

Recommended Texts*	Resources*
	<p>https://www.oxfordowl.co.uk/</p> <p>http://www.readwritethink.org/classroom-resources/grade/kindergarten/</p> <p>https://www.kizphonics.com/</p> <p>https://www.readingrockets.org/literacyapps/phonics</p> <p>https://www.scholastic.com/teachers/activities/teaching-content/oral-blending-interactive-phonics-readers/</p> <p>https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds</p> <p>https://www.ateachableteacher.com/online-phonemic-awareness-games/</p> <p>https://www.roomrecess.com/mobile/SightWordSmash/play.html</p> <p>http://www.dolchword.net/dolch-word-games.html</p> <p>https://mrnussbaum.com/fun-sight-word-games-from-computer-mice</p>



Kindergarten First Quarter Pacing Guide

English Language Arts

Introduction to Your English Language Arts Pacing Guide

Weeks 1-3: Start Smart

Weeks 4-9 Wonders Unit 1 Week 1 – Unit 2 Week 3

Foundational Skills	Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all uppercase and lowercase letters of the alphabet.</p> <ul style="list-style-type: none"> ✓ RF.K.1 I can understand the organization and basic features of print. ✓ RF.K.1a I can follow words on each page from left to right and from top to bottom. ✓ RF.K.1b I can recognize that spoken words can be written words with specific sequence of letters. ✓ RF.K.1c I can understand that words are separated by spaces in print. ✓ RF.K.1d I can recognize and name all uppercase and lowercase letters of the alphabet. <p>RF.K.3c Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, care, do, does).</p> <ul style="list-style-type: none"> ✓ RF.K.3C I can read common high frequency words. 	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>a. Make predictions to determine main idea and anticipate an ending.</p> <ul style="list-style-type: none"> ✓ RL.K.1 With help, I can answer a question after listening to a story. ✓ RL.K.1a With help, I can make predictions to find the main idea and anticipate the ending. <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <ul style="list-style-type: none"> ✓ RL.K.2 With help, I can answer questions about familiar stories including the key details. 	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <ul style="list-style-type: none"> ✓ RI.K.1 With help, I can ask and answer questions about details in a story. <p>RI.K.2 With prompting and support, identify the main idea and retell key details of a text.</p> <ul style="list-style-type: none"> ✓ RI.K.2 With help, I can answer questions about familiar stories including the key details, <p>RI.K.5 Identify the front cover, book cover, and title page of a book.</p> <ul style="list-style-type: none"> ✓ RI.K.5 I can identify the front cover, back cover, and the title page of a book. ☐ 	<p>W.K.1 Use a combination of drawings, 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</p> <ul style="list-style-type: none"> ✓ WK.1 I can tell you my opinion about a book using words, writing, and drawings. <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative or explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <ul style="list-style-type: none"> ✓ WK.2 I can use my words, drawings, and writing to tell you about a topic with details. <p>W.K.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> <ul style="list-style-type: none"> ✓ W.K.3 I can use my words, drawings, and writings to tell you about a sequence of events that happened. I can also tell you what I think about it. <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <ul style="list-style-type: none"> ✓ W.K.5 I can listen to what my peers think and add details to my writing. <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <ul style="list-style-type: none"> ✓ W.K.7 I can work together in shared research and writing projects. <p>W.K.8 With guidance and support from</p>	<p>L.K.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Print many uppercase and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <ul style="list-style-type: none"> ✓ L.K.1 I can demonstrate the command of conventions of standard English grammar and usage when writing and speaking. ✓ L.K.1a I can print many uppercase and lowercase letters. ✓ L.K.1b I can use correct nouns and verbs. <p>L.K.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <ul style="list-style-type: none"> ✓ L.K.2 I can capitalize words in when writing, use punctuation, and spelling when writing. ✓ L.K.2a I can capitalize the first word in a sentence and the pronoun I. ✓ L.K.2b I can recognize and name end punctuation. 	<p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others about taking turns speaking about the topics and texts under discussion).</p> <ul style="list-style-type: none"> ✓ SLK.1 I can participate in conversations in a small group or larger group setting and talk about kindergarten topics and texts. ✓ SLK. 1a I can follow classroom rules for discussion.

