Develop drafts in pictorial or written form by organizing ideas;   |
| <b>STANDARD /<br/>STRAND</b>            | <b>Kindergarten English/Language Arts</b> |  |
| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |   | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| INDICATOR /<br>STANDARD                 | K.W.7.                                    | Demonstrate command of English grammar and usage when writing or speaking, focusing on:  |
| EXPECTATION /<br>INDICATOR              | K.W.7.a.                                  | Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).                                       |
| EXPECTATION /<br>INDICATOR              | K.W.7.b.                                  | Verbs – Using sentences that include verbs.  |
| EXPECTATION /<br>INDICATOR              | K.W.7.c.                                  | Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something).         |
| <b>STANDARD /<br/>STRAND</b>            | <b>Kindergarten English/Language Arts</b> |  |
| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |   | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| INDICATOR /<br>STANDARD                 | K.W.8.                                    | Demonstrate command of capitalization, punctuation, and spelling, focusing on:   |

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|--|---|--|
| EXPECTATION /<br>INDICATOR                       | K.W.8.c.                                  | Encoding – Spelling simple words phonetically, drawing on phonemic awareness.  |
| <b>STANDARD /<br/>STRAND</b>                     | <b>Kindergarten English/Language Arts</b> |  |
| <b>PROFICIENCY<br/>STATEMENT /<br/>SUBSTRAND</b> |   | <b>Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.</b>                              |
| INDICATOR /<br>STANDARD                          | K.CC.1.                                   | Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)  |
| INDICATOR /<br>STANDARD                          | K.CC.4.                                   | Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics. |

Week 18: Introduction to Unit 3 Modeling Telling Narrative Stories, p. 173-183

## Indiana Academic Standards

### Language Arts

Grade K - Adopted: 2023

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|--|---|--|
| <b>STANDARD /<br/>STRAND</b>                     | <b>Kindergarten English/Language Arts</b> |  |
| <b>PROFICIENCY<br/>STATEMENT /<br/>SUBSTRAND</b> |   | <b>Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode.</b>                               |
| <b>INDICATOR /<br/>STANDARD</b>                  |   | <b>Phonological Awareness</b>  |
| EXPECTATION /<br>INDICATOR                       | K.RF.4.                                   | Identify and produce rhyming words.  |
| <b>STANDARD /<br/>STRAND</b>                     | <b>Kindergarten English/Language Arts</b> |  |
| <b>PROFICIENCY<br/>STATEMENT /<br/>SUBSTRAND</b> |   | <b>Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode.</b>                               |
| <b>INDICATOR /<br/>STANDARD</b>                  |   | <b>Decoding</b>  |
| EXPECTATION /<br>INDICATOR                       | K.RF.8.                                   | Use letter-sound knowledge to decode words, including open and closed syllables, consonant digraphs, and blends. (E)   |
| <b>STANDARD /<br/>STRAND</b>                     | <b>Kindergarten English/Language Arts</b> |  |
| <b>PROFICIENCY<br/>STATEMENT /<br/>SUBSTRAND</b> |   | <b>Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.</b> |
| INDICATOR /<br>STANDARD                          | K.RC.2.                                   | With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)   |
| INDICATOR /<br>STANDARD                          | K.RC.3.                                   | Identify important elements within a text (e.g., characters, settings, or events). (E)   |

|   |   |  |
|---|---|--|
| INDICATOR /<br>STANDARD                 | K.RC.5.                                   | With support, retell the main idea and key details of a text.  |
| <b>STANDARD /<br/>STRAND</b>            | <b>Kindergarten English/Language Arts</b> |  |
| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |   | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.   |
| INDICATOR /<br>STANDARD                 | K.W.1.                                    | Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.  |
| <b>STANDARD /<br/>STRAND</b>            | <b>Kindergarten English/Language Arts</b> |  |
| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |   | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.   |
| INDICATOR /<br>STANDARD                 | K.W.5.                                    | With support, apply the writing process to:  |
| EXPECTATION /<br>INDICATOR              | K.W.5.a.                                  | Plan by generating ideas for writing through oral discussions and drawings;  |
| EXPECTATION /<br>INDICATOR              | K.W.5.b.                                  | Develop drafts in pictorial or written form by organizing ideas;   |
| <b>STANDARD /<br/>STRAND</b>            | <b>Kindergarten English/Language Arts</b> |  |
| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |   | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.   |
| INDICATOR /<br>STANDARD                 | K.W.7.                                    | Demonstrate command of English grammar and usage when writing or speaking, focusing on:  |
| EXPECTATION /<br>INDICATOR              | K.W.7.a.                                  | Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).   |
| EXPECTATION /<br>INDICATOR              | K.W.7.b.                                  | Verbs – Using sentences that include verbs.  |
| EXPECTATION /<br>INDICATOR              | K.W.7.c.                                  | Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something).   |
| <b>STANDARD /<br/>STRAND</b>            | <b>Kindergarten English/Language Arts</b> |  |
| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |   | Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.                                     |
| INDICATOR /<br>STANDARD                 | K.CC.1.                                   | Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)  |
| INDICATOR /<br>STANDARD                 | K.CC.4.                                   | Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics. |

