

## Kindergarten Parent Guide to 1<sup>st</sup> Nine Weeks

The following parent guide is designed to keep you informed of exactly which standards are being taught during the first 9 weeks. At the beginning of each 9 weeks you will receive a similar guide to the standards pertaining to that particular 9 weeks. In the left hand column you will see the exact language from the report card and the Alabama College and Career Readiness Standard (CCRS) on which it is based. The Skills column on the right-hand side addresses what is being assessed.

The first 9 weeks in Kindergarten is broken into two units. The first unit, Unit A: Getting to Know Books, will begin the second week of school. The overall focus of this unit is to introduce students to basic reading concepts and establish routines for reading and writing. During the second unit, Unit B: Introduction to Key Ideas and Details: Literature, students will begin to identify the essential parts of a story, find the main idea, begin to understand characters and setting and explore story retelling. Students will write (with drawings, known letters and words) their own stories including their opinions about the events in their story.

Standard	Skills
<p><b>Report Card</b> Describes characters, settings and relationships between events or ideas.</p> <p><b>CCRS Standard</b> [RL.K.1] With prompting and support, ask and answer questions about key details in a text. [RI.K.1] Ask and answer questions about key details in a text</p>	<p>With support students are able to:</p> <ul style="list-style-type: none"> <li>• use prompting and support efficiently and effectively</li> <li>• ask and answer questions to comprehend and monitor understanding</li> <li>• identify key details</li> <li>• ask questions about key details</li> <li>• use original language to answer questions about key details</li> </ul>
<p><b>Report Card</b> Retells stories, including details, main topic Identifies characters, settings and events and event connections</p> <p><b>CCRS Standard</b> [RL. K.2] With prompting and support, retell familiar stories, including key details. [RL.K.3] With prompting and support, identify characters, settings, and major events in a story.</p>	<p>With support students are able to:</p> <ul style="list-style-type: none"> <li>• remember key details of familiar stories</li> <li>• talk about key details of familiar stories</li> <li>• respond to teacher prompts</li> <li>• identify characters</li> <li>• identify setting</li> <li>• identify major events</li> </ul>
<p><b>Report Card</b> Asks and answers questions about unknown words</p>	<p>This standard is not addressed in Kindergarten during the first 9 weeks.</p>
<p><b>Report Card</b> Recognizes common text types/ Identifies front, back cover and title page</p> <p><b>CCRS Standard</b> [RL.K.5] Recognize common types of texts (e.g., storybooks, poems).. [RI.K.5] Identify the front cover, back cover, and title page of a book. cause and effect; first, second, third in a sequence).</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• identify common types of texts</li> <li>• identify the front cover of a book</li> <li>• identify the back cover of a book</li> <li>• identify the title page of a book</li> </ul>
<p><b>Report Card</b> Identifies the author and illustrator</p> <p><b>CCRS Standard</b> [RL.K.6] With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. [RI.K.6] Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>With support students are able to:</p> <ul style="list-style-type: none"> <li>• name the author of a story or text</li> <li>• name the illustrator of a story or text</li> <li>• explain the author's role in telling a story or presenting ideas</li> <li>• explain the illustrator's role in telling a story or presenting ideas</li> <li>• respond to prompting and support</li> </ul>

Kindergarten Parent Guide to 1<sup>st</sup> Nine Weeks

Standard	Skills
<p><b>Report Card</b></p> <p>Uses illustrations to build meaning</p> <p><b>CCRS Standard</b></p> <p>[RL.K.7] With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>[RI.K.7] With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<p>With support students are able to:</p> <ul style="list-style-type: none"> <li>• techniques for responding to prompts and support</li> <li>• the role of illustrations in a story</li> <li>• techniques for "reading" illustrations</li> <li>• describe the portion of a text depicted by an illustration</li> </ul>
<p><b>Report Card</b></p> <p>Identifies the reasons an author gives in informational texts</p>	<p>This standard is not assessed in Kindergarten during the first grading period</p>
<p><b>Report Card</b></p> <p>Compares and contrasts texts</p>	<p>This standard is not assessed in Kindergarten during the first grading period</p>
<p><b>Report Card</b></p> <p>Understands concepts about print</p> <p><b>CCRS Standard</b></p> <p>[RF.K.1] Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page by page.</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>c. Understand that words are separated by spaces in print.</li> <li>d. Recognize and name all uppercase and lowercase letters of the alphabet.</li> </ol>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• listen and track printed words from left to right, top to bottom, and page by page</li> <li>• distinguish letters from words</li> <li>• recognize and identify some aspects of text structure, such as word beginnings, word endings, and space between words</li> <li>• recognize and name upper- and lowercase letters (that have been taught up to this grading period)</li> <li>• recognize and name the upper and lower case letters: Mm, Ss, Rr, Tt</li> </ul>
<p><b>Report Card</b></p> <p>Demonstrates understanding of spoken words syllables and sounds</p> <p><b>CCRS Standard</b></p> <p>[RF.K.2] Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> <li>a. Recognize and produce rhyming words.</li> <li>b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) (Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.)</li> <li>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ol>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• recognize and produce rhyming words</li> <li>• hear and say syllables in a word</li> <li>• blend word beginnings and endings together to make words</li> <li>• hear and say each sound in three-phoneme (sound) words</li> <li>• add, delete, and change sounds in a word to make a new word</li> </ul>

## Kindergarten Parent Guide to 1<sup>st</sup> Nine Weeks

Standard	Skills
<p align="center"><b>Report Card</b></p> <p>Expected Grade Level and Reading Benchmark</p>	<p>This standard is not assessed in Kindergarten during the first grading period</p>
<p align="center"><b>Report Card</b></p> <p>Uses a combination of oral stories, pictures and words to focus on a topic and add details</p> <p align="center"><b>CCRS Standard</b></p> <p>[W.K.1] Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p> <p>[W.K.3] Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• use drawing, dictating, and writing to reflect preferences or opinions on a topic or book</li> <li>• meaningfully using drawings and writing to express their opinion</li> <li>• use a combination of drawing, dictating, and writing to create a narrative</li> <li>• tell events in the order that they occurred</li> <li>• explain one's thoughts and feelings about an experience or event</li> <li>• connect drawings and writings meaningfully to the event sequence</li> </ul>
<p align="center"><b>Report Card</b></p> <p>Uses appropriate grammar</p> <p>Uses appropriate capitalization and punctuation</p> <p>Uses appropriate spelling when writing</p>	<p>These standards are not assessed during the first grading period</p>
<p align="center"><b>Report Card</b></p> <p>Handwriting</p>	<p>Students are able to</p> <ul style="list-style-type: none"> <li>• correctly form the letters that they have been taught- Mm, Ss, Rr, Tt</li> </ul>
<p align="center"><b>Report Card</b></p> <p>Engages in group discussions</p> <p align="center"><b>CCRS Standard</b></p> <p>[SL.K.1] Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• listen attentively to conversations about kindergarten topics and texts</li> <li>• add to conversations about kindergarten topics and texts</li> <li>• take turns speaking</li> <li>• converse with peers and adults</li> <li>• converse in small and large groups</li> <li>• extend conversations</li> </ul>
<p align="center"><b>Report Card</b></p> <p>Expresses thoughts and information clearly</p> <p align="center"><b>CCRS Standard</b></p> <p>[SL.K.6] Speak audibly and express thoughts, feelings, and ideas clearly</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• speak audibly in a variety of settings</li> <li>• articulate thoughts clearly</li> <li>• articulate feelings clearly</li> <li>• articulate ideas clearly</li> </ul>