			<p>adults, recall information from experiences or gather information from provided sources to answer a question.</p> <ul style="list-style-type: none"> ✓ W.K.8 With help, I can recall information from past experiences or obtain information from difference resources to answer a question. 		
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Vocabulary

<p>Lowercase Uppercase Syllables Beginning Sounds Middle Sounds Ending Sounds Decode High Frequency</p>	<p>Key details Poem Fantasy Non-fiction</p>	<p>Details Events Story</p>	<p>Opinion Sequence of Events Research Projects Past Experiences Resources</p>	<p>Nouns Verbs Question Words Punctuation Categories Consonant Sounds Vowel Sounds Inflections Affixes Antonyms Pronouns</p>	<p>Thoughts Feelings Ideas</p>
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Recommended Texts*	Resources*
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Kindergarten Second Quarter Pacing Guide

English Language Arts

Wonders Unit 3 Week 1 – Unit 5 Week 3

Foundational Skills	Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
<p>RF.K.1d Recognize and name all uppercase and lowercase letters of the alphabet.</p> <ul style="list-style-type: none"> ✓ RF.K.1d I can recognize and name all uppercase and lowercase of the alphabet. <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>b. Count, pronounce, blend and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single syllables in spoken words.</p> <p>d. 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/). (Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with phonemes regardless of the number of letters in the spelling of the word).</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words.</p> <ul style="list-style-type: none"> ✓ RF.K.2 I can understand spoken words and syllables. ✓ RF.K.2b I can count, pronounce, blend, and segment syllables in spoken words. ✓ RF.K.2c I can blend and segment onsets and rimes of singles syllable spoken words. ✓ RF.K.2d I can identify first, middle, and last sounds in CVC words. ✓ RF.K.2e I can add or substitute individual sounds to make new words. <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, care, do, does).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letter that differ.</p> <ul style="list-style-type: none"> ✓ RF.K.3 I can apply grade level phonics to decode words. ✓ RF.K.3a I can say the sound of each consonant makes. ✓ RF.K.3b I can match the most long and short vowel sounds with common spellings. ✓ RF.K.3c I can read High Frequency words by sight. ✓ RF.K.3d I can be a word detective and see how words are different by looking at the letters. 	<p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <ul style="list-style-type: none"> ✓ RL.K.2 With help, I can answer questions about familiar stories including the key details. <p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <ul style="list-style-type: none"> ✓ RL.K.4 I can ask and answer questions about words I do not know in a story. <p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <ul style="list-style-type: none"> ✓ RL.K.5 I can recognize what kind of story I am reading (such as poem, fantasy, non-fiction). 	<p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <ul style="list-style-type: none"> ✓ RI.K.2 With help, I can ask and answer questions about details in a story. <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <ul style="list-style-type: none"> ✓ RI.K.3 With help, I can describe the connection between two people, events, ideas or information. <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <ul style="list-style-type: none"> ✓ RI.K.4 With help, I can ask and answer questions about words I do not know in a story. 	<p>W.K.1 Use a combination of drawings, 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</p> <ul style="list-style-type: none"> ✓ WK.1 I can tell you my opinion about a book using words, writing, and drawings. <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative or explanatory tests in which they name what they are writing about and supply some information about the topic.</p> <ul style="list-style-type: none"> ✓ WK.2 I can use my words, drawings, and writing to tell you about a topic with details. <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event of several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <ul style="list-style-type: none"> ✓ W.K.3 I can use my words, drawings, and writings to tell you about a sequence of events that happened. I can also tell you what I think about it. <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <ul style="list-style-type: none"> ✓ W.K.5 I can listen to what my peers think and add details to my writing. <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <ul style="list-style-type: none"> ✓ W.K.7 I can work together in shared research and writing projects. <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <ul style="list-style-type: none"> ✓ W.K.8 With help, I can recall information from past experiences or obtain information from difference resources to answer a question. 	<p>L.K.1b Use frequently occurring nouns and verbs.</p> <ul style="list-style-type: none"> c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). f. Produce and expand complete sentences in shared research language activities. ✓ LK.1b I can use nouns and verbs. ✓ LK.1c I can add /s/ or /es/ to make plural nouns. ✓ LK.1f I can say complete sentences (and expand them too). <p>LK.2b Recognize and name end punctuation.</p> <ul style="list-style-type: none"> ✓ LK.2b I can recognize and name end punctuation. <p>LK.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real life connections between words and their use (e.g., note, places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. ✓ LK.5 With help, I can explore word relationships and word meaning. ✓ LK.5b I can understand words and describe their opposites. ✓ LK.5c I can understand real-life connections between words and their use. ✓ LK.5d I can use verbs that have similar meanings. <p>LK.6 Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p> <ul style="list-style-type: none"> ✓ LK.6 I can use words and phrases that I have learned through stories and conversations. 	<p>SL.K.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.</p> <ul style="list-style-type: none"> ✓ SL.K.2 I can show you that I understand a story by asking questions. I ask for clarification if I do not understand. <p>SL.K.4 Describe familiar people, places, things, and events, and with prompting and support, provide additional details.</p> <ul style="list-style-type: none"> ✓ SL.K.4 I can tell you about people, places, things, and events, (and give you more1 details with prompting and support).