## Indiana Academic Standards

### Language Arts

Grade K - Adopted: 2023

#### STANDARD / STRAND Kindergarten English/Language Arts

|                                   |  |   |
|-----------------------------------|--|---|
| PROFICIENCY STATEMENT / SUBSTRAND |  | Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode. |
| INDICATOR / STANDARD              |  | Print Concepts  |

|                         |         |   |
|-------------------------|---------|---|
| EXPECTATION / INDICATOR | K.RF.1. | Demonstrate understanding that print moves from left to right across the page and from top to bottom. |
|-------------------------|---------|---|

#### STANDARD / STRAND Kindergarten English/Language Arts

|                                   |  |   |
|-----------------------------------|--|---|
| PROFICIENCY STATEMENT / SUBSTRAND |  | Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode. |
| INDICATOR / STANDARD              |  | Phonological Awareness  |

|                         |         |                                     |
|-------------------------|---------|-------------------------------------|
| EXPECTATION / INDICATOR | K.RF.4. | Identify and produce rhyming words. |
|-------------------------|---------|-------------------------------------|

#### STANDARD / STRAND Kindergarten English/Language Arts

|                                   |         |   |
|-----------------------------------|---------|---|
| PROFICIENCY STATEMENT / SUBSTRAND |         | Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing. |
| INDICATOR / STANDARD              | K.RC.2. | With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)  |

|                      |         |  |
|----------------------|---------|--|
| INDICATOR / STANDARD | K.RC.3. | Identify important elements within a text (e.g., characters, settings, or events). (E) |
|----------------------|---------|--|

#### STANDARD / STRAND Kindergarten English/Language Arts

|                                   |        |  |
|-----------------------------------|--------|--|
| PROFICIENCY STATEMENT / SUBSTRAND |        | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| INDICATOR / STANDARD              | K.W.1. | Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.                |

|                      |        |   |
|----------------------|--------|---|
| INDICATOR / STANDARD | K.W.4. | Use words, pictures, and dictation to narrate a single event or simple story, arranging ideas in order. (E) |
|----------------------|--------|---|

#### STANDARD / STRAND Kindergarten English/Language Arts



|                                   |        |  |
|-----------------------------------|--------|--|
| PROFICIENCY STATEMENT / SUBSTRAND |        | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| INDICATOR / STANDARD              | K.W.5. | With support, apply the writing process to:  |

|                         |          |   |
|-------------------------|----------|---|
| EXPECTATION / INDICATOR | K.W.5.a. | Plan by generating ideas for writing through oral discussions and drawings; |
|-------------------------|----------|---|

|                         |          |  |
|-------------------------|----------|--|
| EXPECTATION / INDICATOR | K.W.5.b. | Develop drafts in pictorial or written form by organizing ideas; |
|-------------------------|----------|--|

**STANDARD / STRAND** Kindergarten English/Language Arts

|                                   |        |  |
|-----------------------------------|--------|--|
| PROFICIENCY STATEMENT / SUBSTRAND |        | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| INDICATOR / STANDARD              | K.W.7. | Demonstrate command of English grammar and usage when writing or speaking, focusing on:  |

|                         |          |  |
|-------------------------|----------|--|
| EXPECTATION / INDICATOR | K.W.7.a. | Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). |
|-------------------------|----------|--|

|                         |          |   |
|-------------------------|----------|---|
| EXPECTATION / INDICATOR | K.W.7.b. | Verbs – Using sentences that include verbs. |
|-------------------------|----------|---|

|                         |          |  |
|-------------------------|----------|--|
| EXPECTATION / INDICATOR | K.W.7.c. | Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something). |
|-------------------------|----------|--|

**STANDARD / STRAND** Kindergarten English/Language Arts

|                                   |        |  |
|-----------------------------------|--------|--|
| PROFICIENCY STATEMENT / SUBSTRAND |        | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| INDICATOR / STANDARD              | K.W.8. | Demonstrate command of capitalization, punctuation, and spelling, focusing on:   |

|                         |          |   |
|-------------------------|----------|---|
| EXPECTATION / INDICATOR | K.W.8.b. | Punctuation – Recognizing and naming end punctuation. |
|-------------------------|----------|---|

**STANDARD / STRAND** Kindergarten English/Language Arts

|                                   |  |  |
|-----------------------------------|--|--|
| PROFICIENCY STATEMENT / SUBSTRAND |  | Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions. |
|-----------------------------------|--|--|

|                      |         |   |
|----------------------|---------|---|
| INDICATOR / STANDARD | K.CC.1. | Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E) |
|----------------------|---------|---|

|                      |         |  |
|----------------------|---------|--|
| INDICATOR / STANDARD | K.CC.4. | Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics. |
|----------------------|---------|--|

Week 20: Unit 3 Modeling Telling Narrative Stories, p. 193-199

## Language Arts

Grade K - Adopted: 2023

### STANDARD / STRAND Kindergarten English/Language Arts

|                                   |  |   |
|-----------------------------------|--|---|
| PROFICIENCY STATEMENT / SUBSTRAND |  | Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode. |
| INDICATOR / STANDARD              |  | Phonological Awareness  |

EXPECTATION / INDICATOR K.RF.4. Identify and produce rhyming words.

### STANDARD / STRAND Kindergarten English/Language Arts

|                                   |  |   |
|-----------------------------------|--|---|
| PROFICIENCY STATEMENT / SUBSTRAND |  | Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode. |
| INDICATOR / STANDARD              |  | Decoding  |

EXPECTATION / INDICATOR K.RF.9. Orally read decodable texts with appropriate accuracy and automaticity.

