

Standards Based Map

Kindergarten ELA

Timeline	NxG Standard(s)	Student I Can Statement(s) / Learning Target(s)	Essential Questions	Academic Vocabulary	Strategies / Activities	Resources / Materials	Assessments	Notes / Self – Reflection
	Reading							
Ongoing	ELA.K.R.C1.1 With prompting and support, ask and answer questions about key details in a literary text.	I can ask and answer key details in a text. I can identify key details in a story.	How can asking and answering questions about the important parts of a story help us understand the books we read?	<ul style="list-style-type: none"> • Literary text • Retell • Identify • Key Details • Main Ideas • Events • Support • Author’s Purpose 	Read literary text See, think, wonder activities Story Boards Retell Cards Story Webs Story Diagrams	Selection of Read Alouds Story Boards Retell Cards Story Webs Story Diagrams	Teacher Observation Teacher Checklist	

Ongoing	<p>ELA.K.R.C1.2</p> <p>With prompting and support, retell familiar stories, including key details in literary texts.</p>	<p>I can ask and answer key details in a familiar text.</p> <p>I can identify key details in familiar text.</p> <p>I can retell stories in sequence.</p>	<p>How can you compare this to another story?</p>	<ul style="list-style-type: none"> • Retell • Text • Literary Details • Sequence 	<p>Read literary text</p> <p>See, think, wonder activities</p> <p>Story Boards</p> <p>Retell Cards</p> <p>Story Webs</p> <p>Story Diagrams</p>	<p>Selection of Read Alouds</p> <p>Story Boards</p> <p>Retell Cards</p> <p>Story Webs</p> <p>Story Diagrams</p>	<p>Teacher Observation</p> <p>Teacher Checklist</p>	
Ongoing	<p>ELA.K.R.C1.3</p> <p>With prompting and support, identify characters, settings and major events in a story in literary text.</p>	<p>I can define characters, setting, and major events in a story.</p> <p>I can identify characters, setting, and important events in a story,</p>	<p>Why are the characters, setting, and events in a story important elements?</p>	<ul style="list-style-type: none"> • Characters • Setting • Events • Literary • Identify 	<p>Story Boards</p> <p>Retell Cards</p> <p>Literary Text</p> <p>Role Play</p> <p>Story Webs</p> <p>Story Diagrams</p>	<p>Story Boards</p> <p>Retell Cards</p> <p>Literary Text</p> <p>Puppets</p> <p>Story Webs</p> <p>Story Diagrams</p>	<p>Teacher Observation</p> <p>Teacher Checklist</p>	
Ongoing	<p>ELA.K.R.C1.4</p> <p>With prompting and support, ask and answer questions about key details in an informational text.</p>	<p>I can ask and answer questions about key details in informational text.</p>	<p>Why are the characters, setting, and events in a story important elements?</p>	<ul style="list-style-type: none"> • Informational Text • Details • Author's Purpose 	<p>Text Diagram</p> <p>Using pictures to retell story</p>	<p>Informational Text</p>	<p>Teacher Observation</p> <p>Teacher Checklist</p>	

		<p>I can tell the author's purpose.</p> <p>I can identify key details in an informational text.</p> <p>I can ask and answer questions about words I don't know in a story. Identify who, what when, where, why, and how.</p>			<p>Cite evidence</p> <p>Connect pictures and text to make predictions</p> <p>Student drawings</p>			
Ongoing	<p>ELA.K.R.C1.5</p> <p>With prompting and support, identify the main topic and retell key details of an informational text.</p>	<p>I can identify the main idea and supporting details.</p> <p>I can identify who, what, when, where, why, and how.</p>	<p>Why do we read different types of text?</p>	<ul style="list-style-type: none"> • Main Idea • Details • Informational Text 	<p>Student drawings</p> <p>Text Web</p> <p>Connect pictures and text to support retelling.</p>	<p>Informational Text</p>	<p>Teacher Observation</p> <p>Teacher Checklist</p>	

