

# Essential Standards Chart: What is it we expect students to learn?

## Grade: Kindergarten Subject: Literacy

Standard Description	Example Rigor	Prior Skills/Vocabulary	Common Assessments	When Taught?	Extension Standards
What is the essential standard to be learned? Describe in student-friendly words. Please add standard	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	What assessment(s) will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standards?
RL.K.1 With prompting and support, retell familiar stories, including key details		I can give some details about a text that was read to me.		Oct.-Nov.2017	Students can write or draw a picture based on the details they remember from the text.
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.		Define:: Character Setting Events		Jan.-Feb. 2018	Students can identify character, setting, problem, solution, as well as specific details within the text.
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g, based on this picture, what is happening?).		I can go on a picture walk, while accurately describing the text.		Aug. -Sept. 2017	Students can illustrate their opinion of the text (draw an alternate ending that would follow the text's meaning).
RI.K.5 Identify the front cover,		I can open a book and turn the pages		Sept.-Oct. 2017	Students can define and locate front cover, back cover,

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back cover, and title page of a book.		correctly.			title page, and spine in any text.
RL.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.		Define: Author Illustrator		Sept.-Oct. 2017	Students can define the characteristics of a specific author or illustrator.
RF.K.1 Demonstrate understanding of the organization and basic features of print.		Students can follow words from left to right and top to bottom.		Nov.-Dec. 2017	Students can write, a basic sentence, from left to right and top to bottom.
RF.K.1.D Recognize and name all upper and lowercase letters of the alphabet.		Students can name all lowercase letters.		Dec.-Jan. 17/18	Students can recognize, name, and write all upper and lowercase letters.

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RF.K.2.A Recognize and produce rhyming words orally.		I have the ability to hear and identify the various sounds in spoken words.		August -September 2017	I can start to see the letter patterns in words and begin to read.
RF.K.2.C Blend and segment onsets and rimes of one syllable spoken words.		I can hear and manipulate the sounds in spoken words and understand that spoken words and syllables are made up of sequences of speech sounds		October-November 2017	I can start to have reading success.
RF.K.2.D Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three phoneme (cvc) words. (This does not include CVC's ending with /l/,/r/, or /x/.)		I can isolate <b>sounds</b> in words		October-November 2017	I can start writing <b>sounds</b> in sequence to <b>make</b> words.

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W.K.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 of the book. (e.g., My favorite book is...)		I can use of words to convey meaning. This includes: letter sound relationships, grade-level sight words, blend phonetically spelled words when reading, write sentences by spelling words phonetically, and print concepts.		October- December 2017	I can now write an opinion piece of writing. I can go on a write for a different purpose.
W.K.2 Use a combination of drawing, dictating and writing to compose informative/explanatory texts that name the topic and supply some information about it.		I can write in a multi-step process. I use correct writing conventions. I can write informational texts to inform others.		January-March 2018	I can identify the main topic of the text and retell key details they learned. I can organize my writing around one topic.
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events and provide a reaction to what happened.		I can use of words to convey meaning. This includes: letter sound relationships, grade-level sight words, blend phonetically spelled words when reading, write sentences by spelling words		March-May 2018	I can now start to develop a sequence of events that unfolds naturally.

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		phonetically, and print concepts.			
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books on a specific topic and produce simple findings.)		I can write in a multi-step process. I use correct writing conventions. I can write informational texts to inform others.		March-May 2018	I can now focus on writing independently to do a research project.
L.K.1.B Use frequently occurring nouns-form regular plural nouns orally by adding /s/ or /es/ (e.g., dog,dogs;wish,wishes		I need to know that nouns are a person, place or thing.		January-March 2018	I can now write plural nouns and used them correctly when writing.
L.K.1.C Use frequently occurring verbs		I know that verbs show action.		January-March 2018	I can now show noun/verb agreement when I am writing.
L.K.1.K Print all upper and lower case letters legibly		I need to know the correct way to write and be able to say my letters.		August-October 2017	I can now write my letters correctly in words and sentences, so that it is legible.
L.K.2.A Capitalize the first word in a sentence and the pronoun I.		I need to know what a sentence is and why we use sentences.		August-October 2017	I can now write sentences correctly capitalizing the first word.

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L.K.2.B Recognize and name end punctuation		Independently produce sentences in shared language activities.		August-October 2017	I can now decide and use correct punctuation in sentences.