### STANDARD / STRAND Kindergarten English/Language Arts

|                                   |  |   |
|-----------------------------------|--|---|
| PROFICIENCY STATEMENT / SUBSTRAND |  | Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing. |
|-----------------------------------|--|---|

INDICATOR / STANDARD K.RC.2. With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)

INDICATOR / STANDARD K.RC.3. Identify important elements within a text (e.g., characters, settings, or events). (E)

INDICATOR / STANDARD K.RC.5. With support, retell the main idea and key details of a text.

### STANDARD / STRAND Kindergarten English/Language Arts

|                                   |  |  |
|-----------------------------------|--|--|
| PROFICIENCY STATEMENT / SUBSTRAND |  | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
|-----------------------------------|--|--|

INDICATOR / STANDARD K.W.1. Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.

### STANDARD / STRAND Kindergarten English/Language Arts

|                                   |        |  |
|-----------------------------------|--------|--|
| PROFICIENCY STATEMENT / SUBSTRAND |        | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| INDICATOR / STANDARD              | K.W.5. | With support, apply the writing process to:  |

|                            |          |   |
|----------------------------|----------|---|
| EXPECTATION /<br>INDICATOR | K.W.5.a. | Plan by generating ideas for writing through oral discussions and drawings; |
|----------------------------|----------|---|

|                            |          |  |
|----------------------------|----------|--|
| EXPECTATION /<br>INDICATOR | K.W.5.b. | Develop drafts in pictorial or written form by organizing ideas; |
|----------------------------|----------|--|

**STANDARD /  
STRAND**

**Kindergarten English/Language Arts**

|   |        |  |
|---|--------|--|
| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |        | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| INDICATOR /<br>STANDARD                 | K.W.7. | Demonstrate command of English grammar and usage when writing or speaking, focusing on:  |

|                            |          |   |
|----------------------------|----------|---|
| EXPECTATION /<br>INDICATOR | K.W.7.b. | Verbs – Using sentences that include verbs. |
|----------------------------|----------|---|

|                            |          |  |
|----------------------------|----------|--|
| EXPECTATION /<br>INDICATOR | K.W.7.c. | Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something). |
|----------------------------|----------|--|

**STANDARD /  
STRAND**

**Kindergarten English/Language Arts**

|   |        |  |
|---|--------|--|
| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |        | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| INDICATOR /<br>STANDARD                 | K.W.8. | Demonstrate command of capitalization, punctuation, and spelling, focusing on:   |

|                            |          |   |
|----------------------------|----------|---|
| EXPECTATION /<br>INDICATOR | K.W.8.b. | Punctuation – Recognizing and naming end punctuation. |
|----------------------------|----------|---|

**STANDARD /  
STRAND**

**Kindergarten English/Language Arts**

|   |  |  |
|---|--|--|
| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |  | Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions. |
|---|--|--|

|                         |         |   |
|-------------------------|---------|---|
| INDICATOR /<br>STANDARD | K.CC.1. | Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E) |
|-------------------------|---------|---|

|                         |         |  |
|-------------------------|---------|--|
| INDICATOR /<br>STANDARD | K.CC.4. | Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics. |
|-------------------------|---------|--|

Week 21: Introduction to Unit 5 Modeling Writing from Pictures, p. 201-211

**Indiana Academic Standards**

**Language Arts**

Grade K - Adopted: 2023

**STANDARD /  
STRAND**

**Kindergarten English/Language Arts**

|                                   |  |   |
|-----------------------------------|--|---|
| PROFICIENCY STATEMENT / SUBSTRAND |  | Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode. |
| INDICATOR / STANDARD              |  | Print Concepts  |

|                         |         |   |
|-------------------------|---------|---|
| EXPECTATION / INDICATOR | K.RF.1. | Demonstrate understanding that print moves from left to right across the page and from top to bottom. |
|-------------------------|---------|---|

**STANDARD / STRAND** Kindergarten English/Language Arts

|                                   |  |   |
|-----------------------------------|--|---|
| PROFICIENCY STATEMENT / SUBSTRAND |  | Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode. |
| INDICATOR / STANDARD              |  | Decoding  |

|                         |         |  |
|-------------------------|---------|--|
| EXPECTATION / INDICATOR | K.RF.8. | Use letter-sound knowledge to decode words, including open and closed syllables, consonant digraphs, and blends. (E) |
|-------------------------|---------|--|

**STANDARD / STRAND** Kindergarten English/Language Arts

|                                   |  |   |
|-----------------------------------|--|---|
| PROFICIENCY STATEMENT / SUBSTRAND |  | Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing. |
|-----------------------------------|--|---|

|                      |         |  |
|----------------------|---------|--|
| INDICATOR / STANDARD | K.RC.2. | With support, retell familiar stories, poems, and nursery rhymes, including key details. (E) |
|----------------------|---------|--|

|                      |         |  |
|----------------------|---------|--|
| INDICATOR / STANDARD | K.RC.3. | Identify important elements within a text (e.g., characters, settings, or events). (E) |
|----------------------|---------|--|

