



JC Schools Kindergarten Yearly ELA Standards

Overarching Standards (Taught in all units)

K.R.1.D.a

Read independently for sustained periods of time by:

- a. engaging with text as developmentally appropriate

K.RF.4.A

Read with support, appropriate texts with purpose and understanding

K.W.1.A.a

Follow a writing process, with assistance, to generate a writing plan through:

- a. using pictures, oral language or written letters, and/or words

K.W.1.B.a

Appropriate to genre type, develop a draft from prewriting by:

- a. sequencing the actions or details through letters, words, and pictures

K.W.1.C.a,b

Reread, revise, and edit drafts, with assistance from adults/peers, to:

- a. respond to questions and suggestions, adding details to strengthen writing
- b. edit by leaving spaces between words in a sentence

K.W.1.D.a

With assistance from adults/peers:

- a. explore a variety of conventional/digital tools to produce and publish writing

K.L.1.B.a

In written text:

- a. print in upper and lower case letters

K.SL.2.A.a

Develop and apply effective listening skills and strategies in formal and informal settings by:
a. demonstrating active listening, according to classroom expectations.

Unit	Priority Standards	Supporting Standards	Reading Foundations
Unit Getting Started in the Reading & Writing Workshop 20 Days	K.R.1.A.b With assistance, develop and demonstrate reading skills in response to read aloud by: b. asking and responding to questions about texts read aloud K.R.1.C.a With assistance, determine the connection between: a. text to self (text ideas and own experiences) K.SL.1.A.a Develop and apply effective listening skills and strategies in formal and informal settings by: a. following classroom listening rules	K.SL.3.A.a Speak clearly using conventions of language when presenting individually or with a group by: a. taking turns speaking, according to classroom expectations	
Unit 1 Collaborative Conversations 30 Days	K.R.1.A.a,b With assistance, develop and demonstrate reading skills in response to read aloud by: a. predicting what might happen next in a text based on the cover, title, and illustrations b. asking and responding to questions about texts read aloud K.R.1.C.a	K.R.1.A.d With assistance, develop and demonstrate reading skills in response to read alouds by: d. connecting the information and events of a text to experiences K.R.1.B.a With assistance, develop an understanding of vocabulary by:	K.RF.1.A.a,c,f Develop print awareness in the reading process by: a. identifying all upper and lower case letters c. demonstrating that books are read left to right, top to bottom f. demonstrating one-to-one correspondence between spoken words and written words

With assistance, determine the connection between:

a. text to self (text ideas and own experiences)

K.W.2.C.a-e

With assistance, draw and/or write fiction or nonfiction narratives and poems that:

a. use a combination of drawing and/or writing to narrate a story or experience the student has had or imagined

b. tell the reader about a character or personal event

c. place events in the order they occurred

d. use words that are related to the topic

e. provide a reaction to what happened in the events

K.SL.1.A.a-c

Develop and apply effective listening skills and strategies in formal and informal settings by:

a. following classroom listening rules

b. continuing a conversation through multiple exchanges

c. following one-step instructions, according to classroom expectations

K.SL.4.A.a,b

Speak clearly, audibly, using conventions of language when presenting individually or with a group by:

a. describing personal experiences using a prop, picture, or other visual aide

b. speaking in complete sentences

a. identifying and sorting pictures of objects into conceptual categories

K.R.2.A.e,g

With assistance, read, infer, and draw conclusions to:

e. name author and illustrator of a story

and describe how each is telling the story

g. ask and answer questions about unknown words in text

K.R.2.B.a

With assistance, read, infer and draw conclusions to:

a. respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds

K.R.3.A.d

With assistance, read, infer, and draw conclusions to:

d. identify the meaning of environmental print

K.L.1.A.b,c,e

In speech and written form, apply standard English grammar to:

b. use plural words when speaking

c. express time and space

e. use question words in sentences

K.SL.3.A.a-c

Speak clearly using conventions of language when presenting individually or with a group by:

(*Please note: This standard will be assessed on the grade card)

K.RF.2.A.c

Develop phonemic awareness in the reading process by:

c. distinguishing orally presented rhyming pairs of words from non-rhyming pairs

		<p>a. taking turns speaking, according to classroom expectations</p> <p>b. continuing a conversation through multiple exchanges</p> <p>c. confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media</p>	
<p>Unit 2</p> <p>Working with Narrative Text</p> <p>40 Days</p>	<p>K.R.1.A.c With assistance, develop and demonstrate reading skills in response to read alouds by: c. retelling main ideas or important facts from a read aloud or familiar story</p> <p>K.R.2.A.a,b With assistance, read, infer, and draw conclusions to: a. identify elements of a story, including setting, character, and key events b. Retell a main event from a story read aloud and familiar stories</p> <p>K.W.2.C.a-e With assistance, draw and/or write fiction or nonfiction narratives and poems that: a. use a combination of drawing and/or writing to narrate a story or experience the student has had or imagined b. tell the reader about a character or personal event c. place events in the order they occurred d. use words that are related to the topic e. provide a reaction to what happened in the events</p> <p>K.L.1.B.f</p>	<p>K.R.1.A.e With assistance, develop and demonstrate reading skills in response to read-alouds by: e. recognizing beginning, middle, and end</p> <p>K.R.1.B.e With assistance, develop an understanding of vocabulary by: e. using words and phrases acquired through conversations, reading and being read to, and responding to texts</p> <p>K.R.2.A.c,f With assistance, read, infer, and draw conclusions to: c. recognize sensory details and recurring phrases f. compare and contrast adventures of characters in familiar stories</p> <p>K.R.2.C.a With assistance, read, infer and draw conclusions to: a. identify characters in a puppet play or performance by actors</p> <p>K.L.1.B.h In written text:</p>	<p>K.RF.1.A.a,c,d,e,f Develop print awareness in the reading process by: a. identifying all upper and lower case letters c. demonstrating that books are read left to right, top to bottom d. demonstrating that written words are made up of different letters e. knowing that a sentence is comprised of a group of words separated by spaces f. demonstrating one-to-one correspondence between spoken words and written words <i>(*Please note: This standard will be assessed on the grade card)</i></p> <p>K.RF.2.A.d,h Develop phonemic awareness in the reading process by: d. recognizing spoken alliteration or groups of words that begin with the same onset or initial sound h. segmenting spoken words into 2 or 3 phonemes</p>