Ongoing	<p>ELA.K.R.C1.6</p> <p>With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in an informational text.</p>	<p>I can make a connection between individuals, events, ideas, or pieces of information in informational text.</p>	<p>How do the author and illustrator work together?</p>	<ul style="list-style-type: none"> • Author • Illustrator • Informational Text • Details • Events • Compare • Contrast 	<p>Venn Diagram</p> <p>Top Hat</p> <p>See, Think, Wonder</p> <p>KWL Chart</p>	<p>Informational Text</p> <p>Venn Diagram</p> <p>KWL Chart</p>	<p>Teacher Observation</p> <p>Teacher Checklist</p>	
	Craft /Structure							
Ongoing	<p>ELA.K.R.C2.1 Ask and answer questions about unknown words in a literary text</p>	<p>I can ask and answer questions about words I don't know in a story.</p> <p>I can ask and answer questions about words that are new to me.</p>	<p>How do you address unknown words in a literary text?</p>	<ul style="list-style-type: none"> • Text • Vocabulary 	<p>Text</p> <p>Context Clues</p> <p>Picture Clues</p> <p>Decoding Strategies</p>	<p>Text</p>	<p>Teacher Observation</p> <p>Teacher Checklist</p>	
Ongoing	<p>ELA.K.R.C2.2 recognize common types of texts (e.g., storybooks, poems).</p>	<p>I can recognize text that tells a story.</p> <p>I can tell a difference between real and make believe.</p> <p>I can recognize poems and rhymes.</p>	<p>How are different texts identified?</p>	<ul style="list-style-type: none"> • Informational Text • Poems • Non Fiction • Fiction • Literary Text • Nursery Rhymes 	<p>Read the text.</p> <p>Look for rhymes.</p> <p>Look for facts.</p> <p>Author's Purpose</p>	<p>Poems</p> <p>Informational Text</p> <p>Nursery Rhymes</p>	<p>Teacher Observation</p> <p>Teacher Checklist</p>	
Ongoing	<p>ELA.K.R.C2.3 with prompting and support, name the author and</p>	<p>I can name the author and the illustrator. I</p>	<p>How is the work of an author different</p>	<ul style="list-style-type: none"> • Author • Illustrator • Illustrations 	<p>Identify the author and illustrator</p>	<p>A variety of texts</p>	<p>Teacher Observation</p>	

	illustrator of a story and define the role of each in telling the story in a literary text.	can tell what they do.	from an illustrator?	<ul style="list-style-type: none"> • Photographs • Paintings • Drawings • Captions 	and discuss their job. Let the child become the author and illustrator by making books.		Teacher Checklist	
Ongoing	ELA.K.R.C2.4 with prompting and support, ask and answer questions about unknown words in an informational text.	<p>I can ask and answer questions about words I don't know in a story.</p> <p>I can ask and answer questions about words that are new to me.</p>		<ul style="list-style-type: none"> • Text • Vocabulary 	Text Context Clues Picture Clues Decoding Strategies	Text	<p>Teacher Observation</p> <p>Teacher Checklist</p>	
Ongoing	ELA.K.R.C2.5 identify the front cover, back cover and title page of a book.	<p>I can identify the front cover.</p> <p>I can identify the back cover.</p> <p>I can identify the title page of a book.</p>		<ul style="list-style-type: none"> • Front Cover • Back Cover • Title Page 	Title Cover Pages	A variety of text	<p>Teacher Observation</p> <p>Teacher Checklist</p>	
Ongoing	ELA.K.R.C2.6 name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	I can name the author and the illustrator. I can tell what they do.		<ul style="list-style-type: none"> • Author • Illustrator • Illustrations • Photographs • Paintings • Drawings • Captions 	<p>Identify the author and illustrator and discuss their job.</p> <p>Let the child become the author and illustrator by making</p>	A variety of texts	<p>Teacher Observation</p> <p>Teacher Checklist</p>	

