

Kindergarten 3rd Nine Weeks

The parent guide below is designed to keep you informed of exactly which standards are being taught during the 3rd 9 weeks grading period. 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.

During the 3rd 9 weeks, Kindergarten students will build on their knowledge of stories and informational text and compare and contrast stories. Students will focus on opinion writing in which they give details to support their opinions. Students will also use drawing and print to write informational texts.

| Standard | Skills |
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| <p align="center">Report Card</p> <p>Describes characters, settings and relationships between events or ideas.</p> <p align="center">CCRS Standard</p> <p>[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"> • use prompting and support efficiently and effectively • ask and answer questions to comprehend and monitor understanding • identify key details • ask questions about key details • use original language to answer questions about key details |
| <p align="center">Report Card</p> <p>Retells stories, including details, main topic Identifies characters, settings and events and event connections</p> <p align="center">CCRS Standard</p> <p>[RL. K.2] With prompting and support, retell familiar stories, including key details. [RI.K.2] With prompting and support, identify the main topic and retell key details of a text. [RL.K.3] With prompting and support, identify characters, settings, and major events in a story. [RI.K.3] With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> | <p>With support students are able to:</p> <ul style="list-style-type: none"> • remember and talk about key details of familiar stories and respond to teacher prompts about main idea. • identify characters and explain individuals, events, ideas, or pieces of information • identify major events and describe connections between individuals, events, ideas or pieces of information • identify setting • respond to teacher prompting |
| <p align="center">Report Card</p> <p>Asks and answers questions about unknown words</p> <p align="center">CCRS Standard</p> <p>L.K.4] Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word. [L.K.5] With guidance and support from adults, explore word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). b. distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings.</p> | <p>With support students are able to:</p> <ul style="list-style-type: none"> • respond to prompting and support • identify unknown words • ask and answer questions about unknown words • recognize and use words with multiple meanings (i.e. duck or can) • recognize and use inflections and affixes to help determine the meaning of unknown words • gain a sense of concepts • identify real-life connections between words and their use • act out the meaning of verbs describing the same general action to distinguish shades of meaning among the verbs |
| <p align="center">Report Card</p> <p>Recognizes common text types/ Identifies front, back cover and title page</p> <p align="center">CCRS Standard</p> <p>[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"> • identify common types of texts • identify the front cover of a book • identify the back cover of a book • identify the title page of a book |

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| <p align="center">Report Card</p> <p>Identifies the author and illustrator</p> <p align="center">CCRS Standard</p> <p>[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"> • name the author of a story or text • name the illustrator of a story or text • explain the author's role in telling a story or presenting ideas • explain the illustrator's role in telling a story or presenting ideas • respond to prompting and support |
| <p align="center">Report Card</p> <p>Uses illustrations to build meaning</p> <p align="center">CCRS Standard</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). [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). <i>Note: This standard was explicitly taught during the first 9 weeks and will continue to be referenced throughout the 2nd 9 weeks.</i></p> | <p>With support students are able to:</p> <ul style="list-style-type: none"> • techniques for responding to prompts and support • the role of illustrations in a story • techniques for "reading" illustrations • describe the portion of a text depicted by an illustration |
| <p align="center">Report Card</p> <p>Identifies the reasons an author gives in informational texts</p> <p align="center">CCRS Standard</p> <p>RI.K.8] With prompting and support, identify the reasons an author gives to support points in a text.</p> | <p>With support students are able to:</p> <ul style="list-style-type: none"> • respond to prompts and support • identify an author's point(s) • identify the reasons an author gives to support point(s) |
| <p align="center">Report Card</p> <p>Compares and contrasts texts</p> <p align="center">CCRS Standard</p> <p>[RL.K.9] With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. [RI.K.9] With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> | <p>With support students are able to:</p> <ul style="list-style-type: none"> • respond to prompting and support • identify characters in a familiar story • explain adventures and experiences of characters in familiar stories • compare and contrast adventures and experiences of characters in familiar stories. • identify the topic of a text • identify similarities between two texts on the same topic • identify differences between two texts on the same topic • refer to illustrations, descriptions, or procedures in their responses |
| <p align="center">Report Card</p> <p>Understands concepts about print</p> <p align="center">CCRS Standard</p> <p>[RF.K.1] Demonstrate understanding of the organization and basic features of print. c. Understand that words are separated by spaces in print. d. Recognize and name all uppercase and lowercase letters of the alphabet.</p> | <p>Students are able to:</p> <ul style="list-style-type: none"> • listen and track printed words from left to right, top to bottom, and page by page • distinguish letters from words • recognize and identify some aspects of text structure, such as word beginnings, word endings, and space between words • recognize and name upper- and lowercase letters: Mm, Ss, Rr, Tt, Nn, Pp, Cc, Aa, Dd, Gg, Ii, Ff, Bb, Kk, Oo, Ll, Hh, Ww, Xx, Ee |

