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| **Kindergarten ELA Expectations** | | |
| **Reading: Develop and apply skills to the reading process** | | |
| **R.1.A** | **Comprehension** | **Term:** |
| With assistance, develop and demonstrate reading skills in response to read-alouds by: | | |
| K.R.1.A. a | predicting what might happen next in a text based on the cover, title, and illustrations | 1 |
| K.R.1.A. b | asking and responding to questions about texts read aloud | 5 |
| K.R.1.A. c | retelling main ideas or important facts from a read aloud or familiar story | 3 |
| K.R.1.A. d | connecting the information and events of a text to experiences | 1 |
| K.R.1.A. e | recognizing beginning, middle, and end | 2 |
| **R.1.B** | **Vocabulary** | **Term:** |
| With assistance, develop and demonstrate reading skills in response to read-alouds by: | | |
| K.R.1.B.a | identifying and sorting pictures of objects into conceptual categories | 1 |
| K.R.1.B.b | demonstrating understanding of opposites (antonyms) | 2 |
| K.R.1.B.c | distinguishing meaning between verbs describing the same action | 4 |
| K.R.1.B.d | using a picture dictionary to find words | 4 |
| K. R.1.B.e | use words and phrases acquired through conversations, reading and being read to, and responding to texts | 4 |
| **R.1.C** | **Making Connections** | **Term:** |
| With assistance, determine connections between: | | |
| K.R.1.C.a | text to self (text ideas and own experiences) | **2** |
| K.R.1.C.b | text to text (text ideas including similarities and differences in fiction and nonfiction) | **4** |
| **R.1.D** | **Independent Text** | **Term:** |
| Read independently for sustained periods of time by: | | |
| K.R.1.D.a | engaging with text as developmentally appropriate | **4** |
| **Reading: Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.** | | |
| **R.2.A** | **Fiction** | **Term:** |
| With assistance, read, infer, and draw conclusions to: | | |
| K.R.2.A.a | identify elements of a story, including setting, character, and key events | **2** |
| K.R.2.A.b | retell a main event from a stories read aloud and familiar stories | **6** |
| K.R.2.A.c | recognize sensory details and recurring phrases | **5** |
| K.R.2.A.d | recognize different types of texts | **5** |
| K.R.2.A.e | name author and illustrator of a story and describe how each is telling the story | **6** |
| K.R.2.A.f | compare and contrast adventures of characters in familiar stories | **6** |
| K.R.2.A.g | ask and answer questions about unknown words in text | **4** |
| **R.2.B** | **Poetry** | **Term:** |
| With assistance, read, infer, and draw conclusions to: | | |
| K.R.2.B.a | respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds | **3** |
| **R.2.C** | **Drama** | **Term:** |
| With assistance, read, infer, and draw conclusions to: | | |
| K.R.2.C.a | identify characters in a puppet play or performance by actors | **5** |
| **Reading: Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.** | | |
| **R.3.A** | **Text Features** | **Term:** |
| With assistance, read, infer, and draw conclusions to: | | |
| K.R.3.A.a | identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations | **4** |
| K.R.3.A.b | use titles and illustrations to make predictions about text | **1** |
| K.R.3.A.c | identify text features | **5** |
| K.R.3.A.d | identify the meaning of environmental print | **3** |
| **R.3.B** | **Literary Techniques** | **Term:** |
| With assistance, read, infer, and draw conclusions to: | | |
| K.R.3.B.a | respond to examples of sensory details | **3** |
| **R.3.C** | **Text Structures** | **Term:** |
| With assistance, read, infer, and draw conclusions to: | | |
| K.R.3.C.a | ask and answer questions to clarify meaning | **6** |
| K.R.3.C.b | identify basic similarities and differences between two texts on the same topic | **4** |
| K.R.3.C.c | name the main topic and recall key details of the text | **4** |
| K.R.3.C.d | ask and answer questions about unknown words in a text | **4** |
