

| Kindergarten | Student Friendly standard | Introduced | Mastered | Vocab kids need to know | Resources (school approved) | assessment |
|--|--|---|----------|-------------------------|--|--|
| Writing | | | | | | |
| WK.1 | Use a combination of drawing, dictating, and writing opinion using LC Checklist | I can draw, write, and talk to someone about my ideas. | | | opinion, illustrate | LC |
| WK.2 | Use a combination of drawing, dictating, and writing informative/explanatory text using LC Checklist | I can draw, write, and talk to someone about my ideas. | x | | inform, illustrate | LC |
| WK.3 | Use a combination of drawing, dictating, and writing narrative text using LC Checklist | I can draw, write, and talk to someone about my ideas. | x | | illustrate | LC |
| WK.5 | With guidance, respond to questions and suggestions from peers to add strength. | I can add details to my story with support. | | | detail | LC |
| Language | | | | | | |
| WK.10 | a. Print many upper and lowercase letters | I can write upper and lowercase letters. | x | | uppercase, lowercase, letter | Jouneys, Handwriting (Learning) Without Tears, |
| | b. use frequently occurring nouns and verbs | I can use nouns and verbs. | x | | noun, verb | |
| | c. form regular plural nouns orally by adding /s/ or /es/ | I can use plural nouns. | | | plural, noun | |
| | d. understand and use question words (interrogatives) | I can use question words _____ | | | | **need more |
| | e. Use the most frequently occurring prepositions | I can use prepositions | | | | |
| | F. Produce and expand complete sentences in shared language activities. | I can use complete sentences. I can expand complete sentences. | | | complete sentence, expand | |
| WK.11 | Demonstrate command of the conventions of standard English capitalization, punctuation, and writing. | I can write a complete sentence. | | | | LC |
| | a. Capitalize the first word in a sentence and the pronoun "I." | I can capitalize the word I in a sentence. | | | | |
| | b. Recognize and name end punctuation. | I can recognize periods, question marks and exclamation points. | | | period, question mark, exclamation point | LC, Journeys |
| | c. Write a letter or letters for most consonant and short vowel sounds. | I can write letter sounds. | | | letter sound | LC, Journeys, Pathways |
| | d. Spell simple words phonetically, drawing on knowledge of sound-letter relationship. | Stretch words to help write sounds. | | | | LC, Pathways |
| Speaking and Listening | | | | | | |
| SL.K1 | | | | | | |
| SLK.2 | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | I can ask and answer questions about the story. | | | details | Journeys |
| SLK.3 | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | I can ask questions to get help/information. | | | information | |
| Speaking and Listening- Presentation of Knowledge and Ideas | | | | | | |

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| SL.K.4 | Use details to describe familiar people places & things and or events with prompting and support. | I can use details to describe people, places, things, and events. | | | details, describe | Journeys - Unit 2, lesson 10 | |
| SL.K.5 | Add drawings or other visual displays to discriptions as desired to provide additional detail. | I can add drawings to add detail. | | | details, illustrate | Journeys - Unit 2, lesson 10 | |
| SL.K.6 | Speak with appropriate volume, enunciation, and rate in order to express thoughts, feelings, and ideas clearly. | I can speak with appropriate volume and rate. | | | volume, rate | | |
| | Speaking and Listening - Language in Speaking & Listening | | | | | | |
| SL.K.7 | Demonstrate command of the conventions of standards English grammar and usage when speaking | | | | | | |
| | Phonological Awareness | | | | | | |
| RF.K.1 | | | | | | | |
| RFk.2 | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoen words. c. Blend and segment onsets and rimes of single-syllable spoen words.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. e. Add or substitute individual sounds (phonemes0 in simple, one-syllable words to mae new words. | I can count syllables. I can recognize and produce rhyming words. I can blend and (single syllable) segment words. I can isolate beginning, middle, and ending sounds of a (CVC) word. I can add or substitute sounds to make a new word. | | | syllables, rhyming, segment, beginning, middle, end | | |
| RFK.3 | Know and apply grade-level phonics and word analysis skills in decoding words. a. one-to one letter sound correspondences; associate long and short sounds with the common spellings of five main vowels. c. read common high-frequence words | I can sound out (CVC) words. I can read sight words. | | | | | |
| | Fluency | | | | | | |
| RF.K.4 | Read emergent-reader texts with purpose and understanding. | I can read Kindergarten level books. | | | | | |
| | Reading: Literature | | | | | | |
| RLK.1 | With prompting and support, ask and answer questions about key details in a text. | I can ask and answer questions about key details in a text. | | | ask, answer, key details, text | | |
| RLK.2 | With prompting and support, retell familiar stories, including key details. | I can retell stories. | | | retell | | |

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| RLK.3 | With prompting and support, identify characters, settings, and major events in a story. | I can identify characters, setting, and major events in a story. | | | character, setting, major events | |
| RLK.4 | | | | | | |
| RLK.5 | Recognize common types of texts (storybooks, poems) | I can recognize _____. | | | | |
| RLK.6 | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | I can tell what authors and illustrators do. | | | author, illustrator | |
| RLK.7 | | | | | | |
| RLK.9 | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | I can compare and contrast what the characters do in a story. | | | compare, contrast, character | |
| RLK.11 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content. | I can determine the meaning of unknown words. | | | determine, unknown | |
| RLK.12 | With guidance and support from adults, explore word relationships and nuances in word meanings. | | | | | |
| RLK.13 | | | | | | |
| | Reading: Information | | | | | |
| RIK.1 | With prompting and support, ask and answer questions about key details in a text. | I can ask and answer questions about key details in a text. | | | ask, answer, key details, text | |
| RIK.2 | With prompting and support, identify the main topic and retell key details of a text. | I can identify main topic and key details of a text. | | | main topic, key details, text | |
| RIK.3 | | | | | | |
| RIK.4 | | | | | | |
| RIK.5 | Identify the front cover, back cover, and title page of a book. | I can identify the front cover, back cover, and the title page of a book. | | | front cover, back cover, title page | |
| RIK.6 | Name the author/illustrator of a text and define the role of each in presenting the ideas in the text. | I can tell what authors and illustrators do. | | | author, illustrator | |
| RIK.7 | | | | | | |
| RIK.8 | | | | | | |

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| RIK.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) | I can identify similarities and differences between two texts. | | | identify, similarities, differences, text | |
| RIK.11 | | | | | | |
| RIK.12 | | | | | | |
| RIK.13 | Actively engage in individual or group readings of informational text with purpose and understanding. | I can read informational text. (at the kindergarten level) | | | informational text | |