

## **2021 – 2022 Kindergarten ELA Quarter 1**

**Module 0:** *Introduction to Wit & Wisdom*

**Number of lessons in Module:** 6

**Number of Days:** 42 (*Does not include the first 1/2 day*)

### **Essential Question:**

- How does reading help us build knowledge?
- People have different talents and learn in different ways.

### **Student Understandings:**

- Reading texts can be challenging, and it takes hard work and dedication. The lasting knowledge that reading can build, however, is worth the effort.

### **Module Learning Goals:**

- Read, enjoy, and analyze literary texts and visual art.
- Experience Wit & Wisdom’s lesson structure.
- Engage with Focusing Questions, Content Framing Questions, and Craft Questions.
- Practice and reflect on instructional routines and strategies.
- Develop classroom culture and construct systems for a knowledge-building, text-focused community

### **Module Knowledge Goals:**

- Explain the role reading plays in building knowledge.
- Analyze the role of perseverance in achieving challenging goals.
- Recognize that difficult goals are often worth the effort they take to achieve

### **Learning Goals:**

- Make observations about Wild about Books.
- Identify key details in Wild about Books.
- Identify how words and pictures work together in Wild about Books to communicate key details and meaning.
- Determine an essential meaning of Wild about Books.
- Express understanding of how the librarian makes reading fun for the animals.
- Discuss how Wild about Books builds knowledge of reading.
- Improve writing through peer review.
- Describe how Marc Chagall uses color and shape to tell a story in I and the Village.

## **Module 1/ Quarter 1:** The Five Senses

**Number of lessons in Module:** 31

**Number of Days in Quarter:** 42 (*Does not include the first 1/2 day*)

### **Standards**

How to read this document:

- Strand
- Standard
- Explanation
- When it is taught (Knowledge Block Standards)

**K.FL.PC.1a** Follow words from left to right, top to bottom, and page by page.

- Students demonstrate understanding of the organization and basic features of print including following words from left to right, top line to bottom line of a page, as well as reading the left page before the right page.

**K.FL.PC.1b** Recognize that spoken words are represented in written language by specific sequences of letters.

- Students demonstrate understanding of the organization and basic features of print by recognizing spoken words may be written with specific letters and letter sequences.

**K.FL.PC.1e** Distinguish between pictures and words.

- Students demonstrate understanding of the organization and basic features of print by distinguishing between pictures and words.

**K.FL.PA.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Students demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**K.FL.PA.2b** Count, pronounce, blend, and segment syllables in spoken words.

- Students demonstrate understanding of spoken words, syllables, and sounds (phonemes) by counting, producing, blending, and segmenting syllables in single syllable spoken words.

**K.FL.PA.2c** Blend and segment onsets and rimes of single syllable spoken words.

- Students demonstrate understanding of spoken words, syllables, and sounds (phonemes) by being able to blend and segment onsets and rimes of spoken single-syllable words.

**K.FL.PA.2d** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.

- Students demonstrate understanding of spoken words, syllables, and sounds (phonemes) by hearing and producing the beginning, middle, and ending sounds in CVC words.

**K.FL.PA.2e** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

- Students demonstrate understanding of spoken words, syllables, and sounds (phonemes) by changing one individual sound in simple one-syllable words to make a new word.

**K.FL.PWR.3a** Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant.

- Students know and apply grade-level phonics and word analysis skills in decoding words by knowing the basic consonants and many of the most frequent sounds for each consonant.

**K.FL.PWR.3b** Associate the long and short phonemes with common spellings for the five major vowels.

- Students know and apply grade-level phonics and word analysis skills in decoding words by knowing the five major vowels, their sounds, and their common spellings.

**K.FL.WC.4b** Write a letter/letters for most consonant and short vowel sounds (phonemes).

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling by writing a letter or letters for most consonant and short-vowel sounds (phonemes).

**K.FL.WC.4g** Print many upper and lowercase letters.

- Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking by printing many upper- and lowercase letters.