Recognize and name all uppercase and lowercase letters of the alphabet.

Lowercase Uppercase Syllables Beginning Sounds Middle Sounds Ending Sounds Decode High Frequency	Key details Poem Fantasy Non-fiction	Details Events Story	Opinion Sequence of Events Research Projects Past Experiences Resources	Nouns Verbs Question Words Punctuation Categories Consonant Sounds Vowel Sounds Inflections Affixes Antonyms Pronouns	Thoughts Feelings Ideas
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Recommended Texts*	Resources*
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Kindergarten Third Quarter Pacing Guide

English Language Arts

Introduction to Your English Language Arts Pacing Guide

Wonders Unit 6 – Unit 8 Week 3

Foundational Skills	Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
<p>RF.K.2d 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/). (Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.</p> <p>✓ RF.K.2d I can identify first, middle, and last sounds in CVC words.</p> <p>RF.K.3 Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one to one letter sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, care, do, does).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>✓ RF.K.3 I can apply grade level phonics and word analysis skills in decoding words.</p> <p>✓ RF.K.3a I can say the sound of each consonant makes.</p> <p>✓ RF.K.3b I can say the short and long sound of each vowel with common spelling.</p> <p>✓ RF.K.3c I can read high frequency words by sight.</p> <p>✓ RF.K.3d I can be a word detective and see how many words are different by looking at the letters.</p>	<p>RL.K.3 With prompting and support, Identify characters, settings, and major events in a story.</p> <p>✓ RL.K.3 With help, I can describe big events, setting and the characters in a story.</p> <p>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>✓ RL.K.3 With help, I can tell who the author and illustrator are and what they do.</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>✓ RL.K.9 With help, I can compare and contrast characters in stories I know.</p> <p>RL.K.10 Actively engage in group reading activities.</p> <p>✓ RL.K.10 I can participate and understand while reading stories in a group.</p>	<p>RI.K.9 With prompting and support, Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>✓ RI.K.9 With help, I can talk about similarities and differences in two stories about the same topic.</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>✓ RI.K.10 I can participate and understand while reading stories in a group.</p>	<p>W.K.1 Use a combination of drawings, 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</p> <p>✓ WK.1 I can tell you my opinion about a book using words, writing, and drawings.</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative or explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>✓ WK.2 I can use my words, drawings, and writing to tell you about a topic with details.</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event of several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>✓ W.K.3 I can use my words, drawings, and writings to tell you about a sequence of events that happened. I can also tell you what I think about it.</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>✓ W.K.5 I can listen to what my peers think and add details to my writing.</p> <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>✓ W.K.7 I can work together in shared research and writing projects.</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>✓ W.K.8 With help, I can recall information from past experiences or obtain information from difference resources to answer a question.</p>	<p>L.K.1b Use frequently occurring nouns and verbs.</p> <p>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>✓ L.K.1b I can use nouns and verbs.</p> <p>✓ L.K.1d I can use questions words.</p> <p>L.K.2b Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge and sound-letter relationships.</p> <p>✓ L.K.2b I can recognize and name end punctuation.</p> <p>✓ L.K.2c. I can write a letter for most consonant and short vowel sounds (phonemes).</p> <p>✓ L.K.2d I can spell simple words by sounding them out (phonetically).</p> <p>L.K.4b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p> <p>✓ L.K.4b I can use clues to figure out what a new word means (inflections and affixes such as pre-, un-, -ful, -less).</p> <p>L.K.5a Sort common objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>✓ L.K.5a I can sort objects into categories.</p> <p>✓ L.K.5b I can understand words and describe their opposites (antonyms).</p> <p>L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything).</p> <p>✓ L1.1.d I can use pronouns.</p>	<p>SL.K.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.</p> <p>✓ SL.K.2 I can show you that I understand a story by asking questions. I ask for clarification if I do not understand.</p> <p>SL.K.4 Describe familiar people, places, things, and events, and with prompting and support, provide additional details.</p> <p>✓ SL.K.4 I can tell you about people, places, things, and events, (and give you more1 details with prompting and support).</p>