					books.			
	Integration of Knowledge and Ideas							
ongoing	ELA.K.R.C3.1 with prompting and support, describe the relationship between illustrations and the literary story in which they appear (e.g., what moment in a story an illustration depicts).	<p>I can describe an event that happens in the story using the illustrations.</p> <p>I can tell how the illustrations of a story go together.</p>	How do illustrations help tell a story?	<ul style="list-style-type: none"> • Illustrations • Literary elements 	Identify how the illustrations are important.	A variety of texts with illustrations	<p>Teacher Observation</p> <p>Teacher Checklist</p>	
ongoing	ELA.K.R.C3.2 with prompting and support, compare and contrast the adventures and experiences of characters in familiar literary stories	<p>I can recognize characters in familiar stories.</p> <p>I can recognize what happens to characters in familiar stories.</p> <p>I can tell how characters adventures and experiences are the same and different.</p>	How do you assess the similarities and differences of the experiences of the characters?	<ul style="list-style-type: none"> • Characters • Compare • Contrast • Describe • Description 	<p>Venn Diagrams</p> <p>Top Hat</p> <p>Role Play the Characters</p> <p>Puppets of the Characters</p>	A variety of texts with illustrations	<p>Teacher Observation</p> <p>Teacher Checklist</p>	
ongoing	ELA.K.R.C3.3 with prompting and support, describe the relationship between illustrations and the informational text in which they appear (e.g., what person, place, thing or idea	<p>I can recognize characters in informational text.</p> <p>I can recognize what happens to characters in informational text..</p>	How do the illustrations relate to the informational text?	<ul style="list-style-type: none"> • Characters • Compare • Contrast • Describe • Description 	<p>Venn Diagrams</p> <p>Top Hat</p> <p>Role Play the Characters</p> <p>Puppets of the</p>	A variety of texts with illustrations	<p>Teacher Observation</p> <p>Teacher Checklist</p>	

	in the text an illustration depicts).	I can tell how characters, adventures, and experiences are the same and different.			Characters			
Ongoing	ELA.K.R.C3.4 with prompting and support, identify the reasons an author gives to support points in a literary or informational text	<p>I can identify key details in informational and literary text.</p> <p>I can ask and answer questions about key details.</p> <p>I can identify the main topics of the texts.</p>	Why are details important?	<ul style="list-style-type: none"> • Author's Purpose • Key Details • Main Idea • Topic 	<p>Diagrams</p> <p>Cite evidence using text</p>	A variety of text	<p>Teacher Observation</p> <p>Teacher Checklist</p>	
Ongoing	ELA.K.R.C3.5 with prompting and support, identify basic similarities in and differences between two literary or informational texts on the same topic (e.g., in illustrations, descriptions or procedures).	I can identify similarities and differences between two texts on the same topic.	How do you assess the similarities and differences between two literary or informational texts?	<ul style="list-style-type: none"> • Compare • Contrast • Illustrations • Similarities • Differences • Informational Text • Literary Text 	Diagram	A variety of text	<p>Teacher Observation</p> <p>Teacher Checklist</p>	
	Range of Reading and Level of Text Complexity							

ongoing	ELA.K.R.C4.1 actively engage in group reading activities of literary texts with purpose and understanding.	I can read texts with purpose and understanding.		<ul style="list-style-type: none"> Literary Text 	Read and discuss Author's Purpose	A variety of texts	Teacher Observation Teacher Checklist	
ongoing	ELA.K.R.C4.2 actively engage in group reading activities of informational texts with purpose and understanding.	I can read texts with purpose and understanding.		<ul style="list-style-type: none"> Literary Text 	Read and discuss Author's Purpose	A variety of informational texts	Teacher Observation Teacher Checklist	
	Print Concepts							
ongoing	<p>ELA.K.R.C5.1</p> <p>Demonstrate understanding of the organization and basic features of print.</p> <p>Follow words from left to right, top to bottom and page by page.</p> <p>Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>Understand that words are separated by spaces in print.</p> <p>Recognize and name all upper- and lowercase</p>	<p>I can follow words from left to right and top to bottom and from page to page.</p> <p>I know letters mean words and mean something.</p> <p>I know there are spaces between words and print.</p> <p>I know that sentences are made up of words.</p> <p>I can name and recognize all upper and</p>	<p>How do letters form words?</p> <p>How do words form sentences?</p>	<ul style="list-style-type: none"> Alphabet Letters Text Spaces Sentences Uppercase Lowercase Punctuation 	<p>Break up Sentences</p> <p>Alphabet Activities</p> <p>Students retell story using the book.</p> <p>Write a sentence.</p>	<p>Phrase cards</p> <p>Alphabet Text</p> <p>Magnetic Letters</p>	Teacher Observation Teacher Checklist	