**K.FFL.SC.6a** With modeling or verbal prompts, orally produce complete sentences.

*Continuing standard.*

**K.FFL.SC.6b** Follow one-to-one correspondence between voice and print when writing a sentence.

*Continuing standard.*

**K.FL.SC.6e** Understand and use question words (interrogatives) when speaking and in shared language activities.

- Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking by understanding and using question words (interrogatives) (e.g., who, what, where, when, how).

*This skill is also taught in quarter 2.*

**K.FL.SC.6f** Use the most frequently occurring prepositions when speaking and in shared language activities.

- Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking by using frequently occurring prepositions (e.g., to, from, in, out, on, off)

*This skill is also taught in quarter 2.*

## **Knowledge Block Quarter 1: Utilizing Wit & Wisdom**

### **Foundational Literacy Skills:**

**K.FL.WC.4b** Write a letter/letters for most consonant and short vowel sounds (phonemes).

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by writing a letter or letters for most consonant and short-vowel sounds (phonemes).

*This standard is also taught in quarter 2.*

**K.FL.WC.4d** Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, l) and CV (be, go) words with long vowels.

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by spelling simple words phonetically, drawing on knowledge of sound letter relationships.

*This standard is also taught in quarters 2 and 3.*

**K.FL.VA.7c** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

- Students use words and phrases acquired through conversations, reading and being read to, and responding to texts.

*Continuing standard.*

### **Reading Standards for Literature:**

**K.RL.KID.1** With prompting and support, ask and answer questions about key details in a text.

- Students ask and answer questions about key details in a text.

*This standard is not explicitly taught again this year.*

**K.RL.CS.6** With prompting and support, define the role of authors and illustrators in the telling of a story

- Students explain the roles of both the author and the illustrator in telling a story.

*This standard is not explicitly taught again this year.*

**K.RL.RRTC.10** With prompting and support, read stories and poems of appropriate complexity for Kindergarten.

- Students actively engage in group reading activities with purpose and understanding, while using what they learned from standards 1-9 to read prose and poetry in group settings.

*Continuing standard.*

### **Reading Standards for Informational Text:**

**K.RI.KID.1** With prompting and support, ask and answer questions about key details in a text.

- Students ask and answer questions about key details in a text.

*This standard is not explicitly taught again this year.*

**K.RI.CS.4** With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area.

- Students ask and answer questions about unknown words in a text.

*This standard is not explicitly taught again this year.*

**K.RI.CS.5** Know various text features.

- Students refer to the front and back covers and the title page when reading or speaking about a text.

*This standard is not explicitly taught again this year.*

**K.RI.RRTC.10** With prompting and support, read informational texts of appropriate complexity for Kindergarten.

- Students actively engage in group reading activities with purpose and understanding, while using what they learned from standards 1-9 to read informational texts in group settings.

*Continuing standard.*

### **Speaking and Listening Standard:**

**K.SL.CC.1** Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.

- Students have conversations with classmates and adults in large and small groups, follow class norms for discussions, and stay on topic throughout multiple exchanges.

*This standard is not explicitly taught again this year.*

**Writing Standards:**

**K.W.TTP.2** With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.

- Using a combination of drawing, dictating, and writing, students compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

*This standard is also taught in quarter 3.*

**K.W.RBPK.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

- With guidance and support, students use information from print, digital sources, or experiences they've had to answer a question.

*This standard is also taught in quarters 2, 3 and 4.*

**Explanations citation:** Blauman, L., & Burke, J. (2017). Your literacy standards companion, grades K-2: What they mean and how to teach them. Thousand Oaks, CA: Corwin.

