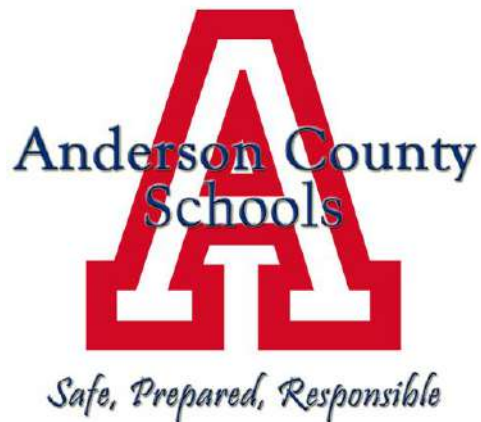


Kindergarten – English/Language Arts

Kentucky Core Academic Standards with Targets

Student Friendly Targets

Pacing Guide



College and Career Readiness Anchor Standards for Reading

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to ten broad College and Career Readiness (CCR) anchor standards. The CCR and grade specific standards are necessary complements, that together define the skills and understandings that all students must demonstrate.

English Language Arts (ELA) is divided into four strands: 1) Reading, 2) Writing (W), 3) Speaking and Listening (SL), and 4) Language (L). Within the reading strand, there are three sections: Reading Literature (RL), Reading Informational (RI), Reading Foundational Skills (FS).

In Reading, the ten standards are divided into four sections.

Standards 1-3	Key Ideas and Details
Standards 4-6	Craft and Structure
Standards 7-9	Integration of Knowledge and Ideas
Standard 10	Range of Reading and Level of Text Complexity

In Writing, the ten standards are divided into four sections.

Standards 1-3	Text Types and Purposes
Standards 4-6	Production and Distribution of Writing
Standards 7-9	Research to Build and Present Knowledge
Standard 10	Range of Writing

In Speaking and Listening, the ten standards are divided into two sections.

Standards 1-3	Comprehension and Collaboration
Standards 4-6	Presentation of Knowledge and Ideas

In Language, the standards are divided into three sections.

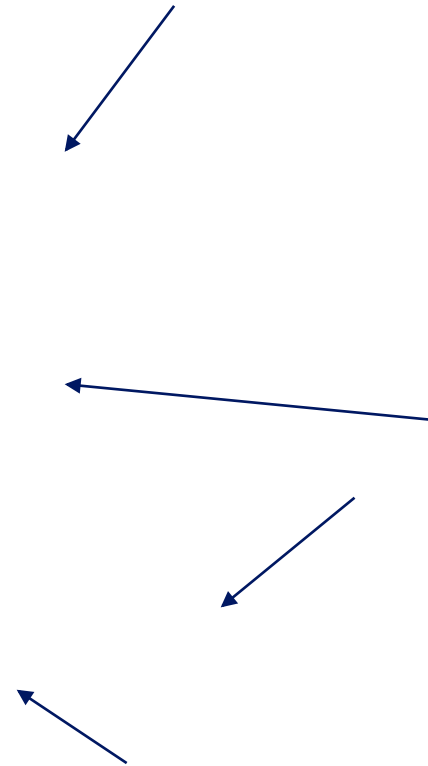
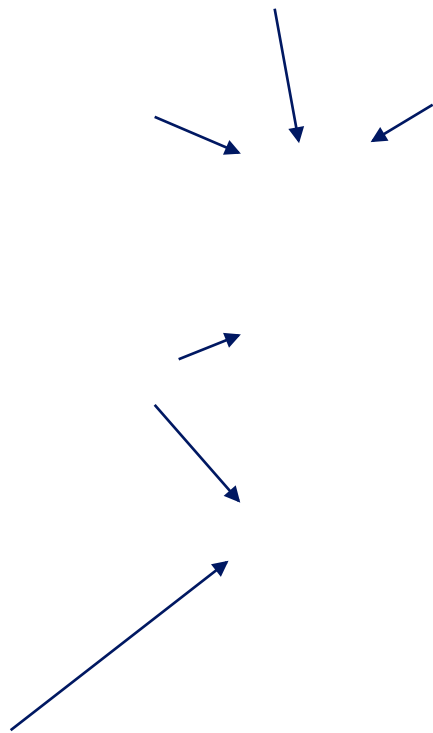
Standards 1-2	Conventions of Standard English
Standard 3	Knowledge of Language
Standards 4-6	Vocabulary Acquisition and Use

Development of Pacing Guide

During the summer 2011, Anderson County teachers and administrators developed learning targets for each of the Kentucky Core Academic Standards in English Language Arts. In the winter 2012, curriculum resource teachers verified the congruency of the standards and targets and recommended revisions. Teachers refined the work and began planning the development of common assessments to ensure students learn the intended curriculum.

Anderson County Schools would like to thank each of our outstanding teachers and administrators who contributed to this important English Language Arts curriculum project. Special thanks to Lynn Akins, Jennie Bottom, Natalie Brown, Amanda Cartinhour, Brittany Clancy, Jessica Coon, Dana Dill, Connie Hanks, Sharon Jackman, Steve Karsner, Kim King, Melissa Koger, Melissa Lentz, Melissa Marple, Beth Powers, Robin Ratliff, Dawn Royalty, and Ginger Yeaste.

North Carolina State Board of Education created a most helpful document entitled "Common Core Instructional Support Tools - Unpacking Standards". The document answers the question "What do the standards mean that a student must know and be able to do?" The "unpacking" is included in our "What Does This Standard Mean?" section. The complete North Carolina document can be found at <http://www.dpi.state.nc.us/docs/acre/standards/common-core-tools/unpacking/ela/kindergarten.pdf>



Anderson County Elementary

Pacing Guide

English/Language Arts <i>Kindergarten</i>

Reading Literature

Standard	What Does This Standard Mean?	Dates Taught
K.RL.1 With prompting and support, ask and answer questions about key details in a text. Knowledge Targets: <ul style="list-style-type: none"> <input type="checkbox"/> With prompting and support identify key details in a text. <i>I can identify key details in a text.</i> <input type="checkbox"/> With prompting and support ask questions about key details in a text. <i>I can ask questions about key details in a text.</i> <input type="checkbox"/> With prompting and support answer questions about key details in a text. <i>I can answer questions about key details in a text.</i> 	<p>With assistance, students will understand what key details are and be able to ask and answer questions about them.</p> <p>They need to put key details in sequential order to retell a story they know.</p> <p>They also have to be able to recognize and name elements in a story.</p> <p>Use questions and prompts such as: Can you tell me what happened at the beginning of the story? What happened after that? What happened at the end of the story?</p> <p>Can you find the part that tells where the story takes place (picture or words)?</p> <p>Who was in the story? Can you find (picture or words) this character?</p>	
K.RL.2 With prompting and support retell familiar stories, including key details. Knowledge Targets: <ul style="list-style-type: none"> <input type="checkbox"/> With prompting and support, identify key details of a story. <i>I can tell the key details of a story.</i> <input type="checkbox"/> With prompting and support, retell a familiar story including key details. <i>I can retell a familiar story including key details.</i> 		

