

1st Quarter

Kindergarten English Language Arts Standards

K.RF.1 Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills.

K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.

K.RF.2.2 Recognize that written words are made up of sequences of letters.

K.RF.2.3 Recognize that words are combined to form sentences

K.RF.2.4 Identify and name all uppercase (capital) and lowercase letters of the alphabet

K.RF.3.1 Identify and produce rhyming words.

K.RF.3.2 Orally pronounce, blend, and segment words into syllables

K.RF.4.4 Read common high-frequency words by sight (e.g., a, my).

K.RL.2.2 With support, retell familiar stories, poems, and nursery rhymes, including key details.

K.RL.3.1 Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).

K.RV.2.2 Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).

K.W.2.1 Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.

K.W.2.2 Write by moving from left to right and top to bottom.

K.ML.2.1 Recognize common signs and logos and identify commercials or advertisements.

K.SL.2.3 Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.

K.SL.2.4 Ask questions to seek help, get information, or clarify something that is not understood.

K.SL.4.1 Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details.

K.SL.4.3 Give, restate, and follow simple two-step directions.

2nd Quarter

Kindergarten English Language Arts Standards

K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

K.SL.3.1 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

K.SL.3.2 Ask appropriate questions about what a speaker says.

K.SL.3.3 Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in a word.

K.RF.4.1 Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).

K.RF.4.4 Read common high-frequency words by sight (e.g., a, my).

K.RF.4.5 Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.

K.RF.5 Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.

K.RV.2.4 Recognize frequently occurring inflections (e.g., look, looks).

K.RL.2.1 With support, ask and answer questions about main topics and key details in a text heard or read.

K.RL.2.3 Identify important elements of the text (e.g., characters, settings, or events).

K.RL.4.1 With support, describe the relationship between illustrations and the story in which they appear

K.RN.2.2 With support, retell the main idea and key details of a text.

K.W.1 Write for specific purposes and audiences.

K.W.3.3 Use words and pictures to narrate a single event or simple story, arranging ideas in order.

K.W.5 With support, build understanding of a topic using various sources. • Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.

K.ML.1 Recognize various types of media.

3rd Quarter

Kindergarten English Language Arts Standards

K.SL.1 Listen actively and communicate effectively with a variety of audiences and for different purposes.

K.SL.2.5 Continue a conversation through multiple exchanges.

K.RF.3.4 Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.

K.RF.3.5 Add, delete, or substitute sounds to change words.

K.RF.4.2 Blend consonant-vowel-consonant (CVC) sounds to make words.

K.RF.4.3 Recognize the long and short sounds for the five major vowels.

K.RF.4.4 Read common high-frequency words by sight (e.g., a, my).

K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

K.RV.3.1 With support, ask and answer questions about unknown words in stories, poems, or songs.

K.RV.3.2 With support, ask and answer questions about unknown words in a nonfiction text.

K.RL.1 Actively engage in group reading activities with purpose and understanding.

K.RL.2.4 Make predictions about what will happen in a story.

K.RN.1 Actively engage in group reading activities with purpose and understanding.

K.RN.3.1 Identify text features of a nonfiction text (e.g., title, author, illustrations) and describe the relationship between those features and the text in which they appear.

K.RN.3.2 Recognize that a nonfiction text can be structured to describe a topic.

K.W.6.2c Spelling – Spelling simple words phonetically, drawing on phonemic awareness.

K.ML.2.1 Recognize common signs and logos and identify commercials or advertisements.

4th Quarter

Kindergarten English Language Arts Standards

K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

K.RF.4.4 Read common high-frequency words by sight (e.g., a, my).

K.RL.4.2 With support, compare and contrast the adventures and experiences of characters in familiar stories.

K.RN.2.1 With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).

K.RN.2.2 With support, retell the main idea and key details of a text.

K.RN.2.3 With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

K.RN.4.1 With support, identify the reasons an author gives to support points in a text.

K.RN.4.2 With support, identify basic similarities in and differences between two texts on the same topic.

K.W.3.1 Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.

K.W.4 Apply the writing process to – • With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence). • Use available technology to produce and publish writing.

K.W.6.1a Nouns/Pronouns – Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).

K.W.6.1b Verbs – Writing sentences that include verbs.

K.W.6.2a Capitalization – Capitalizing the first word in a sentence and the pronoun I.

K.W.6.2b Punctuation – Recognizing and naming end punctuation.

K.W.6.1e Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something, etc.).