

Kindergarten
Reading Literature

| Standard | | Kindergarten |
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| RL.PK.1 | With prompting and support, ask and answer key elements in a familiar story or poem. | Provides questions and/or answers that show understanding of key details in a text. (e.g., who, what, where, when, why, how) |
| RL.PK.2 | With prompting and support, retell familiar stories or poems. | Provides a retelling of a familiar story, including key details. (e.g., who, what, where, when, why, how) |
| RL.PK.3 | With prompting and support, identify characters, settings, and major events in a familiar story. | Provides an identification of characters in a story. Provides an identification of setting(s) in a story. Provides an identification of major events in a story. |
| RL.PK. 4 | With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud. | Provides a statement or other expression that shows understanding of unknown words in a literary text. Asks questions about unknown words in a literary text. Provides a statement or other expression that shows understanding of unknown words in an informational text. Asks questions about unknown words in an informational |

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| | | text. |
| RL.PK.5 | Recognize common types of literature (storybooks and poetry books). | Demonstrates the ability to recognize common types of texts. |
| RL.PK.6 | With prompting and support, identify the role of author and illustrator in telling the story. | Provides an identification of the author of a story and what the author's role is in telling the story. Provides an identification of the illustrator of a story and what the illustrator's role is in telling the story. |
| RL.PK.7 | With prompting and support, using a familiar storybook, tell how the illustrations support the story. | Provides a description of the relationship between the illustrations and the story in which they appear. |
| RL.PK.9 | With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different. | Provides a comparison and contrast of the adventures and experiences of characters in familiar stories. |
| RL.PK.10 | Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups. | Actively engage in group reading activities with purpose and understanding. |

Kindergarten
Reading Informational

| Kindergarten Reading Informational | | |
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| Standard | | Kindergarten |
| RI.PK.1 | With prompting and support, ask and answer questions about key elements in a familiar text. | Provides questions and answers that show understanding of the key details in a text. (e.g., who, what, where, when ,why, how). |
| RI.PK.2 | With prompting and support, recall important facts from a familiar text. | Provides a statement of the main topic of a text. Provides a retelling of key details in a text. |
| RI.PK.3 | With prompting and support, make a connection between pieces of essential information in a familiar text. | Provides a description of the connection between two individuals in a text. Provides a description of the connections between two events in a text. Provides a description of the connections between two ideas or pieces of information in a text. |

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| RI.PK.4 | With prompting and support, ask and answer questions about unfamiliar words in informational text. | With prompting and support, ask and answer questions about unknown words in a text. |
| RI.PK.5 | Identify the front and back cover of a book. | Provides an identification of the front cover of a book. Provides an identification of the back cover of a book. Provides an identification of the title page of a book. |
| RI.PK.6 | With prompting and support, identify the role of author and illustrator in presenting ideas in informational text. | Provides an identification of the author of a text and what the author's role is in presenting the ideas or information in that text. Provides an identification of the illustrator of a text and what the illustrator's role is in presenting the ideas or information in that text. |
| RI.PK.7 | With prompting and support, tell how the illustrations support the text (information or topic) in informational text. | Provides a description of the relationship between the illustrations and the text in which they appear (e.g. what person, place, thing, or idea from the text is depicted in an illustration). |
| RI.PK.8 | | Provides the reasons an author gives to support points in a text. |
| RI.PK.9 | | Provides an identification of the basic similarities and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures). |
| RI.PK.10 | Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups. | Actively engage in group reading activities with purpose and understanding. |

Kindergarten
Foundational Skills

| Kindergarten Foundational Skills | | |
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| Standard | | Kindergarten |
| RF.PK.1 | Begin to demonstrate understanding of basic features of print. <ul style="list-style-type: none"> a) Follow words from left to right, top to bottom, page by page. b) Recognize that spoken words can be written and read. c) Recognize that words are separated by spaces. d) Recognize and name many upper and lower case letters of the alphabet. | Print Concepts: Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper and lowercase letters |
| RF.PK.2 | Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes). <ul style="list-style-type: none"> a) Recognize and produce simple rhyming words. b) Segment syllables in spoken words by clapping out the number of syllables. c) Identify many initial sounds of familiar words. | Phonological Awareness Demonstrate understanding of spoken words, syllables and sounds. Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. |

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| | | <p>Blend and segment onsets and rimes of single-syllable in spoken words.</p> <p>Isolate and pronounce the initial, medial vowel, and final sounds in three phoneme words.</p> <p>Add or substitute individual sounds in simple, one-syllable words to make new words.</p> |
| RF.PK.3 | <p>Demonstrate an understanding of beginning phonics and word skills.</p> <p>a) Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.</p> <p>b) (Begins in kindergarten)</p> <p>c) Recognize their name in print as well as other familiar print in the environment.</p> <p>d) (Begins in kindergarten)</p> | <p>Phonics and Word Recognition</p> <p>Demonstrate basic knowledge of one to one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p>Associate the long and short vowel sounds with common spellings for the five major vowels.</p> <p>Read common high-frequency words and sight words with automaticity.</p> <p>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.(e.g. nap and tap)</p> |
| RF.PK.4 | <p>Begin to engage in a variety of texts with purpose and understanding.</p> | <p>Fluency</p> <p>Read emergent-reader texts with one-to-one correspondence to develop fluency and comprehension skill.</p> <p>Read emergent-readers with purpose and understanding.</p> <p>Read grade level text for purpose and understanding.</p> |

| Kindergarten Language | | |
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| Standard | | Kindergarten |
| L.PK.1 | Begin to understand the conventions of standard English | Demonstrate command of the conventions of standard English |