<p>K.RL.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> With prompting and support, define character. <i>I can tell who/what a character is in a story.</i> <input type="checkbox"/> With prompting and support, define setting. <i>I can tell what the setting is in a story.</i> <input type="checkbox"/> With prompting and support, define major events. <i>I can tell what the major events mean in a story.</i> <input type="checkbox"/> With prompting and support, identify the character(s). <i>I can name the characters in a story.</i> <input type="checkbox"/> With prompting and support, identify the setting. <i>I can name where the story takes place.</i> <input type="checkbox"/> With prompting and support, identify major events. <i>I can name the major events in a story.</i> 		
<p>K.RL.4 With prompting and support, ask and answer questions about unknown words in text.</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify unknown words in text. <i>I can identify unknown words in text.</i> <input type="checkbox"/> Recognize that a question requires an answer. <i>I can recognize that a question requires an answer.</i> <p>Reasoning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> With prompting and support, formulate a question about unknown words in text. <i>I can ask a question about unknown words in text.</i> <input type="checkbox"/> With prompting and support, use resources/strategies to answer questions about unknown words in text. <i>I can use resources/strategies to answer questions about unknown words in text.</i> 	<p>Students in kindergarten should be able to recognize a story, a poem, a book and other forms of text.</p> <p>At this level, they ask and answer questions about words they do not know across various kinds of texts by using story context.</p> <p>Kindergarten students also identify the author and illustrator of a story and the part each plays in telling the story.</p> <p>Use questions and prompts such as: What can you do when you come to a word you do not know? (use context)</p> <p>Can you tell me what kind of book this is? How do you know?</p>	

	Who is the author? What is his/her job? Who is the illustrator? What is his/her job?	
K.RL.5 Recognize common types of text (e.g., storybooks, poems). Knowledge Targets: <ul style="list-style-type: none"> <input type="checkbox"/> Recognize common types of text such as storybooks and poems. <i>I can name the text as a storybook.</i> <i>I can name the text as a poem.</i> 		
K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. Knowledge Targets: <ul style="list-style-type: none"> <input type="checkbox"/> With prompting and support, name the author. <i>I can name the author of a story.</i> <input type="checkbox"/> With prompting and support, name the illustrator. <i>I can name the illustrator of a story.</i> <input type="checkbox"/> With prompting and support define what an author does. <i>I can tell what an author does.</i> <input type="checkbox"/> With prompting and support, define what an illustrator does. <i>I can tell what an illustrator does.</i> 		
K.RL.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). Knowledge Targets: <ul style="list-style-type: none"> <input type="checkbox"/> Identify illustrations. 	<p>With assistance, students will understand the relationship between illustrations and the story and how the illustrations help explain the story.</p> <p>Students will look for similarities and differences in characters' experiences within stories they know.</p>	

<p><i>I can tell that the illustrations are the pictures.</i></p> <p><input type="checkbox"/> Know how to describe</p> <p><i>I can tell about the pictures in a story.</i></p> <p>Reasoning Targets:</p> <p><input type="checkbox"/> With prompting and support, describe a moment in the story using the illustrations that depict it.</p> <p><i>I can tell about a moment in the story using the pictures.</i></p> <p><input type="checkbox"/> With prompting and support, describe how the illustrations and story are related as they appear.</p> <p><i>I can tell how the pictures and words go together.</i></p>	<p>Use questions and prompts such as:</p> <p>Look at the picture. Can you tell me what is happening in the story? How does the picture help you?</p> <p>What is the same about the characters in the two stories? What is different?</p> <p>How did the characters solve the problem in the two stories? Did they solve the problem in the same way?</p>	
<p>K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>Knowledge Targets:</p> <p><input type="checkbox"/> Recognize characters in familiar stories.</p> <p><i>I can name the characters in familiar stories.</i></p> <p><input type="checkbox"/> Determine similarities and differences of adventures and experiences in familiar stories.</p> <p><i>I can tell what is alike and different in the adventures and experiences in familiar stories.</i></p> <p>Reasoning Targets:</p> <p><input type="checkbox"/> With prompting and support, compare adventures and experiences.</p> <p><i>I can tell how adventures and experiences are the same.</i></p> <p><input type="checkbox"/> With prompting and support, contrast adventures and experiences.</p> <p><i>I can tell how adventures and experiences are different.</i></p>		

K.RL.10 Actively engages in group reading activities with purpose and understanding.

Knowledge Targets:

- ☐ Actively engage in group reading activities.
I can actively participate in group reading activities.
- ☐ With prompting and support, ask and answer questions about details.
I can ask and answer questions about key ideas and details in a story.
- ☐ With prompting and support, identify the main topic.
I can tell what the story is mostly about.
- ☐ With prompting and support, retell key details.
I can retell key details.
- ☐ With prompting and support, describe connections in text.
I can tell about connections in text.
- ☐ With prompting and support, ask and answer questions about unknown words.
I can ask and answer questions about unknown words.
- ☐ Identify front and back cover and title.
I can point to the front cover of a book.
I can point to the back cover of a book.
I can point to the title of the story.
- ☐ With prompting and support, name the author and illustrator.
I can say that the author wrote the words in a story.
I can say that the illustrator drew the pictures in a story.
- ☐ With prompting and support, identify the role of each in presenting the ideas or information in a text, integration of knowledge and ideas (describe the relationship between illustrations and the text, identify the reasons an author gives to support points, identify basic similarities in and differences between two texts on the same topic.) at appropriate text complexity.
I can tell what an author does in a story.

Actively engaged students are responsible for their own learning.

“The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade ‘staircase’ of increasing text complexity that rise from beginning reading to the college and career readiness level.

Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities and poor reasoning in texts.”

“Student also acquire the habits of reading independently and closely, which are essential to their future success.”

Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life.

Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the texts by translating its contents for students.

I can tell what an illustrator does in a story.

- ☐ Understand activities that reflect purpose and understanding of text.

I can tell why the author wrote the story.

Reasoning Targets:

- ☐ Actively engage in group reading activities.

I can actively participate in group reading activities.

- ☐ With prompting and support, ask and answer questions about details.

I can ask and answer questions about key ideas and details in a story.

- ☐ With prompting and support, identify the main topic.

I can tell what the story is mostly about.

- ☐ With prompting and support, retell key details.

I can retell key details.

- ☐ With prompting and support, describe connections in text.

I can tell about connections in text.

- ☐ With prompting and support, ask and answer questions about unknown words.

I can ask and answer questions about unknown words.

- ☐ Identify front and back cover and title.

I can point to the front cover of a book.

I can point to the back cover of a book.

I can point to the title of the story.

- ☐ With prompting and support, name the author and illustrator.

I can name who wrote the words in a story.

I can name who drew the pictures in a story.

