

**Kindergarten  
English/Language Arts  
Trimester 2**

<p><b>Text Resources (Core)</b>  <i>StoryTown</i> - Grade K  <ul style="list-style-type: none"> <li>• Teacher’s Edition: Themes 3, 4, 5 &amp; 6</li> </ul> <i>StoryTown – Teacher Support Book</i>  <i>Step Up to Writing – Grade K-2</i></p>	<p><b>High Frequency Word List</b>  <i>Fry Word List</i>  <ul style="list-style-type: none"> <li>• Mastery of list #1</li> </ul></p>	<p><b>Spelling Word List</b>  <i>StoryTown</i> - Grade K</p>	<p><b>Written-Language Production</b>  Handwriting:  <i>Zaner-Bloser</i>  Keyboarding:  <i>Typing Agent</i></p>
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<p><b><u>Alaska English/Language Arts Standards</u></b>  <b>Reading Standards for Literature</b></p> <p><b>RL-1.</b> With prompting and support, ask and answer questions about a literary text using key details from the text.  <b>RL-2.</b> With prompting and support, retell familiar stories, using key details.  <b>RL-3.</b> With prompting and support, identify characters, major events, and problem-solution in a story, song, or poem.  <b>RL-4.</b> Ask and answer questions about unknown words in a text.  <b>RL-5.</b> Identify common types of texts (e.g., picture books, stories, poems, songs).  <b>RL-6.</b> With prompting and support, name the author and illustrator of a story and describe the role of each in telling the story.  <b>RL-7.</b> 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) or use illustrations to tell or retell a story.  <b>RL-9.</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.  <b>RL-10.</b> Actively engage in shared reading activities using literature from a variety of cultures with purpose and understanding, and scaffolding as needed.</p> <p><b>Reading Standards for Informational Text</b></p> <p><b>RI-1.</b> With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text.  <b>RI-2.</b> With prompting and support, identify the main topic and retell key details of a text.  <b>RI-3.</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>
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- RI-4.** With prompting and support, ask and answer questions about unknown words in a text.
- RI-5.** Identify the front cover, back cover, and title page of a book.
- RI-6.** Name the author and illustrator of a text and describe the role of each in presenting the ideas or information in a text.
- RI-7.** 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-8.** With prompting and support, identify the opinions an author states in text.
- RI-10.** Actively engage in shared reading activities using a range of topics and texts with purpose and understanding and scaffolding as needed.

### **Reading Standards for Foundational Skills**

- RF-1.** Demonstrate understanding of the organization and basic features of print.
- 1a.** Follow words from left to right, top to bottom, and page-by-page.
  - 1b.** Recognize that spoken words are represented in written language by specific sequences of letters.
  - 1c.** Understand that words are separated by spaces in print.
  - 1d.** Recognize and name all upper- and lowercase letters of the alphabet.
- RF-2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- 2a.** Recognize and produce rhyming words.
  - 2b.** Count, pronounce, blend, and segment syllables in spoken words.
  - 2c.** Blend and segment onsets and rimes of single-syllable spoken words.
  - 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/.)
- RF-3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- 3a.** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
  - 3b.** Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
  - 3c.** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
  - 3d.** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- RF-4.** Read emergent-reader texts with purpose and understanding.

## **Writing Standards**

- W-1.** Use a combination of drawing, dictating, and writing to state an opinion or a preference about a topic or part of a book (e.g., I like dogs better than cats because...; My favorite part of the story is when...; I think it was funny when...).
- W-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.
- W-3.** Use a combination of drawing, dictating, and writing to narrate a real or imagined event or several loosely linked events, tell about the events in the order in which they occurred, and provide an ending (how the problem was solved) or a reaction (e.g., a feeling) to what happened.
- W-5.** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- W-6.** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W-7.** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and combine or summarize information/facts learned or express opinions about them).
- W-8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

## **Speaking and Listening Standards**

- SL-1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- 1a.** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  - 1b.** Continue a conversation through multiple exchanges.
- SL-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.
- SL-3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL-4.** Describe familiar people, places, things, and events, and with prompting and support, provide additional related details.
- SL-5.** Add drawings or other visual displays to descriptions as desired to provide additional details.
- SL-6.** Speak audibly and express thoughts, feelings, and ideas clearly in complete sentences when appropriate to task and situation.

## Language Standards

- L-1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - 1a.** Print many upper- and lowercase letters.
  - 1b.** Use frequently occurring nouns and verbs.
  - 1c.** Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
  - 1d.** Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
  - 1e.** Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
  - 1f.** Produce and expand complete sentences in shared language activities.
- L-2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - 2a.** Capitalize the first word in a sentence, the first letter of the student's name, and the pronoun *I*.
  - 2b.** Recognize and name end punctuation.
  - 2c.** Write a letter or letters for most consonant and short-vowel sounds (phonemes).
  - 2d.** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- L-4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
  - 4a.** Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
  - 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.
- L-5.** With guidance and support from adults, explore word relationships and nuances in word meanings.
  - 5a.** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
  - 5b.** Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
  - 5c.** Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
  - 5d.** Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
- L-6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.