

Quarter 1 Priority Standards and Skills

Standards	Skills	Notes
K.KI.2 - Literature	Retell familiar stories using key details	
K.CS.5 - Literature	Identify common types of texts (picture books, stories, poems, songs)	
K.RF.2 - Foundational Skills	Demonstrate understanding of spoken words, syllables, and phonemes	(a) Recognize and produce rhyming words. (b) Count, pronounce, blend, and segment syllables in spoken words. (d) Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three phoneme / CVC/ words (e.g., /save/, /ham/).
K.RF.3 - Foundational Skills	Know and apply grade level phonics and word analysis skills in decoding words	(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. (c) Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does .)
K.TT.3 - Writing	Use narrative writing to recount two or more real or imagined sequenced events, include some details about what happened, use linking words to signal event order, and provide an ending	
K.PK.4 - Speaking and Listening	Describe familiar people, places, things, and events, and with prompting and support, provide additional related details.	*Starts in Unit 2 of REACH, continues through each unit
K.L.1. - Language	Demonstrate command of conventions standard English grammar and usage when writing or speaking	(a) Print many upper- and lowercase letters. (c) Form regular plural nouns orally by adding /s/ or / es/ (e.g., dog, dogs; wish, wishes).
K.L.2 - Language	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	(a) Capitalize the first word in a sentence and the pronoun I
K.L.5 - Language	With guidance and support from adults, explore word relationships and nuances in word meanings.	(c) Identify real-life connections between words and their use (e.g., note places at school that are colorful) (a) Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Quarter 2 Priority Standards and Skills

Standards	Skills	Notes
K.KI.2 - Informational Text	Identify the main topic and retell key details of a text	
K.IK.9 - Informational Text	Identify basic similarities in and differences between information presented in two texts on the same topic	
K.RF.2 - Foundational Skills	Demonstrate understanding of spoken words, syllables, and phonemes	(b) Count, pronounce, blend, and segment syllables in spoken words. (c) Blend and segment onsets and rimes of single-syllable spoken words. (d) Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three phoneme /CVC/ words (e.g., /save/, /ham/). (This does not include CVCs endings with /l/, /r/, or /x/.)
K.RF.3 - Foundational Skills	Know and apply grade level phonics and word analysis skills in decoding words	(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. (b) Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (c) Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does .) (d) Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
K.TT.2 - Writing	Write informative/explanatory texts in which they name the topic, supply facts about the topic, and provide conclusion	
K.L.1. - Language	Demonstrate command of conventions standard English grammar and usage when writing or speaking	(b) Use frequently occurring nouns and verbs.
K.L.2 - Language	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	(c) Write a letter or letters for most consonant and short-vowel sounds (phonemes). (d) Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
K.L.4 - Language	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading content	(a) Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird

		and learning the verb to duck).
--	--	----------------------------------

Quarter 3 Priority Standards and Skills

Standards	Skills	Notes
K.TT.1 - Writing	Use a combination of drawing, dictating, and writing to state an opinion or a preference about a topic or part of a book	
K.TT.2 - Writing	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts	
K.KI.1 - Literature	Ask and answer questions about literary texts using key details	
K.RF.2 - Foundational Skills	Demonstrate understanding of spoken words, syllables, and phonemes	(d) Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three phoneme / CVC/ words (e.g., /save/, /ham/). (This does not include CVCs endings with /l/, /r/, or /x/.) (e) Add or substitute individual phonemes in simple, one syllable words to make new words.
K.RF.3 - Foundational Skills	Know and apply grade level phonics and word analysis skills in decoding words	(b) Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (c) Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does .)
K.RF.4 - Foundational skills	Read emergent reader texts with purpose and understanding	
K.CC.1 - Speaking and Listening	Participate in collaborative conversations with diverse partners about kindergarten topic and texts with peers and adults in small and larger groups.	(b) Continue a conversation through multiple exchanges.
K.L.1. - Language	Demonstrate command of conventions standard English grammar and usage when writing or speaking	(e) Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). (f) Produce and expand complete sentences in shared language activities.
K.L.2 - Language	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	(b) Recognize and name end punctuation. (d) Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Quarter 4 Priority Standards and Skills

Standards	Skills	Notes
K.IK.9 - Literature	Compare and contrast the adventures and experiences of characters in familiar stories	
K.KI.1 - Informational Text	Ask and answer questions about key details in a text	
K.RF.2 - Foundational Skills	Demonstrate understanding of spoken words, syllables, and phonemes	(d) Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three phoneme / CVC/ words (e.g., /save/, /ham/). (This does not include CVCs endings with /l/, /r/, or /x/.) (e) Add or substitute individual phonemes in simple, one syllable words to make new words.
K.RF.3 - Foundational Skills	Know and apply grade level phonics and word analysis skills in decoding words	(c) Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does .) (d) Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
K.TT.3 - Writing	Use narrative writing to recount two or more real or imagined sequenced events, include some details about what happened, use linking words to signal event order, and provide an ending	
K.L.1. - Language	Demonstrate command of conventions standard English grammar and usage when writing or speaking	(d) Understand and use question words (e.g., who, what, where, when, why, how).
K.L.2 - Language	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
K.L.4 - Language	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading content	(b) 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.
K.L.5 - Language	With guidance and support from adults, explore word relationships and nuances in word meanings.	(b) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (d) Distinguish shades of meaning among verbs describing the same general actions (e.g., walk, march, strut, prance) by acting out the meanings.

Supporting Standards:

Standards that are not highly assessed but should be presented if not mastered over the course of a year (or the course)

K.CC.1 - Speaking and Listening	Participate in collaborative conversations with diverse partners about kindergarten topic and texts with peers and adults in small and larger groups.	(a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
K.PK.6 - Speaking and Listening	Speak audibly and express thoughts, feelings, and ideas clearly in complete sentences when appropriate to task and situation.	
K.IK.7 - Literature	With prompting and support, describe the relationship between illustrations and the story	
K.PC.1 - Print Concepts	Demonstrate understanding of the organization and basic features of print (follow words left to right, top to bottom, page by page; words are separated by spaces).	
K.W.7 - Research to Build and Present Knowledge	Participate in shared research and writing projects.	