- ☐ With prompting and support, identify the role of each in presenting the ideas or information in a text, integration of knowledge and ideas (describe the relationship between illustrations and the text, identify the reasons an author gives to support points, identify basic similarities in and differences between two texts on the same topic.) at

<p>appropriate text complexity.</p> <p><i>I can tell what an author does in a story.</i></p> <p><i>I can tell what an illustrator does in a story.</i></p> <p><input type="checkbox"/> Apply activities that reflect purpose and understanding of text.</p> <p><i>I can show I understand what I read.</i></p>		
Reading Informational		
Standard	What Does This Standard Mean?	Dates Taught
<p>K.RI.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>Knowledge Targets:</p> <p><input type="checkbox"/> With prompting and support identify key details of an informational text.</p> <p><i>I can identify key details of an informational text.</i></p> <p><input type="checkbox"/> With prompting and support ask questions about key details in an informational text.</p> <p><i>I can ask questions about key details in an informational text.</i></p> <p><input type="checkbox"/> With prompting and support answer questions about key details in an informational text.</p> <p><i>I can answer questions about key details in an informational text.</i></p>	<p>With assistance, students will understand what key details are and be able to ask and answer questions about them.</p> <p>They should be able to state the main idea in their own words.</p> <p>At this level, students are required to tell how two individuals, events, ideas or information are linked together.</p> <p>Use questions and prompts such as: Using what you read, write (dictate or draw) or ask your own questions about an important idea from this text.</p> <p>What is the main idea of this text?</p>	
<p>K.RI.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>Knowledge Targets:</p> <p><input type="checkbox"/> With prompting and support, identify the main topic</p>	<p>Can you find one of the important ideas in this text? Can you find another important idea?</p> <p>Can you tell me how these two ideas are the same? Can you tell me how they are</p>	

<p>of a text.</p> <p><i>I can tell what the story is mostly about.</i></p> <p><input type="checkbox"/> With prompting and support, identify key details of a text.</p> <p><i>I can tell the key details of a text.</i></p> <p><input type="checkbox"/> Retell key details of a text.</p> <p><i>I can retell key details of a text.</i></p>	different?	
<p>K.RI.3 With prompting and support, describe the connections between two individuals, events, ideas, or pieces of information in a text.</p> <p>Knowledge Targets:</p> <p><input type="checkbox"/> With prompting and support, identify key details about an individual discussed in an informational text.</p> <p><i>I can tell key details about an individual discussed in an informational text.</i></p> <p><input type="checkbox"/> With prompting and support, identify details about events or ideas in a text.</p> <p><i>I can tell details about events or ideas in a text.</i></p> <p>Reasoning Targets:</p> <p><input type="checkbox"/> With prompting and support, discuss how two individuals in a text connect.</p> <p><i>I can talk about how two characters in a text connect.</i></p> <p><input type="checkbox"/> With prompting and support, discuss how two events in a text connect.</p> <p><i>I can talk about how two events in a text connect.</i></p> <p><input type="checkbox"/> With prompting and support, discuss how two ideas in a text connect.</p> <p><i>I can talk about how two ideas in a text connect.</i></p> <p><input type="checkbox"/> With prompting and support, discuss how two pieces of information in a text connect.</p>		

<p><i>I can talk about how two pieces of information in a text connect.</i></p> <p><input type="checkbox"/> With prompting and support, identify a relationship between elements in informational text.</p> <p>I can identify a relationship between elements in informational text.</p>		
<p>K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>Knowledge Targets:</p> <p><input type="checkbox"/> With prompting and support identify unknown words in text.</p> <p><i>I can identify unknown words in text.</i></p> <p><input type="checkbox"/> With prompting and support, recognize that a question requires an answer.</p> <p><i>I can recognize that a question requires an answer.</i></p> <p>Reasoning Targets:</p> <p><input type="checkbox"/> With prompting and support, formulate a question about unknown words in a text, with prompting and support.</p> <p><i>I can ask a question about unknown words in a text.</i></p> <p><input type="checkbox"/> With prompting and support, answer questions about unknown words in a text, with prompting and support.</p> <p><i>I can answer questions about unknown words in a text.</i></p>	<p>With assistance, students should understand how a piece of informational text is structured.</p> <p>At this level, students ask and answer questions about words they do not know.</p> <p>They can identify the main print concepts/features of a book and understand the roles of both author and illustrator.</p> <p>Use questions and prompts such as:</p> <p>What do you do when you come to a word you do not know? What can help you? (glossary, use context)</p> <p>What is the job of the author? What is the job of the illustrator?</p> <p>Show me the front of the book. Show me the back of the book.</p>	
<p>K.RI.5 Identify the front cover, back cover, and title page of a book.</p> <p>Knowledge Targets:</p> <p><input type="checkbox"/> Identify front cover.</p> <p><i>I can point to the front cover of a book.</i></p>		

<input type="checkbox"/> Identify back cover. <i>I can point to the back cover of a book.</i> <input type="checkbox"/> Identify title page. <i>I can point to the title page of a book.</i>		
<p>K.RI.6 With prompting and support, 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>Knowledge Targets:</p> <input type="checkbox"/> With prompting and support, name the author. <i>I can say that the author wrote the words in a story.</i> <input type="checkbox"/> With prompting and support, name the illustrator. <i>I can say that the illustrator drew the pictures in a story.</i> <input type="checkbox"/> With prompting and support, define what an author does. <i>I can tell what an author does.</i> <input type="checkbox"/> With prompting and support, define what an illustrator does. <i>I can tell what an illustrator does.</i>		
<p>K.RI.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>Knowledge Targets:</p> <input type="checkbox"/> Identify illustrations. <i>I can point to the illustrations.</i> <input type="checkbox"/> Identify text. <i>I can point to the text.</i> <input type="checkbox"/> Define describe. <i>I can tell about things in a story.</i>	<p>With assistance, students will understand how illustrations help explain the text and discuss similarities and differences in how texts that share the same main idea.</p> <p>At this level, students should also develop the ability to recognize the author's reasoning by finding support within the text.</p> <p>Use questions and prompts such as: Look at the picture. Can you tell how the author uses this picture to help you understand the topic?</p> <p>What does this picture add to your thinking about what you (we) read?</p>	

<p>Reasoning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> With prompting and support, describe people that illustrations depict. <i>I can tell about the people in the illustrations.</i> <input type="checkbox"/> With prompting and support describe places that illustrations depict. <i>I can tell about the places in the illustrations.</i> <input type="checkbox"/> With prompting and support describe things that illustrations depict. <i>I can tell about things in the illustrations.</i> <input type="checkbox"/> With prompting and support describe ideas that illustrations depict. <i>I can tell about ideas in the illustrations.</i> <input type="checkbox"/> With prompting and support, describe the relationships between illustrations and text. <i>I can tell how the illustrations and the text relate to one another.</i> 	<p>Can you find the reason why the author thinks that...? Can you find the reason why the author believes...?</p> <p>How are these two books showing the same topic in different ways?</p>	
<p>K.RI.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> With prompting and support, identify the reasons an author gives to support point(s) in a text. <i>I can tell the reasons an author gives to support point(s) in a text.</i> 		
<p>K.RI.9 With prompting and support, identify basic similarities in and difference between two texts on the same topic (e.g., in illustrations, descriptions or procedures).</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> With prompting and support, identify basic similarities in 		