## 2021-2022 Kindergarten ELA Quarter 2

**Module 2/ Quarter 2:** Once Upon a Farm

**Number of lessons in Module:** 32

**Number of Days in Quarter:** 42 (*Does not include the 1/2 day before winter break*)

### Standards

How to read this document:

- Strand
- Standard
- Explanation
- When it is taught (Knowledge Block Standards)

### Foundational Skills Block Quarter 2: Utilizing TDOE Foundational Skills Curriculum

**K.FL.PC.1c** Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print.

- Students demonstrate understanding of the organization and basic features of print by recognizing words are separated by spaces and are able to demonstrate one-to-one correspondence between voice and text.

**K.FL.PC.1d** Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text.

- Students demonstrate understanding of the organization and basic features of print by recognizing and naming all upper- and lowercase letters of the alphabet.

**K.FL.PA.2a** Recognize and begin to produce rhyming words

- Students demonstrate understanding of spoken words, syllables, and sounds (phonemes) by recognizing and producing rhyming words.

**K.FL.PA.2d** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/."

- Students demonstrate understanding of spoken words, syllables, and sounds (phonemes) by hearing and pronouncing the beginning, middle, and ending sounds in CVC words.

**K.FL.PWR.3a** Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant.

- Students know and apply grade-level phonics and word analysis skills in decoding words by knowing the name and most frequent sound for each consonant.

**K.FL.PWR.3b** Associate the long and short phonemes with common spellings for the five major vowels.

- Students know and apply grade-level phonics and word analysis skills in decoding words by knowing the five major vowels, their sounds, and their common spellings.

**K.FL.WC.4b** Write a letter/letters for most consonant and short vowel sounds (phonemes).

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling by writing a letter or letters for most consonant and short-vowel sounds (phonemes).

**K.FL.WC.4e** Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel.

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling by identifying the letters used to represent consonant and vowel sounds, as well as knowing that every syllable has a vowel sound.

**K.FL.WC.4g** Print many upper and lowercase letters.

- Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking by printing many upper- and lowercase letters.

**K.FL.F.5** Read with sufficient accuracy and fluency to support comprehension.

- Students read with sufficient accuracy and fluency to support comprehension.

## **Knowledge Block Quarter 2: Utilizing Wit & Wisdom**

### **Foundational Literacy Standards:**

**K.FL.WC.4b** Write a letter/letters for most consonant and short vowel sounds (phonemes).

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by writing a letter or letters for most consonant and short-vowel sounds (phonemes).

*This standard is not explicitly taught again this year.*

**K.FL.WC.4d** Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, l) and CV (be, go) words with long vowels."

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by spelling simple words phonetically, drawing on knowledge of sound-letter relationships.

*This standard is also taught in quarter 3.*

**K.FL.VA.7bi** Sort common objects into categories to gain a sense of the concepts the categories represent.

- With guidance and support from adults, students explore word relationships and nuances in word meanings while grouping objects into categories because they are similar in one or several ways.

*This standard is not explicitly taught again this year.*

**K.FL.VA.7b.iii** Make real-life connections between words and their use.

- With guidance and support from adults, students explore word relationships and nuances in word meanings by connecting the words learned with own life and experiences.

*This standard is not explicitly taught again this year.*

**K.FL.VA.7c** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

- Students use words and phrases acquired through conversations, reading and being read to, and responding to texts.

*Continuing standard.*

### **Reading Standards for Literature:**

**K.RL.KID.2** With prompting and support, orally retell familiar stories, including key details.

*This standard is not explicitly taught again this year.*

**K.RL.KID.3** With prompting and support, orally identify characters, setting, and major events in a story.

Students identify the characters, setting, and major events in a story.

*This standard is not explicitly taught again this year.*

**K.RL.IKI.9** With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.

- Students identify how the adventures and experiences of characters in two distinct, but similar familiar stories are alike and different.

*This standard is not explicitly taught again this year.*

**K.RL.RRTC.10** With prompting and support, read stories and poems of appropriate complexity for Kindergarten.

- Students actively engage in group reading activities with purpose and understanding, while using what they learned from standards 1 – 9 to read prose and poetry.

