

# LOGAN COUNTY SCHOOLS

## ELA Scope and Sequence

### Kindergarten

Paige Akers  
Nikki Baisden  
Elinor Lambert  
Lisa Twardy

Dates or Weeks	Standard/Objective Number	Narrative of Standard	Supporting Standards/Skills	What should students be able to do? (Evidence of Learning)
<b>Unit 1</b> 4 Weeks	ELA.k.R.C2.2 ELA.k.R.C2.3 ELA.k.R.C2.5 ELA.k.R.C4.1 ELA.k.R.C5.1	<ul style="list-style-type: none"> <li>actively engage in reading activities</li> <li>identify front-cover, back-cover and title page</li> <li>follow words left to right, top to bottom, page by page</li> <li>recognize common types of texts</li> <li>name author and illustrator and roles</li> </ul>	ELA.K.SL.C13.1 ELA.K.W.C9.1	1. Demonstrate appropriate listening behavior 2. Identify parts a book 3. Track print 4. Recognize common types of text 5. Name author/illustrator and roles

**Assessment:**

Mid-Unit: \_\_\_\_\_

End-of-Unit: \_\_\_\_\_

Dates or Weeks	Standard/Objective Number	Narrative of Standard	Supporting Standards/Skills	What should students be able to do? (Evidence of Learning)
<b>Unit 2</b> 6 Weeks	ELA.K.R.C1.1 ELA.K.R.C1.2 ELA.K.R.C1.3 ELA.K.R.C2.1 ELA.K.R.C2.6 ELA.K.R.C5.1 ELA.K.R.C6.1 ELA.K.R.C7.1 ELA.K.R.C8.1	<ul style="list-style-type: none"> <li>ask and answer questions about key details in a literary text.</li> <li>retell familiar stories including key details.</li> <li>identify characters, settings and major events.</li> <li>ask and answer questions about unknown words.</li> <li>name author/illustrator and roles.</li> <li>work on phonological awareness.</li> </ul>	ELA.K.W.C9.2 ELA.K.W.C9.3 ELA.K.SL.C13.1 ELA.K.SL.C13.2	1. Ask and answers questions 2. Identify main topic 3. Retell key details 4. Name author and illustrator 5. Demonstrate understanding of organization and basic features of print. 6. demonstrates understanding of spoken words, syllables and sounds 7. Know and apply grade-level phonics 8. Read emergent text

**Assessment:**

Mid-Unit: \_\_\_\_\_

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<b>Unit 3</b> 4 Weeks  December to January 9	Focus on print concepts  ELA.K.R.C5.1	<ul style="list-style-type: none"> <li>•track print</li> <li>•continue to recognize upper and lowercase letters</li> <li>•recognize that spoken words are represented in written language by specific sequences of letters</li> <li>•understand that words are separated by spaces in print</li> </ul>		

**Assessment:**

Mid-Unit: \_\_\_\_\_

End-of-Unit: \_\_\_\_\_

Dates or Weeks	Standard/Objective Number	Narrative of Standard	Supporting Standards/Skills	What should students be able to do? (Evidence of Learning)
<b>Unit 4</b> 4 Weeks  January 12 to February 6	Focus on informational text ELA.K.R.C1.4 ELA.K.R.C1.5 ELA.K.R.C 1.6 ELA.K.R.C2.3 ELA.K.R.C3.1 ELA.K.R.C3.2 ELA.K.R.C3.3 ELA.K.R.C3.4 ELA.K.R.C3.5	<ul style="list-style-type: none"> <li>• ask and answer questions about key details in an informational text</li> <li>• identify main idea and retell key details of an informational text</li> <li>• describe the connection between two individuals, events, ideas or pieces of information in an informational text</li> </ul>		

**Assessment:**

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<b>Unit 6</b> 4 Weeks November 9 March 6  Compare/ Contrast Informational Literacy	ELA.K.R.C5.1 EKA.K.R.C6.1 ELA.K.R.C7.1	<ul style="list-style-type: none"> <li>continue to demonstrate understanding of the organization and basic features of print</li> <li>demonstrate understanding of spoken words, syllables and sounds (phonemes)</li> <li>know and apply grade level appropriate phonics and word analysis skills in decoding words</li> </ul>	ELA.K.W.C10.1 ELA.K.W.C10.2 ELA.K.W.C10.3	<ol style="list-style-type: none"> <li>Retell the story</li> <li>Identify story elements</li> <li>Compare and contrast</li> <li>Engage in group reading experiences</li> <li>Demonstrate directionality</li> </ol>