<p>illustrations of two texts on the same topic. <i>I can tell how illustrations of two texts on the same topic are alike.</i> <input type="checkbox"/> With prompting and support, identify basic similarities in descriptions of two texts on the same topic. <i>I can tell how descriptions of two texts on the same topic are alike.</i> <input type="checkbox"/> With prompting and support, identify basic similarities in procedures of two texts on the same topic. <i>I can tell how procedures of two texts on the same topic are alike.</i> <input type="checkbox"/> With prompting and support, identify basic differences between illustrations of two texts on the same topic. <i>I can tell how illustrations of two texts are different.</i> <input type="checkbox"/> With prompting and support, identify basic differences between descriptions of two texts on the same topic. <i>I can tell how descriptions of two texts on the same topic are different.</i> <input type="checkbox"/> With prompting and support, identify basic differences between procedures of two texts on the same topic. <i>I can tell how procedures of two texts on the same topic are different.</i></p>		
<p>K.RI.10 Actively engage in group reading activities with purpose and understanding.</p> <p>Knowledge Targets:</p> <p><input type="checkbox"/> Actively engage in group reading activities. <i>I can actively participate in group reading activities.</i> <input type="checkbox"/> With prompting and support, ask and answer questions about details. <i>I can ask and answer questions about key ideas and details in a story.</i> <input type="checkbox"/> With prompting and support, identify the main topic. <i>I can tell what the story is mostly about.</i></p>	<p>Actively engaged students are responsible for their own learning.</p> <p>“The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade ‘staircase’ of increasing text complexity that rise from beginning reading to the college and career readiness level.</p> <p>Whatever they are reading, students must also show a steadily growing ability to discern</p>	

<p><input type="checkbox"/> With prompting and support, retell key details. <i>I can retell key details.</i></p> <p><input type="checkbox"/> With prompting and support, describe connections in text. <i>I can tell about connections in text.</i></p> <p><input type="checkbox"/> With prompting and support, ask and answer questions about unknown words. <i>I can ask and answer questions about unknown words.</i></p> <p><input type="checkbox"/> Identify front and back cover and title. <i>I can point to the front cover of a book.</i> <i>I can point to the back cover of a book.</i> <i>I can point to the title of the story.</i></p> <p><input type="checkbox"/> With prompting and support, name the author and illustrator. <i>I can name who wrote the words in a story.</i> <i>I can name who drew the pictures in a story.</i></p> <p><input type="checkbox"/> With prompting and support, identify the role of each in presenting the ideas or information in a text, integration of knowledge and ideas (describe the relationship between illustrations and the text, identify the reasons an author gives to support points, identify basic similarities in and differences between two texts on the same topic.) at appropriate text complexity. <i>I can tell what an author does in a story.</i> <i>I can tell what an illustrator does in a story.</i></p> <p><input type="checkbox"/> Understand activities that reflect purpose and understanding of text. <i>I can understand activities that reflect purpose and understanding.</i></p> <p>Reasoning Targets:</p> <p><input type="checkbox"/> Actively engage in group reading activities. <i>I can actively participate in group reading activities.</i></p> <p><input type="checkbox"/> With prompting and support, ask and answer questions about details. <i>I can ask and answer questions about key ideas and</i></p>	<p>more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities and poor reasoning in texts.”</p> <p>“Student also acquire the habits of reading independently and closely, which are essential to their future success.”</p> <p>Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life.</p> <p>Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the texts by translating its contents for students.</p>	
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details in a story.

- ☐ With prompting and support, identify the main topic.

I can tell what the story is mostly about.

- ☐ With prompting and support, retell key details.

I can retell key details.

- ☐ With prompting and support, describe connections in text.

I can tell about connections in text.

- ☐ With prompting and support, ask and answer questions about unknown words.

I can ask and answer questions about unknown words.

- ☐ Identify front and back cover and title.

I can point to the front cover of a book.

I can point to the back cover of a book.

I can point to the title of the story.

- ☐ With prompting and support, name the author and illustrator.

I can name who wrote the words in a story.

I can name who drew the pictures in a story.

- ☐ With prompting and support, identify the role of each in presenting the ideas or information in a text, integration of knowledge and ideas (describe the relationship between illustrations and the text, identify the reasons an author gives to support points, identify basic similarities in and differences between two texts on the same topic.) at appropriate text complexity.

I can tell what an author does in a story.

I can tell what an illustrator does in a story.

- ☐ Apply activities that reflect purpose and understanding of text.

I can apply activities that reflect purpose and understanding.

Reading Foundational Skills

Standard	What Does This Standard Mean?	Dates Taught
<p>K.FS.1 Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognize that words on a page progress from left to right. <i>I can recognize that words on a page go from left to right.</i> <input type="checkbox"/> Recognize that words on a page progress from top to bottom. <i>I can recognize that words on a page go from top to bottom.</i> <input type="checkbox"/> Recognize that spoken words are represented in written language by specific sequences of letters. <i>I can recognize that you read words in a text.</i> <p>Performance Skill Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Follow words from left to right. <i>I can follow words from left to right.</i> <input type="checkbox"/> Follow words from top to bottom. <i>I can follow words from top to bottom.</i> <input type="checkbox"/> Follow words page by page. 	<p>Students will understand basic print features. They will learn that:</p> <ul style="list-style-type: none"> Books have a correct position that print has specific directionality Print has meaning and is made up of letters. <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> Show me where to begin reading. Where do I go from there? After that? Which page do I read first? Point to the words as I read. 	

<p><i>I can follow words page by page.</i></p> <p><input type="checkbox"/> Name all upper- and lowercase letters of the alphabet.</p> <p><i>I can name all uppercase letters of the alphabet.</i></p> <p><i>I can name all lowercase letters of the alphabet.</i></p> <p><input type="checkbox"/> Recognize that sentences are made up of words.</p> <p><i>I can count the number of words in a sentence.</i></p> <p><input type="checkbox"/> Recognize and name all upper- and lowercase letters of the alphabet.</p> <p><i>I can recognize and name all uppercase letters of the alphabet.</i></p> <p><i>I can recognize and name all lowercase letters of the alphabet.</i></p>		
<p>K.FS.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> Recognize and produce rhyming words. Count, pronounce, blend and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Orally isolate and pronounce 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/.) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <p>*Words, syllables, or phonemes written in /slash/ refer to their pronunciation phonology. Thus, /cvc/ is a word with three phonemes regardless</p>	<p>Use questions and prompts such as:</p> <p>Which word rhymes with this one?</p> <p>Clap the syllables in this word.</p> <p>Say each sound you hear in this word slowly.</p> <p>What do you hear at the beginning of this word?</p> <p>What do you hear next?</p> <p>At the end?</p>	

of the number of letters in the spelling of the word.

Knowledge Targets:

- ☐ Recognize rhyming words – short vowel sound.

I can name the short vowel sound words that rhyme.

- ☐ Recognize rhyming words – initial sounds.

I can name the initial sound words that rhyme.

- ☐ Recognize rhyming words – ending sounds.