*Continuing Standard*

### **Reading Standards for Informational Text:**

**K.RI.RRTC.10** With prompting and support, read informational texts of appropriate complexity for Kindergarten.

- Students actively engage in group reading activities with purpose and understanding, while using what they learned from standards 1-9 to read informational texts in group settings.

*Continuing Standard*

### **Speaking and Listening Standards:**

**K.SL.PKI.6** With guidance and support, express thoughts, feelings, and ideas through speaking.

- Students speak audibly and express thoughts, feelings and ideas clearly.

*This standard is not explicitly taught again this year.*

### **Writing Standards:**

**K.W.TTP.3** With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.



- Using a combination of drawing, dictating, and writing, students tell the story of a single event or several loosely linked events, tell about the events in the order they happened, and tell what they think about what happened.

*This standard is not explicitly taught again this year.*

**K.W.PDW.6** With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing.

- With guidance and support from adults, students explore a variety of digital tools to produce and publish writing, and to interact and collaborate with peers.

*This standard is not explicitly taught again this year.*

**K.W.RBPK.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

- With guidance and support, students use information from print, digital sources, or experiences they've had to answer a question.

*This standard is also taught in quarters 3 and 4.*

**Explanations citation:** Blauman, L., & Burke, J. (2017). Your literacy standards companion, grades K-2: What they mean and how to teach them. Thousand Oaks, CA: Corwin."

## 2021-2022 Kindergarten ELA Quarter 3

**Module 3/ Quarter 3:** America, Then and Now

**Number of lessons in Module:** 30

**Number of Days in Quarter:** 45

### Standards

How to read this document:

- Strand
- Standard
- Explanation
- When it is taught (Knowledge Block Standards)

### Foundational Skills Block Quarter 3: Utilizing TDOE Foundational Skills Curriculum

**K.FL.PA.2a** Recognize and begin to produce rhyming words

- Students demonstrate understanding of spoken words, syllables, and sounds (phonemes) by recognizing and producing rhyming words.

**K.FL.PA.2d** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/."

- Students demonstrate understanding of spoken words, syllables, and sounds (phonemes) by hearing and pronouncing the beginning, middle, and ending sounds in CVC words.

**K.FL.PWR.3a** Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant.

- Students know and apply grade-level phonics and word analysis skills in decoding words by knowing the name and most frequent sound for each consonant.

**K.FL.PWR.3b** Associate the long and short phonemes with common spellings for the five major vowels.

- Students know and apply grade-level phonics and word analysis skills in decoding words by knowing the five major vowels, their sounds, and their common spellings.

**K.FL.PWR.3c** Read common high-frequency words by sight.

- Students know and apply grade-level phonics and word analysis skills in decoding words by reading common high-frequency words accurately and quickly without sounding them out.

**K.FL.WC.4b** Write a letter/letters for most consonant and short vowel sounds (phonemes).

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling by writing a letter or letters for most consonant and short-vowel sounds (phonemes).

**K.FL.WC.4g** Print many upper and lowercase letters.

- Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking by printing many upper- and lowercase letters.

**K.FL.F.5** Read with sufficient accuracy and fluency to support comprehension.

- Students read with sufficient accuracy and fluency to support comprehension.

**K.FL.SC.6c** Use frequently occurring nouns and verbs when speaking and in shared language activities.

- Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking by using nouns and verbs.

*This standard is also taught in quarter 4.*

**K.FL.SC.6d** Form regular plural nouns when speaking and in shared language activities.

- Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking by forming regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

### **Knowledge Block Quarter 3: Utilizing Wit & Wisdom**

#### **Foundational Literacy Standards:**

**K.FL.VA.7c** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

- Students use words and phrases acquired through conversations, reading and being read to, and responding to texts.

*Continuing standard.*

#### **Reading Standards for Literature:**

**K.RL.RRTC.10** With prompting and support, read stories and poems of appropriate complexity for Kindergarten.

- Students actively engage in group reading activities with purpose and understanding, while using what they learned from standards 1 – 9 to read prose and poetry.