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| <p style="text-align: center;">Report Card</p> <p>Demonstrates understanding of spoken words syllables and sounds</p> <p style="text-align: center;">CCRS Standard</p> <p>[RF.K.2] Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (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.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. [RF.K.3] Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sounds for each consonant. b. Associate the long an short sounds with the common spellings for the five major vowels. c. Read common high-frequency words by sight (e.g. <i>the, of, to, you, she, my</i>, etc.) d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> | <p>Students are able to:</p> <ul style="list-style-type: none"> • recognize and produce rhyming words • hear and say syllables in a word • blend word beginnings and endings together to make words • hear and say each sound in three-phoneme (sound) words • add, delete, and change sounds in a word to make a new word • produce the primary sound of consonants • produce long and short vowel sounds • recognize and read high frequency/sight words- the, go, as, to, like, he, come, this, here, me, for, where, do, you, look, one, see, what, two, up, down, we, want, of, be • recognize the sounds of the letters that differ in similarly spelled words |
| <p style="text-align: center;">Report Card</p> <p>Expected Grade Level and Reading Benchmark</p> <p style="text-align: center;">CCRS Standard</p> <p>[RF.K.4] Read emergent-reader texts with purpose and understanding.</p> <p>Note: <i>In order to meet this standard the student will need to be able to meet the following minimums: read a Level B text, saying 96% of the words correctly and score at least 75% in retelling and understanding the text.</i></p> | <p>Students, as emergent readers, are able to:</p> <ul style="list-style-type: none"> • memorize or read books with simple patterns • use illustrations and print to gain meaning • use growing awareness of sound segments (phonemes, syllables, rhymes) to read words • begin making meaningful predictions • retell key details in literature • read books with simple patterns • begin to read independently for short periods • make connections to real life. <p>Note: <i>In order to meet this standard the student will need to be able to read a Level B text, saying 96% of the words correctly and score at least 75% in retelling and understanding the text.</i></p> |
| <p style="text-align: center;">Report Card</p> <p>Uses a combination of oral stories, pictures and words to focus on a topic and add details</p> <p style="text-align: center;">CCRS Standard</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 [W.K.2] Use a combination of drawing, dictating, and writing to compose informative or explanatory texts in which they name what they are writing about and supply some information about the topic. [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"> • use drawing, dictating, and writing to reflect preferences or opinions on a topic or book • meaningfully using drawings and writing to express their opinion • identify qualities of informative / explanatory text • select a topic for original writing • select interesting information about the topic • use drawing, dictation, and writing to create short informative/explanatory pieces • meaningfully connect drawings and writings • use a combination of drawing, dictating, and writing to create a narrative • tell events in the order that they occurred • explain one's thoughts and feelings about an experience or event |

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| <p style="text-align: center;">Report Card</p> <p>Uses appropriate grammar Uses appropriate capitalization and punctuation Uses appropriate spelling when writing</p> <p style="text-align: center;">CCRS Standard</p> <p>[L.K.1] Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many uppercase and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). f. Produce and expand complete sentences in shared language activities.</p> <p>[L.K.2] Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun <i>I</i> b. Recognize and name end punctuation c. Write a letter or letters for most consonant and short-vowel sounds. D. spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> | <p>Students are able to:</p> <ul style="list-style-type: none"> • write a letter for most consonant sounds • spell simple words by sounding them out • to capitalize the first word in a sentence and the pronoun <i>i</i> • recognize and say the names of end punctuation |
| <p style="text-align: center;">Report Card</p> <p>Handwriting</p> | <p>Students are able to</p> <ul style="list-style-type: none"> • correctly form the letters that they have been taught- Mm, Ss, Rr, Tt, Nn, Pp, Cc, Aa, Dd, Gg, Ii, Ff, Bb, Kk, Oo, Ll, Hh, Ww, Xx, Ee |
| <p style="text-align: center;">Report Card</p> <p>Engages in group discussions</p> <p style="text-align: center;">CCRS Standard</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. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges [SL.K.4] Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> | <p>Students are able to:</p> <ul style="list-style-type: none"> • listen attentively to conversations about kindergarten topics and texts • add to conversations about kindergarten topics and texts • take turns speaking • converse with peers and adults • converse in small and large groups • extend conversations • orally describe familiar people, places, things, and events • add details using describing words (with prompting and support) |
| <p style="text-align: center;">Report Card</p> <p>Expresses thoughts and information clearly</p> <p style="text-align: center;">CCRS Standard</p> <p>[SL.K.6] Speak audibly and express thoughts, feelings, and ideas clearly [SL.K.5] Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> | <p>Students are able to:</p> <ul style="list-style-type: none"> • speak audibly in a variety of settings • articulate thoughts clearly • articulate feelings clearly • articulate ideas clearly • create a drawing or display that provides additional detail to a description |

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