| **Reading: Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.** | | |
| **R.4.A** | **Digital and Media Literacy** | **Term:** |
| With assistance, develop an awareness of media literacy by: | | |
| K.R.4.A.a | identifying different forms of media | **7** |
| K.R.4.A.b | identifying techniques used in media | **7** |
| **Reading Foundations:** Understand how English is written and read. | | |
| **RF.1.A** | **Print Awareness** | **Term:** |
| Develop print awareness in the reading process by: | | |
| K.RF.1.A.a | identifying all upper- and lowercase letters | **1** |
| K.RF.1.A.b | sequencing the letters of the alphabet | **1** |
| K.RF.1.A.c | demonstrating books are read left to right, top to bottom | **1** |
| K.RF.1.A.d | demonstrating that written words are made up of different letters | **1** |
| K.RF.1.A.e | knowing that a sentence is comprised of a group of words separated by spaces | **2** |
| K.RF.1.A.f | demonstrating one-to-one correspondence between spoken words and written words | **2** |
| **RF.2.A** | **Phonemic Awareness** | **Term:** |
| Develop phonemic awareness in the reading process by: | | |
| K.RF.2.A.a | identifying sounds in spoken words | **5** |
| K.RF.2.A.b | producing rhymes in response to spoken words | **4** |
| K.RF.2.A.c | distinguishing orally presented rhyming pairs of words from non-rhyming pairs | **4** |
| K.RF.2.A.d | recognizing spoken alliteration or groups of words that begin with the same onset or initial sound | **5** |
| K.RF.2.A.e | blending spoken onsets and rimes to form simple words | **6** |
| K.RF.2.A.f | blending spoken phonemes to form one-syllable words | **6** |
| K.RF.2.A.g | isolating the initial, medial, and final sounds in spoken words | **3** |
| K.RF.2.A.h | segmenting spoken words into two or three phonemes | **3** |
| **RF.3.A** | **Phonics** | **Term:** |
| Develop phonics in the reading process by: | | |
| K.RF.3.A.a | producing and writing letter(s) for most short vowel and consonant sounds | **3** |
| K.RF.3.A.b | reading high-frequency words | **1-8** |
| K.RF.3.A.c | blending letter sounds to decode simple words | **1-8** |
| K.RF.3.A.d | recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words | **4** |
| **RF.4.A** | **Fluency** | **Term:** |
| K.RF.4.A | Read, with support, appropriate texts with purpose and understanding. | **4** |
| **Writing: Apply a writing process to develop a text for audience and purpose.** | | |
| **W.1.A** | **Prewriting** | **Term:** |
| K.W.1.A.a | Follow a writing process, with assistance, to generate a writing plan through: using pictures, oral language or written letters and/or words | **5** |
| **W.1.B** | **Draft** | **Term:** |
| K.W.1.B.a | Appropriate to genre type, develop a draft from prewriting by: sequencing the actions or details through letters, words, and pictures | **5** |
| **W.1.C** | **Revise/Edit** | **Term:** |
| Reread, revise, and edit drafts with assistance from adults/peers to: | | |
| K.W.1.C.a | respond to questions and suggestions, adding details to strengthen writing | **7** |
| K.W.1.C.b | edit by leaving spaces between words in a sentence | **4** |
| **W.1.D** | **Produce/Publish and Share Writing** | **Term:** |
| With assistance from adults/peers: | | |
| K.W.1.D.a | explore a variety of conventional/digital tools to produce and publish writing | **7** |
| **Writing: Compose well-developed writing texts for audience and purpose** | | |
| **W.2.A** | **Opinion/Argumentative** | **Term:** |
| With assistance, draw/write opinion texts that: | | |
| K.W.2.A.a | use a combination of drawing and/or writing to tell an opinion about a topic or text being studied | **8** |
| K.W.2.A.b | give logical reasons for suggesting that others follow a particular course of action or line of thinking | **8** |
| K.W.2.A.c | use words that are related to the topic | **8** |
| **W.2.B** | **Informative/Explanatory** | **Term:** |
| With assistance, draw or write informative/ explanatory texts that: | | |
| K.W.2.B.a | use a combination of drawing and/or writing to name and inform about a topic or a text being studied | **6** |