**STANDARD / STRAND** Kindergarten English/Language Arts

|                                   |  |  |
|-----------------------------------|--|--|
| PROFICIENCY STATEMENT / SUBSTRAND |  | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
|-----------------------------------|--|--|

|                      |        |   |
|----------------------|--------|---|
| INDICATOR / STANDARD | K.W.1. | Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words. |
|----------------------|--------|---|

**STANDARD / STRAND** Kindergarten English/Language Arts

|                                   |        |  |
|-----------------------------------|--------|--|
| PROFICIENCY STATEMENT / SUBSTRAND |        | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| INDICATOR / STANDARD              | K.W.5. | With support, apply the writing process to:  |

|                         |          |   |
|-------------------------|----------|---|
| EXPECTATION / INDICATOR | K.W.5.a. | Plan by generating ideas for writing through oral discussions and drawings; |
|-------------------------|----------|---|

|                         |          |  |
|-------------------------|----------|--|
| EXPECTATION / INDICATOR | K.W.5.b. | Develop drafts in pictorial or written form by organizing ideas; |
|-------------------------|----------|--|

**STANDARD /  
STRAND****Kindergarten English/Language Arts**

|                                   |          |  |
|-----------------------------------|----------|--|
| PROFICIENCY STATEMENT / SUBSTRAND |          | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| INDICATOR / STANDARD              | K.W.7.   | Demonstrate command of English grammar and usage when writing or speaking, focusing on:  |
| EXPECTATION / INDICATOR           | K.W.7.b. | Verbs – Using sentences that include verbs.  |
| EXPECTATION / INDICATOR           | K.W.7.c. | Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something).         |

**STANDARD /  
STRAND****Kindergarten English/Language Arts**

|                                   |          |  |
|-----------------------------------|----------|--|
| PROFICIENCY STATEMENT / SUBSTRAND |          | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| INDICATOR / STANDARD              | K.W.8.   | Demonstrate command of capitalization, punctuation, and spelling, focusing on:   |
| EXPECTATION / INDICATOR           | K.W.8.b. | Punctuation – Recognizing and naming end punctuation.  |

**STANDARD /  
STRAND****Kindergarten English/Language Arts**

|                                   |         |  |
|-----------------------------------|---------|--|
| PROFICIENCY STATEMENT / SUBSTRAND |         | Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.                                     |
| INDICATOR / STANDARD              | K.CC.1. | Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)  |
| INDICATOR / STANDARD              | K.CC.4. | Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics. |

Week 22: Unit 5 Modeling Writing from Pictures, p. 213-219

**Indiana Academic Standards****Language Arts**

Grade K - Adopted: 2023

**STANDARD /  
STRAND****Kindergarten English/Language Arts**

|                                   |         |   |
|-----------------------------------|---------|---|
| PROFICIENCY STATEMENT / SUBSTRAND |         | Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode. |
| INDICATOR / STANDARD              |         | Phonological Awareness  |
| EXPECTATION / INDICATOR           | K.RF.4. | Identify and produce rhyming words.   |

**STANDARD /  
STRAND****Kindergarten English/Language Arts**

| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |         | Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing. |
|---|---------|---|
| INDICATOR /<br>STANDARD                 | K.RC.2. | With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)  |
| INDICATOR /<br>STANDARD                 | K.RC.3. | Identify important elements within a text (e.g., characters, settings, or events). (E)  |
| INDICATOR /<br>STANDARD                 | K.RC.5. | With support, retell the main idea and key details of a text.   |

**STANDARD /  
STRAND****Kindergarten English/Language Arts**

| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |        | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
|---|--------|--|
| INDICATOR /<br>STANDARD                 | K.W.1. | Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.                |

**STANDARD /  
STRAND****Kindergarten English/Language Arts**

| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |          | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
|---|----------|--|
| INDICATOR /<br>STANDARD                 | K.W.5.   | With support, apply the writing process to:  |
| EXPECTATION /<br>INDICATOR              | K.W.5.a. | Plan by generating ideas for writing through oral discussions and drawings;  |
| EXPECTATION /<br>INDICATOR              | K.W.5.b. | Develop drafts in pictorial or written form by organizing ideas;   |

**STANDARD /  
STRAND****Kindergarten English/Language Arts**

| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |          | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
|---|----------|--|
| INDICATOR /<br>STANDARD                 | K.W.7.   | Demonstrate command of English grammar and usage when writing or speaking, focusing on:  |
| EXPECTATION /<br>INDICATOR              | K.W.7.a. | Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).                                       |
| EXPECTATION /<br>INDICATOR              | K.W.7.b. | Verbs – Using sentences that include verbs.  |
| EXPECTATION /<br>INDICATOR              | K.W.7.c. | Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something).         |

**STANDARD / STRAND** Kindergarten English/Language Arts

|  |         |  |
|--|---------|--|
| <b>PROFICIENCY STATEMENT / SUBSTRAND</b> |         | <b>Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.</b>                              |
| INDICATOR / STANDARD                     | K.CC.1. | Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)  |
| INDICATOR / STANDARD                     | K.CC.4. | Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics. |

Week 23: Unit 5 Modeling Writing from Pictures, p. 221-227

**Indiana Academic Standards**

**Language Arts**

Grade K - Adopted: 2023

**STANDARD / STRAND** Kindergarten English/Language Arts

|  |         |  |
|--|---------|--|
| <b>PROFICIENCY STATEMENT / SUBSTRAND</b> |         | <b>Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode.</b> |
| <b>INDICATOR / STANDARD</b>              |         | <b>Phonological Awareness</b>  |
| EXPECTATION / INDICATOR                  | K.RF.4. | Identify and produce rhyming words.  |