Beginning Sounds Ending Sounds High Frequency Words Long Vowel Sounds Middle Sounds Short Vowel Sounds	Events Setting Characters Author Illustrate Participate	Similarities Differences Segment Onset Rime Syllables	Opinion Sequence of Events Research Projects Past Experiences Resources	Nouns Verbs Question Words Punctuation Categories Consonant Sounds Vowel Sounds Inflections Affixes Antonyms Pronouns	Key Details Clarification
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Kindergarten Fourth Quarter

English Language Arts

Introduction to Your English Language Arts Pacing Guide

Wonders Unit 9 Week 1 – Unit 10 Week 3

Foundational Skills	Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
<p>RF.K.2a Recognize and produce rhyming words.</p> <ul style="list-style-type: none"> ✓ RF.K.2a I can recognize and produce rhyming words. <p>RF.K.3c Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, care, do, does).</p> <ul style="list-style-type: none"> ✓ RF.K.3c I can read high frequency words by sight. <p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p> <ul style="list-style-type: none"> ✓ RF.K.4 I can read stories fluently and understand what I read. 	<p>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <ul style="list-style-type: none"> ✓ RL.K.6 I can tell who and what the author and illustrator are and what they do. <p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (for example, what moment in a story an illustration depicts).</p> <ul style="list-style-type: none"> ✓ RL.K.7 I can use the words and illustrations to help me understand nonfiction. 	<p>RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <ul style="list-style-type: none"> ✓ RI.K.6 I can tell who and what the author and illustrator are and what they do. <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (for example, what moment in a story an illustration depicts).</p> <ul style="list-style-type: none"> ✓ RI.K.7 With help, I can describe what is going on in the story by looking at illustrations. <p>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <ul style="list-style-type: none"> ✓ RI.K.8 With help, I can identify the reasons an author gives to support points in the story. 	<p>W.K.1 Use a combination of drawings, 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.</p> <ul style="list-style-type: none"> ✓ WK.1 I can tell you my opinion about a book using words, writing, and drawings. <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative or explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <ul style="list-style-type: none"> ✓ WK.2 I can use my words, drawings, and writing to tell you about a topic with details. <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event of several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <ul style="list-style-type: none"> ✓ W.K.3 I can use my words, drawings, and writings to tell you about a sequence of events that happened. I can also tell you what I think about it. <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <ul style="list-style-type: none"> ✓ W.K.5 I can listen to what my peers think and add details to my writing. <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <ul style="list-style-type: none"> ✓ W.K.7 I can work together in shared research and writing projects. <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <ul style="list-style-type: none"> ✓ W.K.8 With help, I can recall information from past experiences or obtain information from difference resources to answer a question. 	<p>L.K.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>f. Produce and expand complete sentences in shared language activities.</p> <ul style="list-style-type: none"> ✓ L.K.1e I can use prepositions. ✓ L.K.1f I can say complete sentences (and expand on them). <p>L.K.2b Recognize and name end punctuation.</p> <ul style="list-style-type: none"> ✓ L.K.2b I can recognize and name end punctuation. <p>L.K.4 Determine or clarify the meaning of unknown and multiple words and phrases based on kindergarten reading content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning verb to a duck).</p> <ul style="list-style-type: none"> ✓ L.K.4 I can tell the meaning of unknown and multiple meaning kindergarten words. ✓ L.K.4a I can learn new meanings for words and use them correctly. <p>L.1.1d Use personal possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything).</p> <ul style="list-style-type: none"> ✓ L.1.1d I can use pronouns. 	<p>SL.K.1b Continue a conversation through multiple exchanges.</p> <ul style="list-style-type: none"> ✓ SL.K.1b I can continue conversations speaking and listening, back and forth. <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <ul style="list-style-type: none"> ✓ SL.K.5 I can make drawings or displays to show more details.

Vocabulary					
Rhyming High Frequency Words Fluently	Author Illustrator Illustrations	Author Illustrator Illustrations	Opinion Sequence of Events Research Projects Past Experiences Resources	Familiar Prepositions Punctuation Pronouns Indefinite Possessive	Speaking Listening Drawings Displays