	letters of the alphabet.	lowercase letters.						
	Phonological Awareness							
	<p>ELA.K.R.C6.1 demonstrate understanding of spoken words, syllables and sounds (phonemes).</p> <ul style="list-style-type: none"> recognize and produce rhyming words. count, pronounce, blend and segment syllables in spoken words. blend and segment onsets and rimes of single-syllable spoken words. 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/.) <p>add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>I know that words rhyme because they sound the same at the end.</p> <p>I can make rhymes by making words that sound the same at the end.</p> <p>I can count and say syllables in words.</p> <p>I can put word parts together.</p> <p>I can break words into word parts.</p> <p>I can name the beginning sounds of simple words.</p> <p>I can name the ending sounds in simple words.</p> <p>I can blend the</p>	<p>What are some ways that rhyming words are alike?</p> <p>How can we find words that rhyme?</p> <p>How can we separate words into syllables?</p> <p>How can words be separated into sounds?</p> <p>How can sounds be blended into words?</p> <p>What sounds in a word can be changed to make a new word?</p> <p>Why are letter sounds and the order are important in a</p>	<ul style="list-style-type: none"> Syllables Sounds Letters Rime Onset Patterns Vowels Consonants Beginning Middle Ending 	<p>Divide words into syllables</p> <p>Word Games</p> <p>Break apart Sentences</p> <p>Break Apart words</p> <p>Blend Words</p> <p>Blend Sounds</p> <p>Elkonian Boxes</p> <p>Build words with magnetic letters</p>	<p>Rhyming Cards</p> <p>Magnetic Letters</p> <p>Sentences to break apart</p> <p>Elkonian Boxes</p> <p>Alphabet Flashcards</p>	<p>Teacher Observation</p> <p>Teacher Checklist</p>	

		<p>beginning sound (onset) together with the ending (rime) in simple words.</p> <p>I can identify and tell the beginning, middle and ending sounds.</p> <p>I can change or add a beginning sound to make a new word.</p> <p>I can change the vowel sound to make a new word.</p> <p>I can change or add an ending sound to make a new word,</p> <p>I can recognize and say a sound for each consonant.</p> <p>I know the vowels are a, e, i, o, and u</p> <p>I can identify short and long</p>	<p>words?</p> <p>Which letters have more than one sound?</p> <p>Why are a, e, i, o, and u special letters?</p>					
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		vowel sounds. . .						
	Phonics and Word Recognition							
	<p>ELA.K.R.C7.1 know and apply grade-level phonics and word analysis skills in decoding words.</p> <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 sounds for each consonant. associate the long and short sounds with common spellings (graphemes) for the five major vowels. read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). <p>distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>I can recognize words that are spelled almost the same by finding sounds that are different.</p> <p>I know the vowels are a, e, l, o, and u</p> <p>I can identify short and long vowel sounds.</p> <p>I can tell if the vowel makes a long or short sound in spoken or printed words.</p> <p>I can read sight words.</p> <p>I can recognize words that are spelled almost the same by</p>	<p>How can knowing words by heart make you a better reader?</p> <p>How can knowing one word help us read similar words?</p> <p>Which letters have more than one sound?</p> <p>Why are a, e, l, o, and u special letters?</p>	<ul style="list-style-type: none"> Sounds Letters Rime Onset Patterns Vowels Consonants Beginning Middle Ending 	<p>Word Games</p> <p>Blend Words</p> <p>Blend Sounds</p> <p>Build words with magnetic letters</p> <p>Sight Word Games</p>	<p>Sight Word Cards</p> <p>Whiteboards</p> <p>Alphabet flashcards</p>	<p>Teacher Observation</p> <p>Teacher Checklist</p>	

		finding sounds that are different. I can determine the word family (pattern) of a word						
	Fluency							
	ELA.K.R.C8.1 read emergent-reader texts with purpose and understanding.	I can recognize and determine different purposes for reading? I can read with understanding?	Why do we read? How can we show that we understand a text?	<ul style="list-style-type: none"> • Author's Purpose • Comprehension • Vocabulary • Fluency • Literary Text • Informational Text 	Sequencing Retelling Describing	A variety of informational and literary emergent reader text	Teacher Observation Teacher Checklist	
	Writing							
	Text Type and Purposes							
Ongoing	ELA.KW.C9.1 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>).	I can choose a topic to write about. I can state my opinion. I can recognize what an opinion is. I can draw, tell, and /or write my opinion about a topic or book.	How can we communicate our ideas and opinions through writing so that readers can understand?	<ul style="list-style-type: none"> • Opinion • Fact • Topic • Dictating • Preference 	Read a book and students will respond in a response journal. Fact and Opinion Activities	A Variety of Text Journals Writing Paper Writing Supplies	Teacher Observation Teacher Checklist	