I can name the ending sound words that rhyme.

Performance Skill Targets:

- ☐ Produce rhyming words.

I can tell a word that rhymes with another word.

- ☐ Count syllables in spoken words.

I can count parts in spoken words.

- ☐ Pronounce syllables in spoken words.

I can say parts in spoken words.

- ☐ Blend syllables in spoken words.

I can put together parts in spoken words.

- ☐ Segment syllables in spoken words.

I can break a word into parts.

- ☐ Blend onsets and rimes of single-syllable spoken words.

I can put together the first sound and ending chunk of one part spoken words.

- ☐ Isolate and pronounce CVC words, to recognizing the initial sound.

I can say the first sound in a word.

- ☐ Isolate and pronounce CVC words to medial vowel sounds.

I can say the middle vowel sound in a word.

- ☐ Isolate and pronounce CVC words to final sounds.

I can say the ending sound in a word.

- ☐ Add individual sounds in simple one syllable words to make new words.

I can make new words by adding beginning sounds in

<p>one part words. I can make new words by adding ending sounds in one part words.</p> <p><input type="checkbox"/> Substitute individual sounds in simple one syllable words to make new words.</p> <p>I can make new words by changing the beginning sounds in one syllable words. I can make new words by changing the ending sounds in one syllable words. I can make new words by changing the middle sounds in one syllable words.</p>		
<p>K.FS.3 Know and apply grade level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does.) Distinguish between similarly spelled words by identifying the sounds of the letters that differ. <p>Knowledge Targets:</p> <p><input type="checkbox"/> Know grade-level phonics and word analysis skills in decoding words. I can use what I know to read a word.</p> <p><input type="checkbox"/> Recognize one-to-one letter correspondence for each consonant. I can read the consonant sounds in a word.</p>	<p>Students continue learning specific strategies for decoding words in texts.</p> <p>Learning letter-sound correspondence, vowel patterns, and high frequency words enhance decoding, spelling ability, and vocabulary development.</p> <p>Use questions and prompts such as: Does that sound right? Does that look right? Does that make sense?</p> <p>Look at the word, does it look like...?' You said...does it look like...?</p> <p>Look at the beginning of that word, can you get it started?</p>	

- ☐ Identify the five short vowels with common spellings.

I can identify the five short vowels.

- ☐ Identify the five long vowels with common spellings.

I can identify the five long vowels.

- ☐ Recognize high-frequency sight words.

I can recognize sight words.

- ☐ Recognize words that are similarly spelled.

I can recognize words that are similar.

- ☐ Identify the sounds of the letters that are different.

I can identify the sounds of the letters that are different.

Reasoning Targets:

- ☐ Apply grade-level phonics and word analysis skills in decoding words.

I can apply what I know to read words.

- ☐ Distinguish the differing sounds of consonants.

I can tell the differing sounds of consonants.

- ☐ Distinguish long and short vowel sounds that have common spellings.

I can tell long and short vowel sounds that have common spellings.

- ☐ Determine the pattern of the word.

I can figure out the pattern of a word.

Performance Skills Targets:

- ☐ Say the sound that corresponds to the consonant.

I can say the sound that goes with the consonant.

- ☐ Read high-frequency sight words.

I can read sight words.

- ☐ Read words that have a similar word pattern and identify the sounds that are different.

I can read words with a similar pattern and tell the sounds that are different.

<p>K. FS.4 Read emergent-reader texts with purpose and understanding.</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify and understand foundational skills for Reading #1-3. <i>I can use what I have learned to read.</i> <input type="checkbox"/> Recognize that there are different purposes for reading emergent-reader texts. <i>I can tell why I am reading a text.</i> <p>Reasoning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply foundational skills reflected in #1-3. <i>I can use what I have learned to read.</i> <input type="checkbox"/> Demonstrate the purpose for reading emergent-reader texts. <i>I can tell why I am reading a text.</i> <p>Performance Skills Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read emergent-reader texts with purpose. <i>I can read for a reason.</i> <input type="checkbox"/> Read emergent-reader texts for understanding. <i>I can understand what I read.</i> 	<p>Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage benefit from opportunities to read texts multiple times at an independent level.</p> <p>Use questions and prompts such as: Make your voice sound like talking. Listen to me and read it like this. Does that make sense? Does that sound right?</p>	
Writing		
Standard	What Does This Standard Mean?	Dates Taught
<p>K.W.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</p>	<p>Kindergarten students must be able to express their opinion and demonstrate the ability to share their opinion with others.</p>	

writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ____).

Knowledge Targets:

- ☐ Identify the title of a book or topic to write about.

I can tell the title of a book I am writing about.

I can tell the topic I am writing about.

- ☐ Recognize what an opinion is

I can tell what an opinion is.

Reasoning Targets:

- ☐ Formulate an opinion of a book or topic.

I can tell an opinion of a book.

I can tell an opinion of a topic.

Product Targets:

- ☐ Write an opinion piece about a topic or book; the piece should: demonstrate a combination of drawing, dictating, and writing include the topic or title of a book, state an opinion or preference about the topic or book.

I can tell and write my opinion or preference about a topic or book using a combination of drawing, dictating, and writing including the topic or title of a book in my writing.

K.W.2 Use a combination of drawing, dictating, and write to compose informative/explanatory text in which they name what they are writing about and supply some information about the topic.

Knowledge Targets:

- ☐ Identify an informative/explanatory text.

In kindergarten, students learn to dictate their thinking, illustrate their ideas, and write their thoughts across various genres (opinion, informative/explanatory, narrative).

In order to do so, students will need multiple opportunities to express opinions and develop writing behaviors.

Students will need to engage in behaviors (turn and talk, small group discussion, and emergent writing and speaking learning centers) that lead to the natural expression of ideas both verbally and in writing.

Students will also need a purposeful focus on choice-making throughout ELA.

For example, kindergarten students need to be able to use within their writing that show their thinking. Whether dictating, drawing, or writing, students must be able to articulate their ideas in a way that is purposeful and appropriate to the audience.

<p><i>I can identify an informative/explanatory text.</i> <input type="checkbox"/> Select a topic for an informative/explanatory writing. <i>I can select a topic for an informative/explanatory writing.</i></p> <p>Reasoning Targets: <input type="checkbox"/> Combine drawing, dictation, and writing to compose informational/explanatory text to supply additional information about the topic. <i>I can draw, dictate, and write informational/explanatory text to supply additional information about the topic.</i></p> <p>Product Targets: <input type="checkbox"/> Compose informative/explanatory text using which they: name the topic about which they are writing, supply some information about the topic. <i>I can create informative/explanatory text by naming the topic with some information about the topic.</i></p>		
<p>K.W.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>Knowledge Targets: <input type="checkbox"/> Choose a single event to discuss. <i>I can choose a single event to discuss.</i></p> <p>Reasoning Targets: <input type="checkbox"/> Distinguish between relevant and irrelevant details. <i>I can tell what is important or not important about details.</i> <input type="checkbox"/> Sequence relevant events.</p>		

