

KINDERGARTEN

Reading - Literature

| UNIT | 1 | 2 | 3 | 4 | 5 | 6 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|----|---|----|----|
| Key Ideas and Details | | | | | | |
| RL.K.1 With prompting and support, ask and answer questions about key details in a text. | | A | | | | |
| RL.K.2 With prompting and support, retell familiar stories, including key details. | | FA | | | A | |
| RL.K.3 With prompting and support, identify characters, settings, and major events in a story. | | A | FA | A | F | A |
| Craft and Structure | | | | | | |
| RL.K.4 Ask and answer questions about unknown words in a text. | A | | FA | | | |
| RL.K.5 Recognize common types of texts (e.g., storybooks, poems) | FA | A | A | | | |
| 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. | | A | | | | |
| Integration of Knowledge and Ideas | | | | | | |
| 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). | | A | | A | | |
| RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | | FA | FA | | FA | |
| Range of Reading and Level of Text Complexity | | | | | | |
| RL.K.10 Actively engage in group reading activities with purpose and understanding. | | | | A | A | FA |

Reading - Informational

| UNIT | 1 | 2 | 3 | 4 | 5 | 6 |
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| Key Ideas and Details | | | | | | |
| RI.K.1 With prompting and support, ask and answer questions about key details in a text. | | FA | A | FA | | |
| RI.K.2 With prompting and support, identify the main topic and retell key details of a text. | | | FA | A | | |
| RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | | | | A | | |
| Craft and Structure | | | | | | |
| RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. | FA | | | A | | |
| RI.K.5 Identify the front cover, back cover, and title page of a book. | A | | A | | | |
| 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. | A | A | | | | |
| Integration of Knowledge and Ideas | | | | | | |
| 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). | | | A | A | | |

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|----|----|----|----|
| SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | | | A | FA | A | A |
| SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. | A | | A | A | | |
| SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. | | | A | | A | A |
| Language | | | | | | |
| UNIT | 1 | 2 | 3 | 4 | 5 | 6 |
| Conventions of Standard English | | | | | | |
| L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | | F | FA | | |
| L.K.1a Print many upper- and lowercase letters. | A | A | A | A | | |
| L.K.1b Use frequently occurring nouns and verbs. | | A | | A | A | A |
| L.K.1c Form regular plural nouns orally by adding /s/, or/es/ (e.g., <i>dog, dogs; wish, wishes</i>). | | A | | A | | |
| L.K.1d Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). | | | FA | | | |
| L.K.1e Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). | | | A | | | |
| L.K.1f Produce and expand complete sentences in shared language activities. | | | | FA | | |
| L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | F | F | F | F | |
| L.K.2a Capitalize the first word in a sentence and the pronoun <i>I</i> | | FA | A | | | A |
| L.K.2b Recognize and name end punctuation. | | | A | | | |
| L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). | | | A | | | |
| L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | | | F | FA | FA | A |
| Knowledge of Language | | | | | | |
| L.K.3 Begins in grade 2 | | | | | | |
| Vocabulary Acquisition and Use | | | | | | |
| L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. | | | | A | | F |
| L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>). | | | | A | | |
| L.K.4b Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word. | | | | A | | FA |
| L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. | F | A | | | | |
| L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. | FA | A | | | | |