Ongoing	ELA.KW.C9.2 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.	<p>I can choose something to write about.</p> <p>I can draw tell or write to explain it.</p> <p>I can draw tell or write to inform.</p>	How can we communicate our ideas and share information through writing so that readers can understand?	<ul style="list-style-type: none"> • Opinion • Fact • Topic • Dictating • Preference • Informative • Explanatory 	Students will write about a topic of their choice.	<p>Journals</p> <p>Writing Paper</p> <p>Writing Supplies</p> <p>Writing Prompts</p> <p>Picture Cards</p> <p>Diagrams</p>	<p>Teacher Observation</p> <p>Teacher Checklist</p>	
Ongoing	ELA.KW.C9.3 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 in which they occurred and provide a reaction to what happened.	<p>I can write about one event.</p> <p>I can draw, tell and/or about an event in the order they happen.</p> <p>I can draw, tell, and/or write what I thought about an event.</p>	How can I write about event(s) in a story?	<ul style="list-style-type: none"> • Drawing • Dictating • Narrate • Events 	Students will write about event(s).	<p>Journals</p> <p>Writing Paper</p> <p>Writing Supplies</p> <p>Writing Prompts</p> <p>Picture Cards</p> <p>Diagrams</p>	<p>Teacher Observation</p> <p>Teacher Checklist</p>	
	Production and Distribution of Writing							
	ELA.K.W.C10.1 Begins in Grade 3							
Ongoing	ELA.K.W.C10.2 with guidance and support from adults, respond to	I can share my stories with others.	How can our classmates help us make our writing	<ul style="list-style-type: none"> • Details • Edit • Peer • Create 	<p>Partner Editing</p> <p>Partner</p>	<p>Student Work</p> <p>Group</p>	Teacher Observation	

	questions and suggestions from peers and add details to strengthen writing as needed.	I can make changes to my story after sharing with others.	better?	<ul style="list-style-type: none"> • Support • Suggestions • Critique • Constructive Criticism 	Sharing Verbal prompting Sharing Process	Guidelines	Teacher Checklist	
Ongoing	ELA.K.W.C10.3 with guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	I can work with others to use technology to share my stories.	How can we create digital writing independently and with others?	<ul style="list-style-type: none"> • Edit • Media • Word Processing • Digital Tools • Internet 	Students will work with digital tools to publish their writing. Modeling	Student Work Technology	Teacher Observation Teacher Checklist	
	Research to Build and Present Knowledge							
	ELA.K.W.C11.1 participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	I can notice what writers do and write with others.	How can we work together to research and write about what we learn?	<ul style="list-style-type: none"> • Projects • Research • Opinion • Author • Expression 	Sharing Process Modeling	Group Guidelines A variety of texts	Teacher Observation Teacher Checklist	
	ELA.K.W.C11.1 with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question	I can write about experiences. I can gather information from sources. I can write to answer questions.	How can we collaborate to remember experiences, gather information and write?	<ul style="list-style-type: none"> • Collaborate • Sources • Information • Recall 	Students will work collaboratively in groups. Modeling	A variety of text	Teacher Observation Teacher Checklist	
	ELA.K.W.C11.1 Begins in Grade 4							