<p><i>I can put important events in the correct order.</i></p> <p><input type="checkbox"/> React to the event.</p> <p><i>I can respond about my feelings to the event.</i></p> <p>Product Targets:</p> <p><input type="checkbox"/> Draw, dictate, and/or write a narrative piece which contains relevant details, a logical sequence of events, and a reaction.</p> <p><i>I can draw, dictate and/or write a narrative piece which contains relevant details, a logical sequence of events, and a reaction.</i></p>		
<p>K.W.5 With guidance and support from adults, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>Knowledge Targets:</p> <p><input type="checkbox"/> With guidance and support from adults, students recognize how to respond to questions and suggestions from peers.</p> <p><i>I can respond to questions and suggestions from my friends.</i></p> <p><input type="checkbox"/> With guidance and support from adults, students recognize how to add details to strengthen writing as needed.</p> <p><i>I can add details to make my writing better.</i></p> <p>Reasoning Targets:</p> <p><input type="checkbox"/> With guidance and support from adults, students develop writing by responding to questions and suggestions from peers.</p> <p><i>I can improve my writing by responding to questions and suggestions from my friends.</i></p> <p><input type="checkbox"/> With guidance and support from adults, students</p>	<p>With assistance from adults and peers, students should be able to respond to questions and suggestions about their writing.</p> <p>In order to do so, students need to understand how to add descriptive words to their writing to strengthen their piece.</p> <p>They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (during conferences and peer editing).</p>	

<p>develop writing by adding details to strengthen writing as needed. <i>I can make my writing better by adding details.</i></p>		
<p>K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> With guidance and support from adults, use basic computer skills (e.g., turn on computer, log on, use common software, basic word processing tools). <i>I can use basic computer tools by logging on and using common software.</i> <p>Reasoning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> With guidance and support, choose digital tools for producing and publishing writing. <i>I can choose digital tools for producing and publishing writing.</i> <p>Performance Skill Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> With guidance and support, use technology to produce and publish writing individually and with peers. <i>I can use technology to produce and publish writing by myself and with my friends.</i> 	<p>Students in kindergarten are developing strategies with peers and adults to explore the use of digital tools to publish their writing (use of keyboarding and technology).</p> <p>At this grade level, students are learning to “log on” to programs, computer stations, and hand-held devices and engage with digital media.</p>	
<p>K.W.7 With prompting and support, participate in shared research and writing projects (e.g., explore a</p>	<p>Kindergarten students are required to participate in shared research projects.</p>	

<p>number of books by a favorite author and express opinions about them.)</p> <p>Knowledge Targets:</p> <p><input type="checkbox"/> With prompting and support, identify sources and tools for shared research. <i>I can identify sources and tools for shared research.</i></p> <p>Reasoning Targets:</p> <p><input type="checkbox"/> With prompting and support, determine and apply appropriate sources and tools to conduct shared research. <i>I can choose and use sources and tools to conduct shared research.</i></p> <p><input type="checkbox"/> With prompting and support, participate in shared research and writing projects. <i>I can participate in shared research and writing.</i></p>	<p>Students will need to understand their role (job on the team) and how they will contribute (work they will do) on the project from beginning to end.</p> <p>Items, such as, task charts, check sheets, and graphic organizers will be helpful to students as they learn to work together.</p> <p>At this level, students are working with provided research.</p> <p>They need to know how to scan the information provided (words, pictures, digital sources) and/or recall from their own background knowledge and pieces they need to answer research questions.</p> <p><u>Students do this work with prompting and support.</u></p>	
<p>K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Knowledge Targets:</p> <p><input type="checkbox"/> With guidance and support, identify experience. <i>I can tell what an experience is.</i></p> <p><input type="checkbox"/> With guidance and support, identify source. <i>I can tell what a source is.</i></p> <p>Reasoning Targets:</p> <p><input type="checkbox"/> With guidance and support, gather information from more than one source to answer a question. <i>I can get information from more than one source to answer a question.</i></p>		

<p>Performance Skill Targets:</p> <p><input type="checkbox"/> With guidance and support, answer a question using information from experience.</p> <p><i>I can answer a question using my experiences.</i></p> <p><input type="checkbox"/> With guidance and support from adults, answer a question using information from a provided source.</p> <p><i>I can answer a question from a provided source.</i></p>		
Speaking and Listening		
Standard	What Does This Standard Mean?	Dates Taught
<p>K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts 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>Knowledge Targets:</p> <p><input type="checkbox"/> Identify ideas from kindergarten topics and texts.</p> <p><i>I can identify ideas from kindergarten topics and texts.</i></p> <p><input type="checkbox"/> Identify agreed-upon rules for discussion.</p> <p><i>I can follow agreed-upon rules for discussion.</i></p> <p><input type="checkbox"/> Recognize how others listen.</p>	<p>Students in kindergarten will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations.</p> <p>Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.</p> <p>Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc.)</p> <p>Kindergarten students are able to confirm</p>	

<p><i>I can listen by watching with my eyes, listening with my ears, keeping my hands and feet quiet and still, and my lips zipped.</i></p> <p><input type="checkbox"/> Recognize how others move conversations along.</p> <p><i>I can recognize how others move conversations along.</i></p> <p>Reasoning Targets:</p> <p><input type="checkbox"/> Decide comments and questions appropriate to the topic of discussion.</p> <p><i>I can use words and questions appropriate to the topic of discussion.</i></p> <p><input type="checkbox"/> Observe if agreed-upon discussion rules are being followed.</p> <p><i>I can recognize when discussion rules are being followed.</i></p> <p>Performance Skill Targets:</p> <p><input type="checkbox"/> Participate in conversations about kindergarten topics and texts.</p> <p><i>I can participate in conversations about kindergarten topics and texts.</i></p> <p><input type="checkbox"/> Follow agreed-upon rules for discussion.</p> <p><i>I can follow agreed-upon rules for discussion.</i></p> <p><input type="checkbox"/> Listen while others are speaking.</p> <p><i>I can listen while others are speaking.</i></p> <p><input type="checkbox"/> Listen and respond to continue conversations with peers and adults.</p> <p><i>I can listen and respond to continue conversations with my friends and adults.</i></p>	<p>understanding of a text read aloud or information presented in multiple formats.</p> <p>Kindergarten students should be able to listen to what a speaker says and then ask questions to gain comprehension if something is not understood.</p> <p>Students need to have strategies for asking questions that are on topic. They also need to know strategies for understanding and answering questions asked of them.</p>	
<p>K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key</p>		

details and requesting clarification if something is not understood.

Knowledge Targets:

- ☐ Identify key ideas from text read aloud or presented orally through media formats.

I can identify key ideas from text read aloud.

I can identify key ideas from text presented orally through media formats.

- ☐ Ask and answer questions about key details read aloud.

I can ask and answer questions about key details when a text is read aloud.

- ☐ Ask and answer questions about key details presented orally through media formats.

I can ask and answer questions about key details when presented orally through media formats.

Reasoning Targets:

- ☐ Ask for clarification of key details that are not understood from text read aloud.

I can ask for help about key details when I do not understand text read aloud.