*Continuing standard.*

#### **Reading Standards for Informational Text:**

**K.RI.KID.2** With prompting and support, orally identify the main topic and retell key details of a text.

- Students identify the main topic of an informational text, then report on the key ideas, details, and events that help convey the main topic.

*This standard is not explicitly taught again this year.*

**K.RI.KID.3** With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.

- Students describe how two individuals, events, ideas, or pieces of information relate to one another.

*This standard is not explicitly taught again this year.*

**K.RI.CS.6** With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.

- Students explain the roles of both the author and the illustrator in presenting ideas and information.

*This standard is not explicitly taught again this year.*

**K.RI.RRTC.10** With prompting and support, read informational texts of appropriate complexity for Kindergarten.

- Students actively engage in group reading activities with purpose and understanding, while using what they learned from standards 1-9 to read informational texts in group settings.

*Continuing standard.*

**Speaking and Listening Standards:**

**K.SL.CC.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

- Students ask and answer questions in order to seek help, get information, or clarify something that is not understood.

*This standard is not explicitly taught again this year.*

**K.SL.PKI.5** Add drawings or other visual displays of descriptions as desired to provide additional detail.

- Students add drawings or other visual displays to descriptions as desired to provide additional detail.

*This standard is not explicitly taught again this year.*

**Writing Standards:**

**K.W.TTP.2** With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.

- Using a combination of drawing, dictating, and writing, students compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

*This standard is not explicitly taught again this year.*

**K.W.RBPK.7** Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.

- Students participate in shared research and writing projects by learning about a topic, deciding where to get the information, and study photos and pictures to make their writing stronger.

*This standard is not explicitly taught again this year.*

**K.W.RBPK.8** Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.

- With guidance and support, students use information from print, digital sources, or experiences they've had to answer a question.

*This standard is also taught in quarter 4.*

**Explanations citation:** Blauman, L., & Burke, J. (2017). Your literacy standards companion, grades K-2: What they mean and how to teach them. Thousand Oaks, CA: Corwin."

## 2021-2022 Kindergarten ELA Quarter 4

**Module 4/ Quarter 4:** The Continents

**Number of lessons in Module:** 36

**Number of Days in Quarter:** 46 (Does not include last ½ day)

### Standards

How to read this document:

- Strand
- Standard
- Explanation
- When it is taught (Knowledge Block Standards)

### Foundational Skills Block Quarter 4: Utilizing TDOE Foundational Skills Block

**K.FFL.PA.2** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.

- Students demonstrate understanding of spoken words, syllables, and sounds (phonemes) by changing one individual sound in simple one-syllable words to make a new word.

**K.FL.PWR.3a** Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant.

- Students know and apply grade-level phonics and word analysis skills in decoding words by knowing the name and most frequent sound for each consonant.

**K.FL.PWR.3b** Associate the long and short phonemes with common spellings for the five major vowels.

- Students know and apply grade-level phonics and word analysis skills in decoding words by knowing the five major vowels, their sounds, and their common spellings.

**K.FL.PWR.3c** Read common high-frequency words by sight.

- Students know and apply grade-level phonics and word analysis skills in decoding words by reading common high-frequency words accurately and quickly without sounding them out.

**K.FL.PWR.3d** Decode regularly spelled CVC words.

- Students know and apply grade-level phonics and word analysis skills in decoding regularly spelled CVC words.

**K.FL.PWR.3e** Distinguish between similarly spelled words by identifying the letters that differ.

- Students know and apply grade-level phonics and word analysis skills in decoding by looking all the way through words to the end to make sure that more than just the beginning sounds and letters match.

**K.FL.WC.4c** Represent phonemes first to last in simple words using letters (graphemes) such as rop for rope.

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by representing phonemes in order of first to last.

**K.FL.WC.4d** Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, I) and CV (be, go) words with long vowels.

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by spelling VC and CVC words with short vowels and V and CV words with long vowels.

**K.FL.WC.4f** Write some common, frequently used words (am, and, like, the).

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing common frequently used words.