	Range of Writing							
	ELA.K.W.C12.1 Begins in Grade 3							
	English Language Arts: Speaking and Listening							
	Comprehension and Collaboration							
Ongoing	<p>ELA.K.SL.C13.1 participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <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). continue a conversation through multiple exchanges. 	<p>I can help create and follow rules for discussion.</p> <p>I can listen, take turns, and stay on topic when talking with others.</p>	<p>How can we be good speakers and listeners?</p> <p>How can talking to our classmates help us learn?</p>	<ul style="list-style-type: none"> Speaker Listener Norms Conversations Diversity Communicating 	<p>To work together to create rules for discussions</p>	<p>Center Rules</p>	<p>Teacher Observation</p> <p>Teacher Checklist</p>	
Ongoing	<p>ELA.K.SL.C13.2 confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key</p>	<p>I can show my understanding by asking and answering questions.</p>	<p>How can asking questions help us when we don't understand something?</p>	<ul style="list-style-type: none"> Clarification Questioning Answers 	<p>Ask and answer questions</p> <p>See, Think, Wonder</p> <p>KWL Charts</p>	<p>A Variety of Text</p> <p>Pictures</p> <p>Video Clips</p>	<p>Teacher Observation</p> <p>Teacher Checklist</p>	

	details and requesting clarification if something is not understood.				Story versus a video clip			
ongoing	ELA.K.SL.C13.3 ask and answer questions in order to seek help, get information or clarify something that is not understood	I can ask or answer questions when I need help to get more information or when I am confused.	How can asking questions help us when we don't understand something?	<ul style="list-style-type: none"> • Clarification • Questioning • Answers 	<p>Ask and answer questions</p> <p>See, Think, Wonder</p> <p>KWL Charts</p> <p>Story versus a video clip</p>	<p>A Variety of Text</p> <p>Pictures</p> <p>Video Clips</p>	<p>Teacher Observation</p> <p>Teacher Checklist</p>	
	Presentation of Knowledge and Ideas							
ongoing	ELA.K.SL.C14.1 describe familiar people, places, things and events and, with prompting and support, provide additional detail.	I can identify people, place, things, or events that I know.	What details can we include when we are describing people, places, events, and ideas to our classmates?	<ul style="list-style-type: none"> • Details • Describing 	<p>Show and Tell</p> <p>Retell</p> <p>Telling a story</p>	<p>Pictures</p> <p>Video Clips</p> <p>Text</p> <p>Posters</p> <p>Charts</p>	<p>Teacher Observation</p> <p>Teacher Checklist</p>	
ongoing	ELA.K.SL.C14.2 add drawings or other visual displays to descriptions as desired to provide additional detail.	<p>I can describe and give more details about people, places, things, or events.</p> <p>I can use objects, drawings, pictures and words to show what I know?</p>	How can pictures tell more information when I am speaking?	<ul style="list-style-type: none"> • Details • Description 	<p>Draw pictures</p> <p>Retell</p> <p>Role Play</p> <p>Puppet Show</p> <p>Turn and Share</p>	<p>Pictures</p> <p>Video Clips</p> <p>Text</p> <p>Posters</p> <p>Charts</p>	<p>Teacher Observation</p> <p>Teacher Checklist</p>	

ongoing	ELA.K.SL.C14.3 speak audibly and express thoughts, feelings and ideas clearly.	<p>I can think about and choose words to say what I am thinking clearly.</p> <p>I can speak clearly using appropriate voice so others can understand me.</p>	<p>What strategies can I use to share my ideas, thoughts, and feelings so that others can understand what I want to say?</p>	<ul style="list-style-type: none"> • Expression • Voice Tone • Vocabulary • Thoughts • Feelings • Opinions 	<p>Draw pictures</p> <p>Retell</p> <p>Role Play</p> <p>Puppet Show</p> <p>Turn and Share</p>	<p>Pictures</p> <p>Video Clips</p> <p>Text</p> <p>Posters</p> <p>Charts</p>	<p>Teacher Observation</p> <p>Teacher Checklist</p>	
	English Language Arts: Language							
	Conventions of Standard English							
ongoing	<p>ELA.K.L.C15.1 demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • print many upper- and lowercase letters. • use frequently occurring nouns and verbs. • form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). • understand and use question words (interrogatives) (e.g., <i>who, what,</i> 	<p>I can print upper and lowercase letters.</p> <p>I can use nouns when speaking and know what a noun is.</p> <p>I can use verbs when speaking and know what a verb is.</p> <p>I can hear and add s and es at the end of spoken words to make them mean more than one.</p>	<p>Why is it important to form letters correctly?</p> <p>How can we be sure that we make letters correctly?</p> <p>Why is it important for us to use the correct words in our speaking and writing?</p> <p>How can we change words to reflect a different</p>	<ul style="list-style-type: none"> • Uppercase • Lowercase • Print • Noun • Verb • Plurals • Speaking • Listening • Sentences • Questions: Who, What, Why, Where, When and How 	<p>Modeling in all areas</p>	<p>Alphabet Letters</p>	<p>Teacher Observation</p> <p>Teacher Checklist</p>	