- ☐ Ask for clarification of key details that are not understood from information presented through media.

I can ask for help about key details when I do not understand information presented through media.

Performance Skill Targets:

- ☐ Answer questions about key details from information presented orally.

I can answer questions about key details from information

<p>being presented orally.</p> <p><input type="checkbox"/> Ask for clarification if something is not understood.</p> <p><i>I can ask for help when I do not understand.</i></p>		
<p>K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>Knowledge Targets:</p> <p><input type="checkbox"/> Recognize that asking questions is an appropriate strategy to further understanding.</p> <p><i>I can ask questions when I do not understand.</i></p> <p><input type="checkbox"/> Identify questions.</p> <p><i>I can identify questions.</i></p> <p><input type="checkbox"/> Identify answers.</p> <p><i>I can identify answers.</i></p> <p><input type="checkbox"/> Identify situations in which help is needed.</p> <p><i>I can identify situations in which help is needed.</i></p> <p><input type="checkbox"/> Identify situations in which information is needed.</p> <p><i>I can identify situations in which information is needed.</i></p> <p><input type="checkbox"/> Identify situations in which clarification is necessary.</p> <p><i>I can identify situations in which help is needed.</i></p> <p>Reasoning Targets:</p> <p><input type="checkbox"/> Formulate appropriate questions to seek help.</p> <p><i>I can ask appropriate questions to get help.</i></p> <p><input type="checkbox"/> Formulate appropriate questions to seek information.</p> <p><i>I can ask appropriate questions to get information.</i></p> <p><input type="checkbox"/> Formulate appropriate questions to seek clarification.</p> <p><i>I can ask appropriate questions when I do not understand.</i></p> <p>Performance Skill Targets:</p> <p><input type="checkbox"/> Ask questions to seek help.</p>		

<p><i>I can ask questions to get help.</i></p> <p><input type="checkbox"/> Ask questions to get information.</p> <p><i>I can ask questions to get information.</i></p> <p><input type="checkbox"/> Ask questions to clarify something that is not understood.</p> <p><i>I can ask questions when I need help understanding.</i></p> <p><input type="checkbox"/> Answer questions to seek help.</p> <p><i>I can answer questions to get help.</i></p> <p><input type="checkbox"/> Answer questions to get information.</p> <p><i>I can answer questions to get information.</i></p> <p><input type="checkbox"/> Answer questions to clarify something that is not understood.</p> <p><i>I can answer questions when I need help understanding.</i></p>		
<p>K.SL.4 Describe familiar people, places, things and events and with prompting and support, provide additional details.</p> <p>Knowledge Targets:</p> <p><input type="checkbox"/> Identify people.</p> <p><i>I can identify people.</i></p> <p><input type="checkbox"/> Identify places.</p> <p><i>I can identify places.</i></p> <p><input type="checkbox"/> Identify things.</p> <p><i>I can identify things.</i></p> <p><input type="checkbox"/> Identify events.</p> <p><i>I can identify events.</i></p> <p><input type="checkbox"/> Identify details.</p> <p><i>I can identify details.</i></p> <p>Reasoning Targets:</p> <p><input type="checkbox"/> With prompting and support, determine relevant details that describe people.</p> <p><i>I can determine relevant details that describe people.</i></p>	<p>Kindergarten students should be able to report facts and relevant details about an experience. This should be done orally, with some detail, and with clarity of thought and emotions. They should be able to add visual displays to illuminate chosen facts or details.</p> <p>In order to do so, student will need multiple opportunities to present information to others and develop behaviors that will lead to the ability to add appropriate visual displays.</p> <p>Students will need to engage in behaviors that lead to the natural expression of idea both verbally and in writing: turn and talk, small group discussion, and emergent listening and speaking learning centers.</p> <p>Students will also need a purposeful focus throughout ELA on choice-making.</p> <p>For example, kindergarten students need</p>	

<p><input type="checkbox"/> With prompting and support, determine relevant details that describe places. <i>I can determine relevant details that describe places.</i></p> <p><input type="checkbox"/> With prompting and support, determine relevant details that describe things. <i>I can determine relevant details that describe things.</i></p> <p><input type="checkbox"/> With prompting and support, determine relevant details that describe events. <i>I can determine relevant details that describe events.</i></p> <p>Performance Skill Targets:</p> <p><input type="checkbox"/> Orally perform a clear presentation that describes a person. <i>I can talk clearly as I tell about a person.</i></p> <p><input type="checkbox"/> Orally perform a clear presentation that describes a place. <i>I can talk clearly as I tell about a place.</i></p> <p><input type="checkbox"/> Orally perform a clear presentation that describes a thing. <i>I can talk clearly as I tell about a thing.</i></p> <p><input type="checkbox"/> Orally perform a clear presentation that describes an event. <i>I can talk clearly as I tell about an event.</i></p> <p><input type="checkbox"/> Include relevant details, with prompting and support. <i>I can include relevant details.</i></p>	<p>to be able to choose visual displays that add to and support their thinking about a topic. Students must be able to articulate their ideas in a way that is purposeful and appropriate to the audience.</p>	
<p>K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>Knowledge Targets:</p> <p><input type="checkbox"/> Know what visual displays are. <i>I can tell what a visual display is such as pictures, art work, etc.</i></p>		

<input type="checkbox"/> Identify details. <i>I can tell what details are.</i> Reasoning Targets: <input type="checkbox"/> Add drawings or visual displays to provide details to descriptions. <i>I can add drawing or visual displays to provide details to descriptions.</i>		
K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly. Knowledge Targets: <input type="checkbox"/> Identify different voice volumes used for different situations. <i>I can choose when to use appropriate voice levels.</i> Performance Skill Targets: <input type="checkbox"/> Speak using appropriate voice volume for situation. <i>I can use appropriate voice level.</i> <input type="checkbox"/> Speak to communicate thoughts, feelings, and ideas clearly. <i>I can speak to communicate thought, feelings, and ideas clearly.</i>		
Language		
Standard	What Does This Standard Mean?	Dates Taught
K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/, 	An understanding of language is essential for effective communication. “The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and	