**Assessment:**

Mid-Unit: \_\_\_\_\_  
 End-of-Unit: \_\_\_\_\_

Dates or Weeks	Standard/Objective Number	Narrative of Standard	Supporting Standards/Skills	What should students be able to do? (Evidence of Learning)
<b>Unit 7</b> 5 Weeks  March 9 April 19	ELA.K.R.C8.1 ELA.K.W.C9.2  ELA.K.W.C9.3	<ul style="list-style-type: none"> <li>read emergent reader text with purpose and understanding</li> <li>use a combination of drawing, dictating, and writing</li> <li>use a combination of drawing, dictating, and writing to narrate a single event or several</li> </ul>	ELA.K.W.C11.1 ELA.K.W.C11.2 ELA.K.W.C11.3	<ol style="list-style-type: none"> <li>Name most upper and lowercase letters.</li> <li>Produce sounds for most letters</li> <li>Using drawing, dictation and writing students will compose opinion pieces of writing</li> </ol>

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<p><b>Unit 8</b> 4 weeks  April 20th May 15th</p>	<p>ELA.K.R.C1.1 ELA.K.R.C1.2 ELA.K.R.C1.3 ELA.K.R.C1.4 ELA.K.R.C1.5 ELA.K.R.C1.6 ELA.K.R.C2.1 ELA.K.R.C2.2 ELA.K.R.C2.3 ELA.K.R.C2.4 ELA.K.R.C2.5 ELA.K.R.C2.6 ELA.K.R.C3.1 ELA.K.R.C3.2 ELA.K.R.C3.3 ELA.K.R.C3.4 ELA.K.R.C3.5 ELA.K.R.C4.1 ELA.K.R.C4.2</p>	<ul style="list-style-type: none"> <li>•ask and answer questions about key details in a literary text.</li> <li>•retell familiar stories, including key details in literary texts</li> <li>•identify characters, settings, and major events in a story in literary text.</li> <li>•ask and answer questions about key details in an informational text.</li> <li>•identify the main topic and retell key details of an informational text.</li> <li>•describe the connection between two individuals, events, ideas, or pieces of information in an informational text.</li> <li>•ask and answer questions about key details in a literary text.</li> <li>•retell familiar stories, including key details in literary texts.</li> <li>•identify characters, settings, and major events in a story in literary text.</li> <li>•ask and answer questions about key details in an informational text.</li> <li>•identify the main topic and retell key details of an informational text.</li> <li>•describe the connection between two individuals, events, ideas, or pieces of information in an informational text.</li> <li>•describe the relationship between illustrations and the literary story in which they appear (e.g., what moment in a story an illustration depicts).</li> <li>• compare and contrast the adventures and experiences of characters in familiar literary stories.</li> </ul>	<p>ELA.K.W.C9.1 ELA.K.W.C9.2 ELA.K.W.C9.3 ELA.K.W.C10.1 ELA.K.W.C10.2 ELA.K.W.C10.3 ELA.K.W.C11.1 ELA.K.W.C11.2 ELA.K.W.C11.3 ELA.K.W.C13.1 ELA.K.W.C13.2 ELA.K.W.C13.3 ELA.K.W.C14.1 ELA.K.W.C14.2 ELA.K.W.C14.3 ELA.K.W.C15.1 ELA.K.W.C15.2 ELA.K.W.C17.1 ELA.K.W.C17.2 ELA.K.W.C17.3</p>	

		<ul style="list-style-type: none"> <li>• describe the relationship between illustrations and the informational text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</li> <li>• identify the reasons an author gives to support points in a literary or informational text.</li> <li>• identify basic similarities in, and differences between two literary or informational texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> <li>• actively engage in group reading activities of literary texts with purpose and understanding.</li> <li>• actively engage in group reading activities of informational texts with purpose and understanding.</li> </ul>		
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Mid-Unit: \_\_\_\_\_

End-of-Unit: \_\_\_\_\_

Dates or Weeks	Standard/Objective Number	Narrative of Standard	Supporting Standards/Skills	What should students be able to do? (Evidence of Learning)
<p><b>Unit 9</b> 4 weeks May 18 to June 5</p>	<p>ELA.K.R.C5.1 ELA .K.R.C6.1 ELA.K.R.C7.1 ELA.K.R.C8.1</p>	<ul style="list-style-type: none"> <li>• print concepts phonological awareness</li> <li>• phonics and word recognition</li> <li>• fluency</li> </ul>	<p>ELA.K.W.C9.1 ELA.K.W.C9.2 ELA.K.W.C9.3 ELA.K.W.C10.1 ELA.K.W.C10.2 ELA.K.W.C10.3 ELA.K.W.C11.1 ELA.K.W.C11.2 ELA.K.W.C11.3 ELA.K.W.C13.1 ELA.K.W.C13.2 ELA.K.W.C13.3 ELA.K.W.C14.1 ELA.K.W.C14.2 ELA.K.W.C14.3 ELA.K.W.C15.1 ELA.K.W.C15.2 ELA.K.W.C17.1 ELA.K.W.C17.2 ELA.K.W.C17.3</p>	

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**Assessment:**

Mid-Unit: \_\_\_\_\_

End-of-Unit: \_\_\_\_\_

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