	<p><i>where, when, why, how</i>).</p> <ul style="list-style-type: none"> use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). <p>produce and expand complete sentences in shared language activities.</p>	<p>I can ask and answer who, what, where, when, why and how questions.</p> <p>I can use common prepositions when I talk with others.</p> <p>I can talk in complete sentences and add on to my sentences when I talk with others.</p>	<p>quantity?</p> <p>How can we use words to let readers and listeners know when we are asking a question and expect an answer?</p> <p>Why is it important to use complete sentences in our speaking and writing?</p>					
ongoing	<p>ELA.K.L.C15.2 demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p> <ul style="list-style-type: none"> capitalize the first word in a sentence and the pronoun <i>i</i>. recognize and name end punctuation. write a letter or letters for most consonant and short-vowel sounds (phonemes). spell simple words 	<p>I can capitalize the first word and the pronoun I in a sentence.</p> <p>I can identify a period, question mark, and exclamation point.</p> <p>I can write letter for sounds to help me spell words.</p>	<p>How do we know where to use uppercase letters in our writing?</p> <p>How can we let our readers know that the sentence we wrote has ended?</p> <p>How can we use letters and sounds to write words?</p>	<ul style="list-style-type: none"> Upper Case Lowercase Period Question Mark Exclamation Point Pronoun Capitalization Punctuation 	<p>CUPS Strategy:</p> <p>C is capitalization</p> <p>U is for understanding</p> <p>P is for punctuation.</p> <p>S is for space and spelling.</p> <p>Interactive Writing</p>	<p>Writing Paper</p> <p>Punctuation Posters</p> <p>Writer's Checklist</p> <p>Writer's Rubrics</p>	<p>Teacher Observation</p> <p>Teacher Checklist</p>	

	phonetically, drawing on knowledge of sound-letter relationships.				Guided Writing Morning Message			
	Knowledge of Language							
	ELA.K.L.C16.1 Begins in Grade 2							
	Vocabulary Acquisition and Uses							
ongoing	<p>ELA.K.L.C17.1 determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <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 <i>to duck</i>). use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word. 	<p>I can identify new meanings for words I know.</p> <p>I can use beginning and ending word parts (prefixes and suffixes) to help me understand words I do not know.</p>	<p>What strategies can we use to figure out the meanings of words in a text? How can the parts of words help us figure out word meanings?</p>	<ul style="list-style-type: none"> Prefix Suffix Meanings Word Parts Multi-meaning words Inflection 	<p>Modeling</p> <p>Teaching what the prefix and suffix mean</p> <p>Search and find pictures to go with multi-meaning words</p>	<p>Words Their Way (Teacher Resource Book)</p>	<p>Teacher Observation</p> <p>Teacher Checklist</p>	

ongoing	<p>ELA.K.L.C17.2 with guidance and support from adults, explore word relationships and nuances in word meanings.</p> <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. • demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). • identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. 	<p>I can sort objects that group objects that belong together in groups and name the groups.</p> <p>I know words and their opposites.</p> <p>I can give examples for or act out meaning of words.</p>	<p>How can sorting words help understand word meanings and categories?</p> <p>How can studying opposites add to our understanding of language?</p>	<ul style="list-style-type: none"> • Opposites • Antonyms • Sorting • Relationship • Category • Verbs • Adjectives • Real Life Connections • Demonstrate • Describe • Identify 	Sort Categorize Role Play	Picture or objects to sort Pocket Charts	Teacher Observation Teacher Checklist	
Ongoing	ELA.K.L.C17.3 use words and phrases acquired through	I can use words and phrases in	Why should we use new words in our	<ul style="list-style-type: none"> • Listening • Speaking • Conversations 	Pair and Share	A variety of Texts	Teacher Observation	

	conversations, reading and being read to and responding to texts.	listening, speaking, reading, and writing.	writings and conversations?		Collaborative Groups		Teacher Checklist	
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