**STANDARD / STRAND** Kindergarten English/Language Arts

|  |         |  |
|--|---------|--|
| <b>PROFICIENCY STATEMENT / SUBSTRAND</b> |         | <b>Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.</b> |
| INDICATOR / STANDARD                     | K.RC.2. | With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)   |
| INDICATOR / STANDARD                     | K.RC.3. | Identify important elements within a text (e.g., characters, settings, or events). (E)   |

**STANDARD / STRAND** Kindergarten English/Language Arts

|  |        |   |
|--|--------|---|
| <b>PROFICIENCY STATEMENT / SUBSTRAND</b> |        | <b>Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.</b> |
| INDICATOR / STANDARD                     | K.W.1. | Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.                       |

**STANDARD / STRAND** Kindergarten English/Language Arts

|                                   |        |  |
|-----------------------------------|--------|--|
| PROFICIENCY STATEMENT / SUBSTRAND |        | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| INDICATOR / STANDARD              | K.W.5. | With support, apply the writing process to:  |

|                         |          |   |
|-------------------------|----------|---|
| EXPECTATION / INDICATOR | K.W.5.a. | Plan by generating ideas for writing through oral discussions and drawings; |
|-------------------------|----------|---|

|                         |          |  |
|-------------------------|----------|--|
| EXPECTATION / INDICATOR | K.W.5.b. | Develop drafts in pictorial or written form by organizing ideas; |
|-------------------------|----------|--|

**STANDARD / STRAND** Kindergarten English/Language Arts

|                                   |        |  |
|-----------------------------------|--------|--|
| PROFICIENCY STATEMENT / SUBSTRAND |        | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| INDICATOR / STANDARD              | K.W.7. | Demonstrate command of English grammar and usage when writing or speaking, focusing on:  |

|                         |          |   |
|-------------------------|----------|---|
| EXPECTATION / INDICATOR | K.W.7.b. | Verbs – Using sentences that include verbs. |
|-------------------------|----------|---|

|                         |          |  |
|-------------------------|----------|--|
| EXPECTATION / INDICATOR | K.W.7.c. | Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something). |
|-------------------------|----------|--|

**STANDARD / STRAND** Kindergarten English/Language Arts

|                                   |  |  |
|-----------------------------------|--|--|
| PROFICIENCY STATEMENT / SUBSTRAND |  | Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions. |
|-----------------------------------|--|--|

|                      |         |   |
|----------------------|---------|---|
| INDICATOR / STANDARD | K.CC.1. | Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E) |
|----------------------|---------|---|

|                      |         |  |
|----------------------|---------|--|
| INDICATOR / STANDARD | K.CC.4. | Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics. |
|----------------------|---------|--|

Week 24: Unit 5 Modeling Writing from Pictures, p. 229-235

**Indiana Academic Standards**

**Language Arts**

Grade K - Adopted: 2023

**STANDARD / STRAND** Kindergarten English/Language Arts

|                                   |  |   |
|-----------------------------------|--|---|
| PROFICIENCY STATEMENT / SUBSTRAND |  | Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing. |
|-----------------------------------|--|---|

|                      |         |  |
|----------------------|---------|--|
| INDICATOR / STANDARD | K.RC.2. | With support, retell familiar stories, poems, and nursery rhymes, including key details. (E) |
|----------------------|---------|--|



|   |   |  |
|---|---|--|
| INDICATOR /<br>STANDARD                 | K.RC.3.                                   | Identify important elements within a text (e.g., characters, settings, or events). (E)   |
| <b>STANDARD /<br/>STRAND</b>            | <b>Kindergarten English/Language Arts</b> |  |
| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |   | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.   |
| INDICATOR /<br>STANDARD                 | K.W.1.                                    | Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.  |
| <b>STANDARD /<br/>STRAND</b>            | <b>Kindergarten English/Language Arts</b> |  |
| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |   | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.   |
| INDICATOR /<br>STANDARD                 | K.W.5.                                    | With support, apply the writing process to:  |
| EXPECTATION /<br>INDICATOR              | K.W.5.a.                                  | Plan by generating ideas for writing through oral discussions and drawings;  |
| EXPECTATION /<br>INDICATOR              | K.W.5.b.                                  | Develop drafts in pictorial or written form by organizing ideas;   |
| <b>STANDARD /<br/>STRAND</b>            | <b>Kindergarten English/Language Arts</b> |  |
| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |   | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.   |
| INDICATOR /<br>STANDARD                 | K.W.7.                                    | Demonstrate command of English grammar and usage when writing or speaking, focusing on:  |
| EXPECTATION /<br>INDICATOR              | K.W.7.a.                                  | Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).   |
| EXPECTATION /<br>INDICATOR              | K.W.7.b.                                  | Verbs – Using sentences that include verbs.  |
| EXPECTATION /<br>INDICATOR              | K.W.7.c.                                  | Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something).   |
| <b>STANDARD /<br/>STRAND</b>            | <b>Kindergarten English/Language Arts</b> |  |
| PROFICIENCY<br>STATEMENT /<br>SUBSTRAND |   | Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.                                     |
| INDICATOR /<br>STANDARD                 | K.CC.1.                                   | Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)  |
| INDICATOR /<br>STANDARD                 | K.CC.4.                                   | Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics. |