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| | <p>grammar when speaking during interactions and activities.</p> <ul style="list-style-type: none"> a) Print many alphabet letters. b) Use frequently occurring nouns and verbs. c) Form regular plural nouns. d) Understand and use question words (e.g., who, what, where, when, why, how). e) Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with). | <p>grammar and usage when writing or speaking.</p> |
| L.PK.2 | <p>Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day.</p> <ul style="list-style-type: none"> a) (Begins in kindergarten) b) (Begins in kindergarten) c) Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day. d) (Begins in kindergarten) | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> |
| L.PK.3 | (Begins in Grade 2) | |
| L.PK.4 | <p>Begin to determine the meaning of new words and phrases introduced through preschool reading and content.</p> <ul style="list-style-type: none"> a) With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad). b) (Begins in kindergarten). | <p>Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases by identifying the new meanings for familiar words and applying them accurately</p> <p>Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases by using the most frequently occurring inflections and affixes as clues to the meaning of those words.</p> |
| L.PK.5 | <p>With guidance and support, explore word relationships.</p> <ul style="list-style-type: none"> a) Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears). b) Begin to understand opposites of simple and | <p>Shows understanding of word relationships and nuances in word meanings by sorting common objects into categories (e.g. shapes, foods) thereby showing a sense of the concepts the categories represent.</p> |

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| | <p>familiar words.</p> <p>c) Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”).</p> | <p>Shows understanding of word relationships and nuances in word meanings by demonstrating understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>Shows understandings of word relationships and nuances in word meanings by identifying the real-life connections between words and their use.</p> <p>Shows understandings of word relationships and nuances in word meanings by acting out the meanings of verbs describing the same general action (e.g. walk, march, strut, prance), there by showing the ability to distinguish shades of meaning.</p> |
| L.PK.6 | Use words and phrases acquired through conversations, activities and read alouds. | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

| Kindergarten Writing | | |
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| Standard | | Kindergarten |
| W.PK.1 | Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities. | <p>States an opinion or preference about a topic or book using a combination of drawing, dictating, and/or writing.</p> <p>Includes the topic or name of the book they are writing about when stating an opinion or preference.</p> |
| W.PK.2 | | |

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| | Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities. | Informs or explains using a combination of drawing, dictating, and/or writing, names what they are writing about, and supplies some information about the topic. |
| W.PK.3 | (Begins in Kindergarten) | <p>Narrates a single event using a combination of drawing, dictating, and/or writing.</p> <p>Narrates several loosely linked events using a combination of drawing, dictating, and/or writing.</p> <p>Tells about events in the order in which they occurred when narrating a single event or several loosely linked events, using a combination of drawing, dictating, and/or writing.</p> <p>Provides a reaction to what happened during the event(s) when combination of drawing, dictating, and or writing.</p> |
| W.PK.4 | (Begins in Grade 3) | |
| W.PK.5 | With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined. | <p>Strengthens writing after responding to questions and suggestions from peers.</p> <p>Adds details that strengthen writing as needed after review of drafts.</p> |
| W.PK.6 | With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.). | <p>Uses a variety of digital tools to produce and publish writing.</p> <p>Collaborates with peers to produce and publish writing, using a variety of digital tools.</p> |
| W.PK.7 | With guidance and support, participate in shared research and shared writing projects. | Participates in shared research and writing projects. |

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| W.PK.8 | With guidance and support, recall information from experience or familiar topic to answer a question. | Recalls information from experiences to answer questions using a combination of drawing, dictation, and/or writing. Gathers information from provided sources to answer a question in a product that includes drawing, dictation, and/or writing. |
| W.PK.9 | (Begins in Grade 4) | |

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| Assessments | Formative, summative, alternative assessments, performance assessments, project assessments, performance tasks, exit tickets, observations, MAP, benchmarks |
| 21st Century Skills and Career Integration | Informational sources, text features |
| Technology Integration | Digital tools; online series |
| Interdisciplinary Connections | Social Studies and Science- Informational Text |
| Core Instructional and Supplemental Materials | Core Instruction: Project Read, Reading Street Series, Wonders Series Supplemental: picture books, fictional and non-fictional books, videos |
| Modifications/Accommodations | ELL: leveled readers; ELL series workbook; dictionary; small group instruction Special Education: leveled readers; small group instruction G&T: leveled readers; enrichment activities; small group instruction |