

Standards aligned with the Common Core State Standards are shared below with the given trimesters in which each standard is emphasized in the Sauk Prairie Schools

RL: Reading Standards for Literature	T1	T2	T3
<i>Key Ideas and Details</i>			
RL.K.1: With prompting and support, ask and answer questions about key details in a text.	X		
RL.K.2: With prompting and support, retell familiar stories, including key details.	X		
RL.K.3: With prompting and support, identify characters, settings, and major events in a story.		X	
<i>Craft and Structure</i>			
RL.K.4: Ask and answer questions about unknown words in a text.		X	
RL.K.5: Recognize common types of texts (e.g., storybooks, poems).			X
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.		X	
<i>Integration of Knowledge and Ideas</i>			
RL.K.7: With prompting and support, describe the connection between pictures or other illustrations and the overall story in which they appear.	X		
RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.			X
<i>Range of Reading and Level of Text Complexity</i>			
RL.K.10: Actively engage in group reading activities with purpose and understanding.	X		
RI: Reading Standards for Informational Text	T1	T2	T3
<i>Key Ideas and Details</i>			
RI.K.1: With prompting and support, ask and answer questions about key details in a text.	X		
RI.K.2: With prompting and support, identify the main topic and retell key details of a text.			X
RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.			X
<i>Craft and Structure</i>			
RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.		X	
RI.K.5: Identify the front cover, back cover, and title page of a book.	X		
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.		X	
<i>Integration of Knowledge and Ideas</i>			
RI.K.7: With prompting and support, describe the connection between pictures or other illustrations and the overall text in which they appear.	X		
RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text.			X
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).			X
<i>Range of Reading and Level of Text Complexity</i>			
RI.K.10: Actively engage in group reading activities with purpose and understanding.	X		

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RF: Foundational Skills	T1	T2	T3
RF.K.1: Demonstrate understanding of the organization and basic features of print.	X	X	
RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	X	X	X
RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.	X		X
RF.K.4: Read emergent-reader texts with purpose and understanding.			X
W: Writing Standards: Kindergarten	T1	T2	T3
<i>Text Types and Purposes</i>			
W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).			X
W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.			X
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.		X	
<i>Production and Distribution of Writing</i>			
W.K.5: With guidance from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		X	
W.K.6: With guidance from adults, explore a variety of digital tools to produce and publish writing, including with peer collaboration.		X	
<i>Research to Build and Present Knowledge</i>			
W.K.7: Participate in shared research and writing projects (e.g., explore several books by a favorite author and express opinions about them).			X
W.K.8: With guidance from adults, recall information from experiences or gather information from provided sources to answer a question.			X
SL: Speaking and Listening: Kindergarten	T1	T2	T3
SL.K.1: Participate in collaborative conversations about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	X		
SL.K.2: Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details.		X	
SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		X	
SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		X	
SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.			X
SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.	X		
L: Language Standards: Kindergarten	T1	T2	T3
L.K.1: Observe conventions of grammar and usage when writing or speaking.	X	X	X
L.K.2: Observe conventions of capitalization, punctuation, and spelling when writing.		X	X
L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .			X
L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.	X	X	
L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.			X