## Indiana Academic Standards

### Language Arts

Grade K - Adopted: 2023

#### STANDARD / STRAND Kindergarten English/Language Arts

**PROFICIENCY STATEMENT / SUBSTRAND** Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode.

**INDICATOR / STANDARD** Decoding

**EXPECTATION / INDICATOR** K.RF.9. Orally read decodable texts with appropriate accuracy and automaticity.

#### STANDARD / STRAND Kindergarten English/Language Arts

**PROFICIENCY STATEMENT / SUBSTRAND** Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.

**INDICATOR / STANDARD** K.RC.2. With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)

#### STANDARD / STRAND Kindergarten English/Language Arts

**PROFICIENCY STATEMENT / SUBSTRAND** Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.

**INDICATOR / STANDARD** K.W.5. With support, apply the writing process to:

**EXPECTATION / INDICATOR** K.W.5.a. Plan by generating ideas for writing through oral discussions and drawings;

**EXPECTATION / INDICATOR** K.W.5.b. Develop drafts in pictorial or written form by organizing ideas;

#### STANDARD / STRAND Kindergarten English/Language Arts

**PROFICIENCY STATEMENT / SUBSTRAND** Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.

**INDICATOR / STANDARD** K.W.7. Demonstrate command of English grammar and usage when writing or speaking, focusing on:

**EXPECTATION / INDICATOR** K.W.7.c. Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something).

#### STANDARD / STRAND Kindergarten English/Language Arts

|                                   |        |  |
|-----------------------------------|--------|--|
| PROFICIENCY STATEMENT / SUBSTRAND |        | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| INDICATOR / STANDARD              | K.W.8. | Demonstrate command of capitalization, punctuation, and spelling, focusing on:   |

|                         |          |   |
|-------------------------|----------|---|
| EXPECTATION / INDICATOR | K.W.8.b. | Punctuation – Recognizing and naming end punctuation. |
|-------------------------|----------|---|

**STANDARD / STRAND** Kindergarten English/Language Arts

|                                   |  |  |
|-----------------------------------|--|--|
| PROFICIENCY STATEMENT / SUBSTRAND |  | Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions. |
|-----------------------------------|--|--|

|                      |         |   |
|----------------------|---------|---|
| INDICATOR / STANDARD | K.CC.1. | Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E) |
|----------------------|---------|---|

|                      |         |  |
|----------------------|---------|--|
| INDICATOR / STANDARD | K.CC.4. | Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics. |
|----------------------|---------|--|

Week 26: Revisting Unit 2, p. 251-257

## Indiana Academic Standards

### Language Arts

Grade K - Adopted: 2023

**STANDARD / STRAND** Kindergarten English/Language Arts

|                                   |  |   |
|-----------------------------------|--|---|
| PROFICIENCY STATEMENT / SUBSTRAND |  | Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode. |
| INDICATOR / STANDARD              |  | Decoding  |

|                         |         |   |
|-------------------------|---------|---|
| EXPECTATION / INDICATOR | K.RF.9. | Orally read decodable texts with appropriate accuracy and automaticity. |
|-------------------------|---------|---|

**STANDARD / STRAND** Kindergarten English/Language Arts

|                                   |        |  |
|-----------------------------------|--------|--|
| PROFICIENCY STATEMENT / SUBSTRAND |        | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| INDICATOR / STANDARD              | K.W.5. | With support, apply the writing process to:  |

|                         |          |   |
|-------------------------|----------|---|
| EXPECTATION / INDICATOR | K.W.5.a. | Plan by generating ideas for writing through oral discussions and drawings; |
|-------------------------|----------|---|

|                         |          |  |
|-------------------------|----------|--|
| EXPECTATION / INDICATOR | K.W.5.b. | Develop drafts in pictorial or written form by organizing ideas; |
|-------------------------|----------|--|

**STANDARD / STRAND** Kindergarten English/Language Arts

|                                   |        |  |
|-----------------------------------|--------|--|
| PROFICIENCY STATEMENT / SUBSTRAND |        | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| INDICATOR / STANDARD              | K.W.7. | Demonstrate command of English grammar and usage when writing or speaking, focusing on:  |

|                         |          |  |
|-------------------------|----------|--|
| EXPECTATION / INDICATOR | K.W.7.c. | Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something). |
|-------------------------|----------|--|

**STANDARD / STRAND**

**Kindergarten English/Language Arts**

|                                   |        |  |
|-----------------------------------|--------|--|
| PROFICIENCY STATEMENT / SUBSTRAND |        | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| INDICATOR / STANDARD              | K.W.8. | Demonstrate command of capitalization, punctuation, and spelling, focusing on:   |

|                         |          |   |
|-------------------------|----------|---|
| EXPECTATION / INDICATOR | K.W.8.b. | Punctuation – Recognizing and naming end punctuation. |
|-------------------------|----------|---|