	<p>In written text: f. write and name the printed letters that match the sound</p>	<p>h. write and name letters for consonant and vowel sounds</p>	<p>K.RF.3.A.b Develop phonics in the reading process by: b. reading high frequency words</p>
<p>Unit 3</p> <p>Informational Texts Can Teach</p> <p>45 Days</p>	<p>K.R.1.C.b With assistance, determine the connection between: b. text to text (text ideas including similarities and differences in fiction and nonfiction)</p> <p>K.R.3.A.a,b With assistance, read, infer and draw conclusions to: a. identify the topic and details in an expository text heard and/or read referring to the words and/or illustrations b. use titles and illustrations to make predictions about text</p> <p>K.R.3.C.c With assistance, read, infer and draw conclusion to: c. name the main topic and recall key details of the text</p> <p>K.W.2.B.a,b With assistance, draw or write informative/explanatory texts that: a. use a combination of drawing and/or writing to name and inform about a topic or a text they are learning in school b. use words that are related to the topic</p> <p>K.L.1.B.b,d,e,g,i</p>	<p>K.R.1.B.d With assistance, develop an understanding of vocabulary by: d. using a picture dictionary to find words</p> <p>K.R.2.A.d With assistance, read, infer, and draw conclusions to: d. recognize different types of texts</p> <p>K.R.3.A.c With assistance, read, infer, and draw conclusions to: c. identify text features</p> <p>K.R.3.C.b,d With assistance, read, infer, and draw conclusions to: b. identify basic similarities and differences between two texts on the same topic d. ask and answer questions about unknown words in a text</p> <p>K.W.3.A.a-d With assistance, apply research process to: a. generate a list of open-ended questions about topics of class interest</p>	<p>K.RF.1.A.b Develop print awareness in the reading process by: b. sequencing the letters of the alphabet</p> <p>K.RF.2.A.a,b,f,g Develop phonemic awareness in the reading process by: a. identifying sounds in spoken words b. producing rhymes in response to spoken words f. blending spoken phonemes to form one syllable words g. isolating the initial, medial and final sounds in spoken words <i>(*Please note: This standard will be assessed on the grade card)</i></p> <p>K.RF.3.A.a,b Develop phonics in the reading process by: a. producing and writing letter(s) for most short vowel and consonant sounds b. reading high frequency words</p>

	<p>In written text:</p> <ul style="list-style-type: none"> b. recognize that a sentence ends with punctuation marks d. capitalize the first word in a sentence e. capitalize the pronoun I g. use inventive spelling with beginning, final and medial sounds i. use correct spelling of own first and last name 	<ul style="list-style-type: none"> b. decide what sources or people in the classroom, school, library, or home can answer their questions c. gather evidence from sources d. use pictures in conjunction with writing when documenting research <p>K.L.1.A.d In speech and written form, apply standard English grammar to:</p> <ul style="list-style-type: none"> d. demonstrate the use of complete sentences in shared language activities <p>K.L.1.B.c In written text:</p> <ul style="list-style-type: none"> c. capitalize own first and last name 	
<p>Unit 4</p> <p>Your Opinion Matters!</p> <p>35 Days</p>	<p>K.R.1.C.a With assistance, determine the connection between:</p> <ul style="list-style-type: none"> a. text to self (text ideas and own experiences) <p>K.R.3.C.a With assistance, read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> a. ask and answer questions to clarify meaning <p>K.W.2.A.a-c With assistance, draw/write opinion texts that:</p> <ul style="list-style-type: none"> a. Use a combination of drawing and/or writing to tell an opinion about a topic or text being studied 	<p>K.R.1.B.b,c With assistance, develop an understanding of vocabulary by:</p> <ul style="list-style-type: none"> b. demonstrating understanding of opposites (antonyms) c. distinguishing meaning between verbs describing the same action <p>K.R.3.B.a With assistance, read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> a. respond to examples of sensory details <p>K.R.4.A.a,b With assistance, develop an awareness of media literacy by:</p> <ul style="list-style-type: none"> a. identifying different forms of media b. identifying techniques used in media <p>K.L.1.A.a</p>	<p>K.RF.2.A.b,e,g Develop phonemic awareness in the reading process by:</p> <ul style="list-style-type: none"> b. producing rhymes in response to spoken words e. blending spoken onset and rimes to form simple words g. isolating the initial, medial and final sounds in spoken words <p><i>(*Please note: This standard will be assessed on the grade card)</i></p> <p>K.RF.3.A.a-d Develop phonics in the reading process by:</p> <ul style="list-style-type: none"> a. producing and writing letter(s) for most short vowel and consonant sounds

- b. Give logical reasons for suggesting that others follow a particular course of action or line of thinking
- c. Use words that are related to the topic

K.L.1.B.g

In written text:

- g. use inventive spelling with beginning, final and medial sounds

- In speech and written form, apply standard English grammar to:
- a. identify naming words (nouns) and action words (verbs)

- b. reading high frequency words
- c. blending letter sounds to decode simple words
- d. recognizing that new words can be created when letters are changed, added, or deleted and using letter sound knowledge to write simple messages and words