<p>or /es/ (e.g., dog, dogs, wish, wishes).</p> <p>d. Understand and use question words (interrogatives) (e.g., who, what, when, where, why and how).</p> <p>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>f. Produce and expand complete sentences in shared language activities.</p> <p>Knowledge Targets:</p> <p><input type="checkbox"/> Recognize many of the letters of the alphabet.</p> <p><i>I can name letters of the alphabet.</i></p> <p><input type="checkbox"/> Recognize that letters can be both upper- and lowercase.</p> <p><i>I can identify when letters are uppercase and lowercase.</i></p> <p><input type="checkbox"/> Recognize nouns and verbs.</p> <p><i>I can recognize nouns and verbs.</i></p> <p><input type="checkbox"/> Recognize that nouns can be singular and plural.</p> <p><i>I can recognize when a noun is talking about one thing.</i></p> <p><i>I can recognize when a noun is talking about more than one thing.</i></p> <p><input type="checkbox"/> Know the meaning of question words. (interrogatives).</p> <p><i>I can understand question words.</i></p> <p><input type="checkbox"/> Recognize common prepositions.</p> <p><i>I can recognize common prepositions.</i></p> <p><input type="checkbox"/> Recognize and produce a complete sentence.</p> <p><i>I can recognize a complete sentence.</i></p> <p><i>I can produce a complete sentence.</i></p> <p>Reasoning Targets:</p> <p><input type="checkbox"/> Demonstrate command of the conventions of standard English grammar and usage when writing to</p>	<p>viewing; indeed, they are inseparable from such contexts.”</p> <p>Kindergarten students must have a command of the grammar and usage of spoken and written standard English.</p> <p>Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English.</p>	
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<p>expand sentences.</p> <p><i>I can use correct grammar when adding more words to sentences.</i></p> <p><input type="checkbox"/> Demonstrate command of the conventions of standard English grammar and usage when writing to distinguish between upper- and lowercase letters.</p> <p><i>I can correctly use uppercase and lowercase letters in my writing.</i></p> <p>Performance Skill Targets:</p> <p><input type="checkbox"/> Demonstrate command of the conventions of grammar and usage when speaking.</p> <p><i>I can speak correctly.</i></p> <p><input type="checkbox"/> Use regular plural nouns.</p> <p><i>I can use words that show more than one thing.</i></p> <p><input type="checkbox"/> Form regular plural nouns orally using /s/ and /es/.</p> <p><i>I can use the correct ending when talking about more than one thing.</i></p> <p><input type="checkbox"/> Use question words in speaking.</p> <p><i>I can use questions words in speaking.</i></p> <p><input type="checkbox"/> Use frequently occurring prepositions in speaking.</p> <p><i>I can use prepositions in speaking.</i></p> <p><input type="checkbox"/> Speak in complete sentences.</p> <p><i>I can speak in complete sentences.</i></p> <p><input type="checkbox"/> Expand complete sentences.</p> <p><i>I can add more words to complete sentences.</i></p>		
<p>K.L.2 Demonstrate command of the conventions of standard English capitalization punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun I. Recognize and name end punctuation. Write a letter or letters for most consonant 	<p>At this level, emphasis is on using complete sentences, forming questions, using plurals, and the more commonly used prepositions. With conventions, students are becoming adept at ending punctuation, capitalizing (I), and spelling simple words.</p>	

<p>and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply correct capitalization, punctuation, and spelling when writing. <i>I can use correct capital letters when writing.</i> <i>I can use correct ending punctuation when writing.</i> <i>I can use correct spelling when writing.</i> <input type="checkbox"/> Capitalize first word in a sentence. <i>I can write a capital letter for the first word in a sentence.</i> <input type="checkbox"/> Recognize and name end punctuation. <i>I can recognize end punctuation.</i> <i>I can name ending punctuation.</i> <input type="checkbox"/> Match the sound and the letter for most consonant and short-vowel sounds. <i>I can match the sound and the letter for letters.</i> <input type="checkbox"/> Use sound-letter awareness to spell simple words phonetically. <i>I can spell simple words using letters sounds.</i> <p>Reasoning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Distinguish the letters. <i>I can tell letters apart.</i> <p>Performance Skill Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write a letter or letter combinations for most consonant and short vowel sounds (phonemes). <i>I can write the correct letter or letters for most sounds.</i> 		
<p>K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>	<p>As students at this level focus on word acquisition and use, the intent of the CCSS is to introduce grammatical knowledge in basic ways that will be relearned in more</p>	

- a. **Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).**
- b. **Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.**

Knowledge Targets:

- ☐ Recognize that some words and phrases have multiple meanings.

I can recognize that some words and phrases have more than one meaning.

- ☐ Identify frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less).

I can identify word beginnings and endings

Reasoning Targets:

- ☐ Identify new meanings for familiar words.

I can identify new meanings for familiar words.

- ☐ Apply the appropriate meaning for the word within the context.

I can use the appropriate meaning for a word.

- ☐ Apply knowledge of frequently occurring inflections and affixes to determine the meaning of a word.

I can use what I learned about word beginnings and endings to understand the meaning of a word.

- ☐ Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

I can use what I learned to understand the meaning of unknown words or words with many meanings.

sophisticated contexts in the upper grades.

The overall focus of language learning regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts.

Students need to understand the diversity in Standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. Students also need strategies for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes.

Learning words at this stage includes exploring different shades of the same verb (run/sprint) inflections, common concepts/objects, words with multiple meanings, opposites, and how words are used in “real-life.”

K.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes, foods) to gain sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- d. Distinguish shapes of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Knowledge Targets:

- ☐ With guidance and support from adults, identify common objects.

I can identify common objects.

- ☐ With guidance and support from adults, identify categories.

I can identify categories.

- ☐ With guidance and support from adults know verbs.

I can know verbs.

- ☐ With guidance and support from adults know adjectives.

I can know describing words.

- ☐ With guidance and support from adults know opposites.

I can know opposites.

- ☐ With guidance and support from adults identify real

<p>life connections.</p> <p><i>I can identify real-life connections.</i></p> <p><input type="checkbox"/> With guidance and support from adults distinguish shades of meaning among verbs describing the same action.</p> <p><i>I can distinguish shades of meaning among verbs describing the same action.</i></p> <p>Reasoning Targets:</p> <p><input type="checkbox"/> With guidance and support from adults, sort common objects into categories.</p> <p><i>I can sort common objects into common groups.</i></p> <p><input type="checkbox"/> With guidance and support from adults, relate verb and adjectives to their opposites.</p> <p><i>I can relate action words and describing words to their opposites.</i></p> <p><input type="checkbox"/> With guidance and support from adults identify real life connections between words and their use distinguish ways to act out verbs.</p> <p><i>I can identify real life connections between words and their use.</i></p> <p><i>I can distinguish ways to act out verbs.</i></p> <p>Performance Skill Targets:</p> <p><input type="checkbox"/> With guidance and support from adults, act out meanings of verbs.</p> <p><i>I can act out meanings of verbs.</i></p>		
<p>K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to text.</p> <p>Knowledge Targets:</p> <p><input type="checkbox"/> Obtain words and phrases acquired through conversations.</p>		

I can learn words and phrases through conversation.

- ☐ Obtain words and phrases acquired through reading.

I can learn words and phrases when reading.

- ☐ Obtain words and phrases acquired through being read to.

I can learn words and phrases while being read to.

- ☐ Obtain words and phrases acquired through responding to text.

I can learn words while responding to text.

Reasoning Targets:

- ☐ Distinguish if a word or phrase should be used when responding.

I can tell if a word or phrase should be used when responding.

Performance Skill Targets:

- ☐ Use words and phrases accurately acquired through conversations.

I can use words and phrases through conversation.

- ☐ Use words and phrases accurately acquired through reading.

I can use words and phrases from my reading.

- ☐ Use words and phrases accurately acquired through being read to.

I can use words and phrases from being read to.

- ☐ Use words and phrases accurately acquired through responding to text.

I can use words and phrases from my talking about text.