**STANDARD / STRAND**

**Kindergarten English/Language Arts**

|                                   |  |  |
|-----------------------------------|--|--|
| PROFICIENCY STATEMENT / SUBSTRAND |  | Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions. |
|-----------------------------------|--|--|

|                      |         |   |
|----------------------|---------|---|
| INDICATOR / STANDARD | K.CC.1. | Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E) |
|----------------------|---------|---|

|                      |         |  |
|----------------------|---------|--|
| INDICATOR / STANDARD | K.CC.4. | Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics. |
|----------------------|---------|--|

Week 27: Revisiting Unit 2, p. 259-265

**Indiana Academic Standards**

**Language Arts**

Grade K - Adopted: 2023

**STANDARD / STRAND**

**Kindergarten English/Language Arts**

|                                   |  |   |
|-----------------------------------|--|---|
| PROFICIENCY STATEMENT / SUBSTRAND |  | Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode. |
| INDICATOR / STANDARD              |  | Decoding  |

|                         |         |   |
|-------------------------|---------|---|
| EXPECTATION / INDICATOR | K.RF.9. | Orally read decodable texts with appropriate accuracy and automaticity. |
|-------------------------|---------|---|

**STANDARD / STRAND**

**Kindergarten English/Language Arts**

|                                   |  |  |
|-----------------------------------|--|--|
| PROFICIENCY STATEMENT / SUBSTRAND |  | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
|-----------------------------------|--|--|

|                             |               |   |
|-----------------------------|---------------|---|
| <b>INDICATOR / STANDARD</b> | <b>K.W.5.</b> | <b>With support, apply the writing process to:</b>                          |
| EXPECTATION / INDICATOR     | K.W.5.a.      | Plan by generating ideas for writing through oral discussions and drawings; |

|                         |          |  |
|-------------------------|----------|--|
| EXPECTATION / INDICATOR | K.W.5.b. | Develop drafts in pictorial or written form by organizing ideas; |
|-------------------------|----------|--|

**STANDARD / STRAND** **Kindergarten English/Language Arts**

|  |  |   |
|--|--|---|
| <b>PROFICIENCY STATEMENT / SUBSTRAND</b> |  | <b>Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.</b> |
|--|--|---|

|                             |               |  |
|-----------------------------|---------------|--|
| <b>INDICATOR / STANDARD</b> | <b>K.W.7.</b> | <b>Demonstrate command of English grammar and usage when writing or speaking, focusing on:</b> |
|-----------------------------|---------------|--|

|                         |          |  |
|-------------------------|----------|--|
| EXPECTATION / INDICATOR | K.W.7.c. | Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something). |
|-------------------------|----------|--|

**STANDARD / STRAND** **Kindergarten English/Language Arts**

|  |  |   |
|--|--|---|
| <b>PROFICIENCY STATEMENT / SUBSTRAND</b> |  | <b>Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.</b> |
|--|--|---|

|                             |               |   |
|-----------------------------|---------------|---|
| <b>INDICATOR / STANDARD</b> | <b>K.W.8.</b> | <b>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</b> |
|-----------------------------|---------------|---|

|                         |          |   |
|-------------------------|----------|---|
| EXPECTATION / INDICATOR | K.W.8.b. | Punctuation – Recognizing and naming end punctuation. |
|-------------------------|----------|---|

**STANDARD / STRAND** **Kindergarten English/Language Arts**

|  |  |   |
|--|--|---|
| <b>PROFICIENCY STATEMENT / SUBSTRAND</b> |  | <b>Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.</b> |
|--|--|---|

|                      |         |   |
|----------------------|---------|---|
| INDICATOR / STANDARD | K.CC.1. | Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E) |
|----------------------|---------|---|

|                      |         |  |
|----------------------|---------|--|
| INDICATOR / STANDARD | K.CC.4. | Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics. |
|----------------------|---------|--|

Week 28: Revisiting Unit 2, p. 267-273

**Indiana Academic Standards**

**Language Arts**

Grade K - Adopted: 2023

**STANDARD / STRAND** **Kindergarten English/Language Arts**

|  |  |  |
|--|--|--|
| <b>PROFICIENCY STATEMENT / SUBSTRAND</b> |  | <b>Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode.</b> |
|--|--|--|

|                                   |                                    |  |
|-----------------------------------|------------------------------------|--|
| INDICATOR / STANDARD              |                                    | Decoding   |
| EXPECTATION / INDICATOR           | K.RF.9.                            | Orally read decodable texts with appropriate accuracy and automaticity.  |
| STANDARD / STRAND                 | Kindergarten English/Language Arts |  |
| PROFICIENCY STATEMENT / SUBSTRAND |                                    | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.   |
| INDICATOR / STANDARD              | K.W.5.                             | With support, apply the writing process to:  |
| EXPECTATION / INDICATOR           | K.W.5.a.                           | Plan by generating ideas for writing through oral discussions and drawings;  |
| EXPECTATION / INDICATOR           | K.W.5.b.                           | Develop drafts in pictorial or written form by organizing ideas;   |
| STANDARD / STRAND                 | Kindergarten English/Language Arts |  |
| PROFICIENCY STATEMENT / SUBSTRAND |                                    | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.   |
| INDICATOR / STANDARD              | K.W.7.                             | Demonstrate command of English grammar and usage when writing or speaking, focusing on:  |
| EXPECTATION / INDICATOR           | K.W.7.c.                           | Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something).   |
| STANDARD / STRAND                 | Kindergarten English/Language Arts |  |
| PROFICIENCY STATEMENT / SUBSTRAND |                                    | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.   |
| INDICATOR / STANDARD              | K.W.8.                             | Demonstrate command of capitalization, punctuation, and spelling, focusing on:   |
| EXPECTATION / INDICATOR           | K.W.8.b.                           | Punctuation – Recognizing and naming end punctuation.  |
| STANDARD / STRAND                 | Kindergarten English/Language Arts |  |
| PROFICIENCY STATEMENT / SUBSTRAND |                                    | Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.                                     |
| INDICATOR / STANDARD              | K.CC.1.                            | Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)  |
| INDICATOR / STANDARD              | K.CC.4.                            | Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics. |