| K.W.2.B.b | use words that are related to the topic | **6** |
| **W.2.C** | **Narrative/Literacy** | **Term:** |
| With assistance, draw or write fiction or non-fiction narratives and poems that: | | |
| K.W.2.C.a | use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined | **7** |
| K.W.2.C.b | tell the reader about a character or personal event | **7** |
| K.W.2.C.c | place events in the order they occurred | **7** |
| K.W.2.C.d | use words that are related to the topic | **7** |
| K.W.2.C.e | provide a reaction to what happened in the events | **7** |
| **Writing: Gather, analyze, evaluate, and use information from a variety of sources** | | |
| **W.3.A** | **Research Process** | **Term:** |
| With assistance, apply research process to: | | |
| K.W.2.A.a | generate a list of open-ended questions about topics of class interest | **4** |
| K.W.2.A.b | decide what sources or people in the classroom, school, library, or home can answer their questions | **4** |
| K.W.2.A.c | gather evidence from sources | **4** |
| K.W.2.A.d | use pictures in conjunction with writing when documenting research | **4** |
| **Language :** Communicate using conventions of English language | | |
| **L.1.A.** | **Grammar** | **Term:** |
| In speech and written form, apply standard English grammar to: | | |
| K.L.1.A.a | identify naming words (nouns) and action words (verbs) | **5** |
| K.L.1.A.b | use plural nouns when speaking | **4** |
| K.L.1.A.c | express time and space | **4** |
| K.L.1.A.d | demonstrate the use of complete sentences in shared language activities | **4** |
| K.L.1.A.e | use question words in sentences | **6** |
| **Language : Punctuation, Capitalization, Spelling** | | |
| **L.1.A.** | **Grammar** | **Term:** |
| In written text: | | |
| K.L.1.B.a | print in upper- and lowercase letters | **1** |
| K.L.1.B.b | recognize that a sentence ends with punctuation marks | **3** |
| K.L.1.B.c | capitalize own first and last name | **1** |
| K.L.1.B.d | capitalize first word in a sentence | **2** |
| K.L.1.B.e | capitalize the pronoun *I* | **2** |
| K.L.1.B.f | write and name the printed letters that match the sound | **1** |
| K.L.1.B.g | use inventive spelling with beginning, final, and medial sounds | **1** |
| K.L.1.B.h | write and name letters for consonant and vowel sounds | **1** |
| K.L.1.B.i | use correct spelling of own first and last names | **1** |
| **Speaking and Listening: Listen for a Purpose** | | |
| **SL.1.A.** | **Purpose** | **Term:** |
| Develop and apply effective listening skills and strategies in formal and informal settings by: | | |
| K.SL.1.A.a | following classroom listening rules | **1** |
| K.SL.1.A.b | continue a conversation through multiple exchanges | **1** |
| K.SL.1.A.c | following one-step instructions, according to classroom expectations | **1** |
| **Speaking and Listening: Listen for a Entertainment** | | |
| **SL.2.A.** | **Entertainment** | **Term:** |
| K.SL.2.A.a | Develop and apply effective listening skills and strategies in formal and informal settings by: demonstrating active listening, according to classroom expectations | **1** |
| **Speaking and Listening: Speaking effectively in collaborative discussions** | | |
| **SL.3.A.** | **Collaborative Discussion** | **Term:** |
| Speak clearly using conventions of language when presenting individually or with a group by: | | |
| K.SL.3.A.a | taking turns speaking, according to classroom expectations | **1** |
| K.SL.3.A.b | continue a conversation through multiple exchanges | **1** |
| K.SL.3.A.c | confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media | **2** |
| **Speaking and Listening: Speaking effectively when presenting** | | |
| **SL.4.A.** | **Presenting** | **Term:** |
| Speak clearly and audibly using conventions of language when presenting individually or with a group by: | | |
| K.SL.4.A.a | a. describing personal experiences using a prop, picture, or other visual aid | **3** |
| K.SL.4.A.b | b. speaking in complete sentences | **3** |