



Course Title: KINDERGARTEN ENGLISH LANGUAGE ARTS

COMPREHENSION

<u>Reporting Topics</u>	<u>Grade Level Standards</u>
<u>Reads Grade Level Text</u>	<ul style="list-style-type: none"> • Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (RL.K.IA.1-DOK 2,3) • Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (RI.K.IA.1-DOK 2,3) • Read emergent-reader texts with purpose and understanding. (RF.K.4)
<u>Engage in Group Reading Activities for Purpose and Understanding</u>	<ul style="list-style-type: none"> • With prompting and support, ask and answer questions about key details in a text. (RL.K.1-DOK 1) • With prompting and support, ask and answer questions about key details in a text. (RI.K.1- DOK 1) • Ask and answer questions about unknown words in a text. (RL.K.4-DOK 1,2) • With prompting and support, ask and answer questions about unknown words in a text. (RI.K.4- DOK 1,2) • Identify the front cover, back cover, and title page of a book. (RI.K.5-DOK 1) • Recognize common types of texts (e.g., storybooks, poems). (RL.K.5-DOK 1) • With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (RL.K.6-DOK 1) • Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (RI.K.6- DOK 1) • Actively engage in group reading activities with purpose and understanding. (RL.K.10- DOK 1)
<u>Identifies characters, setting, and major events to retell a story</u>	<ul style="list-style-type: none"> • With prompting and support, retell familiar stories, including key details. (RL.K.2-DOK 1) • With prompting and support, identify characters, settings, and major events in a story. (RL.K.3- DOK 1) • With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). (RL.K.7- DOK 2)
<u>Identify main topic and details</u>	<ul style="list-style-type: none"> • With prompting and support, identify the main topic and retell key details of a text. (RI.K.2- DOK 1) • With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (RI.K.7- DOK 2) • With prompting and support, identify the reasons an author gives to support points in a text. (RI.K.8)
<u>Makes connections within and between</u>	<ul style="list-style-type: none"> • With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.K.3-



<u>texts</u>	<p>DOK 1)</p> <ul style="list-style-type: none"> • With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (RL.K.9- DOK 2) • With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (RI.K.9- DOK 2)
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FOUNDATIONAL SKILLS

<u>Reporting Topics</u>	<u>Grade Level Standards</u>
<u>Demonstrates a knowledge of print concepts</u>	<ul style="list-style-type: none"> • Demonstrate understanding of the organization and basic features of print.(RF.K.1- DOK 1) <ul style="list-style-type: none"> ○ Follow words from left to right, top to bottom, and page by page.(RF.K.1a) ○ Recognize that spoken words are represented in written language by specific sequences of letters.(RF.K.1b) ○ Understand that words are separated by spaces in print.(RF.K.1c) ○ Recognize and name all upper- and lowercase letters of the alphabet. (RF.K.1d)
<u>Phonological Awareness</u>	<ul style="list-style-type: none"> • Demonstrate understanding of spoken words, syllables, and sounds (phonemes).(RF.K.2- DOK 1) <ul style="list-style-type: none"> ○ Recognize and produce rhyming words.(RF.K.2a) ○ Count, pronounce, blend, and segment syllables in spoken words.(RF.K.2b) ○ Blend and segment onsets and rimes of single-syllable spoken words.(RF.K.2c) ○ Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/)(RF.K.2d) ○ Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (RF.K.2e)
<u>Demonstrates active word solving while reading</u>	<ul style="list-style-type: none"> • Know and apply grade-level phonics and word analysis skills in decoding words.(RF.K.3- DOK 1) <ul style="list-style-type: none"> ○ Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.(RF.K.3a) ○ Associate the long and short sounds with common spellings (graphemes) for the five major vowels.(RF.K.3b) ○ Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).(RF.K.3c) ○ Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (RF.K.3d)

VOCABULARY

<u>Reporting Topics</u>	<u>Grade Level Standards</u>
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<p><u>Expanding Vocabulary</u></p>	<ul style="list-style-type: none"> ● Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>. (L.K.4-DOK 1,2) <ul style="list-style-type: none"> ○ Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>). (L.K.4a) ○ Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word. (L.K.4b) ● With guidance and support from adults, explore word relationships and nuances in word meanings. (L.K.5) <ul style="list-style-type: none"> ○ Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (L.K.5a) ○ Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (L.K.5b) ○ Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). (L.K.5c) ○ Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. (L.K.5d) ● Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (L.K.6)
<p><u>WRITING</u></p>	
<p><u>Reporting Topics</u></p>	<p><u>Grade Level Standards</u></p>
<p><u>Opinion Writing</u></p>	<ul style="list-style-type: none"> ● 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>). (W.K.1-DOK 1,2) ● With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.K.8- DOK 1,2)
<p><u>Write to Inform/Explain</u></p>	<ul style="list-style-type: none"> ● 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. (W.K.2) ● Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (W.K.7- DOK 2) ● With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.K.8- DOK 1,2)
<p><u>Narrative Writing</u></p>	<ul style="list-style-type: none"> ● 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



	<p>in which they occurred, and provide a reaction to what happened. (W.K.3- DOK 2,3)</p> <ul style="list-style-type: none"> • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.K.8- DOK 1,2)
<p><u>Engages in the writing process to improve and publish work</u></p>	<ul style="list-style-type: none"> • With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (W.K.5) (DOK 2,3) • With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.K.6) (DOK 1,2)
<p><u>LANGUAGE</u></p>	
<p><u>Reporting Topics</u></p>	<p><u>Grade Level Standards</u></p>
<p><u>Grammar</u></p>	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.K.1- DOK 1) <ul style="list-style-type: none"> ○ Print many upper- and lowercase letters. (L.K.1a) ○ Use frequently occurring nouns and verbs. (L.K.1b) ○ Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). (L.K.1c) ○ Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). (L.K.1d) ○ Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). (L.K.1e) ○ Produce and expand complete sentences in shared language activities. (L.K.1f)
<p><u>Conventions</u></p>	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.K.2- DOK 1,2) <ul style="list-style-type: none"> ○ Capitalize the first word in a sentence and the pronoun I. (L.K.2a) ○ Recognize and name end punctuation. (L.K.2b) ○ Write a letter or letters for most consonant and short-vowel sounds (phonemes). (L.K.2c) ○ Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (L.K.2d)
<p><u>SPEAKING AND LISTENING</u></p>	
<p><u>Reporting Topics</u></p>	<p><u>Grade Level Standards</u></p>
<p><u>Collaborative Conversations</u></p>	<ul style="list-style-type: none"> • Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. (SL.K.1- DOK 2) <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion) (SL.K.1a). ○ Continue a conversation through multiple exchanges. (SL.K.1b)



	<ul style="list-style-type: none">• 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. (SL.K.2- DOK2)• Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3- DOK 2)• Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6- DOK 1)
<p><u>Presentations of Knowledge and Ideas</u></p>	<ul style="list-style-type: none">• Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (SL.K.4- DOK 1)• Recite familiar stories, poems, nursery rhymes, and lines of a play. (SL.K.IA.3-DOK 1)• Add drawings or other visual displays to descriptions as desired to provide additional detail. (SL.K.5- DOK 5)