# Indiana Academic Standards

## Language Arts

Grade K - Adopted: 2023

### STANDARD / STRAND Kindergarten English/Language Arts

|                                   |  |   |
|-----------------------------------|--|---|
| PROFICIENCY STATEMENT / SUBSTRAND |  | Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode. |
| INDICATOR / STANDARD              |  | Decoding  |

EXPECTATION / INDICATOR K.RF.9. Orally read decodable texts with appropriate accuracy and automaticity.

### STANDARD / STRAND Kindergarten English/Language Arts

|                                   |        |  |
|-----------------------------------|--------|--|
| PROFICIENCY STATEMENT / SUBSTRAND |        | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| INDICATOR / STANDARD              | K.W.5. | With support, apply the writing process to:  |

EXPECTATION / INDICATOR K.W.5.a. Plan by generating ideas for writing through oral discussions and drawings;

EXPECTATION / INDICATOR K.W.5.b. Develop drafts in pictorial or written form by organizing ideas;

### STANDARD / STRAND Kindergarten English/Language Arts

|                                   |        |  |
|-----------------------------------|--------|--|
| PROFICIENCY STATEMENT / SUBSTRAND |        | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| INDICATOR / STANDARD              | K.W.7. | Demonstrate command of English grammar and usage when writing or speaking, focusing on:  |

EXPECTATION / INDICATOR K.W.7.c. Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something).

### STANDARD / STRAND Kindergarten English/Language Arts

|                                   |        |  |
|-----------------------------------|--------|--|
| PROFICIENCY STATEMENT / SUBSTRAND |        | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| INDICATOR / STANDARD              | K.W.8. | Demonstrate command of capitalization, punctuation, and spelling, focusing on:   |

EXPECTATION / INDICATOR K.W.8.b. Punctuation – Recognizing and naming end punctuation.

### STANDARD / STRAND Kindergarten English/Language Arts

|                                   |         |  |
|-----------------------------------|---------|--|
| PROFICIENCY STATEMENT / SUBSTRAND |         | Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.                                     |
| INDICATOR / STANDARD              | K.CC.1. | Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)  |
| INDICATOR / STANDARD              | K.CC.4. | Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics. |

Week 30: Revisting Unit 5, p. 283-288

## Indiana Academic Standards

### Language Arts

Grade K - Adopted: 2023

#### STANDARD / STRAND Kindergarten English/Language Arts

|                                   |  |   |
|-----------------------------------|--|---|
| PROFICIENCY STATEMENT / SUBSTRAND |  | Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode. |
| INDICATOR / STANDARD              |  | Decoding  |

EXPECTATION / INDICATOR K.RF.9. Orally read decodable texts with appropriate accuracy and automaticity.

#### STANDARD / STRAND Kindergarten English/Language Arts

|                                   |        |  |
|-----------------------------------|--------|--|
| PROFICIENCY STATEMENT / SUBSTRAND |        | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| INDICATOR / STANDARD              | K.W.5. | With support, apply the writing process to:  |

EXPECTATION / INDICATOR K.W.5.a. Plan by generating ideas for writing through oral discussions and drawings;

EXPECTATION / INDICATOR K.W.5.b. Develop drafts in pictorial or written form by organizing ideas;

#### STANDARD / STRAND Kindergarten English/Language Arts

|                                   |        |  |
|-----------------------------------|--------|--|
| PROFICIENCY STATEMENT / SUBSTRAND |        | Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. |
| INDICATOR / STANDARD              | K.W.7. | Demonstrate command of English grammar and usage when writing or speaking, focusing on:  |

EXPECTATION / INDICATOR K.W.7.c. Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something).

#### STANDARD / STRAND Kindergarten English/Language Arts



|  |               |   |
|--|---------------|---|
| <b>PROFICIENCY STATEMENT / SUBSTRAND</b> |               | <b>Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.</b> |
| <b>INDICATOR / STANDARD</b>              | <b>K.W.8.</b> | <b>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</b>   |

|                         |          |   |
|-------------------------|----------|---|
| EXPECTATION / INDICATOR | K.W.8.b. | Punctuation – Recognizing and naming end punctuation. |
|-------------------------|----------|---|

|                          |   |
|--------------------------|---|
| <b>STANDARD / STRAND</b> | <b>Kindergarten English/Language Arts</b> |
|--------------------------|---|

|  |  |   |
|--|--|---|
| <b>PROFICIENCY STATEMENT / SUBSTRAND</b> |  | <b>Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.</b> |
|--|--|---|

|                      |         |   |
|----------------------|---------|---|
| INDICATOR / STANDARD | K.CC.1. | Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E) |
|----------------------|---------|---|