**K.FL.F.5a** Read emergent-reader texts with purpose and understanding.

- Students read emergent reader texts with purpose and understanding fluently.

**K.FL.SC.6g** Produce and expand complete sentences in shared language activities.

- Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking by producing and expanding complete sentences in shared language activities.

**K.FL.SC.6h** Capitalize the first word in a sentence and the pronoun I.

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by capitalizing the first word in a sentence and the pronoun I.

**K.FL.SC.6i** Recognize and name end punctuation.

- Students demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing by recognizing and naming end punctuation.

#### **Knowledge Block Quarter 4: Utilizing Wit & Wisdom**

##### **Foundational Literacy Skills:**

**K.FL.VA.7a** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content."

**K.FL.VA.7a** Produce and expand complete sentences in shared language activities.

Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking by producing and expanding complete sentences in shared language activities.

**K.FL.VA.7a.ii** Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.

- Students determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content, using word endings (e.g., -ed, and -ing) and prefixes (e.g., re- and un-) to identify the main word and figure out what it means."

**K.FL.VA.7bii** Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites

- With guidance and support from adults, students explore word relationships and nuances in word meanings by identifying opposites to understand verbs and adjectives more fully.

**K.FL.VA.7b.iv** Distinguish shades of meaning among verbs describing the same general action.

- With guidance and support from adults, students explore word relationships and nuances in word meanings by recognizing the slight differences between the meanings of verbs that describe the same general action.

**K.FL.VA.7c** Use words and phrases acquired through conversations, reading and being prompted and read to, and responding to texts.

- Students use words and phrases acquired through conversations, reading and being read to, and responding to texts.

### **Reading Standards for Literature:**

**K.RL.CS.4** With prompting and support, ask and answer questions about unknown words in a text.

- Students ask and answer questions about unknown words in a text.

**K.RL.CS.5** Recognize common types of texts.

- Students name the type of text they are reading or discussing (e.g., story, poem).

**K.RL.IKI.7** With prompting and support, orally describe the relationship between illustrations and the story in which they appear.

- Students describe how the words and illustrations work together to tell a story.

**K.RL.RRTC.10** With prompting and support, read stories and poems of appropriate complexity for Kindergarten.

- Students actively engage in group reading activities with purpose and understanding, while using what they learned from standards 1 – 9 to read prose and poetry.

### **Reading Standards for Informational Text:**

**K.RI.IKI.7** With prompting and support, orally describe the relationship between illustrations and the text in which they appear.

- Students describe how the words and illustrations work together to provide information.

**K.RI.IKI.8** With prompting and support, identify the reasons an author provides to support points in a text.

- Students identify key points in a text and the reasons the author gives to support those points.

**K.RI.IKI.9** With prompting and support, orally identify basic similarities and differences between two texts on the same topic.

- Students identify how two texts on the same topic are alike or different.

**K.RI.RRTC.10** With prompting and support, read informational texts of appropriate complexity for Kindergarten.

- Students actively engage in group reading activities with purpose and understanding, while using what they learned from standards 1-9 to read informational texts in group settings.

### **Speaking and Listening Standards:**

**K.SL.CC.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.

- Students show they understand the key details of a text that is read aloud or presented through other media by asking questions or requesting clarification.

**K.SL.PKI.4** Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.

- Students describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

### **Writing Standards:**

**K.W.TTP.1** With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.

- Students write opinion pieces about a topic or a book, using a combination of drawing, dictating and writing.

**K.W.PDW.5** With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed.

- With guidance and support from adults, students respond to feedback from the teacher and peers and add details to strengthen writing as needed.

**K.W.RBPK.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

- With guidance and support, students use information from print, digital sources, or experiences they've had to answer a question.

**Explanations citation:** Blauman, L., & Burke, J. (2017). Your literacy standards companion, grades K-2: What they mean and how to teach them. Thousand Oaks, CA: Corwin.