

# Core Essentials Kindergarten

(Unit 1 and Unit 2 – Week 2)

By the end of the **First Trimester**, Kindergarten students should demonstrate proficiency in the following skills:

## Foundational Skills

- RF.K.2a: Recognize and produce rhyming words
- RF.K.1: Demonstrate understanding of the organization and basic features of the print.
- RF.K.1d: Recognize and name all upper and lowercase letters of the alphabet.
- RF.K.2: Demonstrate understanding of spoken words, syllables and sounds.
- RF.K.2b: Count, pronounce, blend and segment syllables in spoken words.
- RF.K.2d: Isolate and pronounce initial, medial vowel and final sounds in three-phoneme (cvc) words.
- RF.K.1a: Follow words from left to right, top to bottom and page by page.
- RF.K.2e: Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words.
- RF.K.2c: Blend and segment onsets and rimes of single syllable spoken words.
- RF.K.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.
- RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.K.1b: Recognize that spoken words are represented in writing language by specific sequences of letters.

## Literature

- RL.K.1: With prompting and support, ask and answer questions about key details and text.
- RL.K.3: With prompting and support, identify character, settings, and major events in a story.
- RL.K.2: With prompting and support, retell familiar stories including key details.
- RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear.

## Speaking and Listening

- SL.K.1a: Follow agreed upon rules for discussions.
- SL.K.3: Ask and answer questions in order to seek help, get information or clarify something that is not understood.
- SL.K.4: Describe familiar people, places, things and events and, with prompting and support, provide additional detail.
- SL.K.2: Confirm understanding of a text read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.

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## Writing

- W.K.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.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 occur, and provide a reaction to what happened.
- W.K.5: With guidance and support from adults respond to questions and suggestions from peers and add details to strengthen writing as needed.

## Language

- L.K.1a: Print many upper and lowercase letters
- L.K.5c: Identify real-life connections between words and their use.
- L.K.5a: Sort common objects into categories to gain a sense of the concepts the categories represent.
- L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.1b: Use frequently occurring nouns and verbs.
- L.K.1c: Form regular plural nouns orally by adding /s/ or /es/.
- L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## Informational Text

- RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear.
- RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.
- RI.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic.
- RI.K.2: With prompting and support, identify the main topic and retell key details of a text.

# Core Essentials Kindergarten

(Unit 2: Week 3 – Unit 4: Week 2)

By the end of the **Second Trimester**, Kindergarten students should demonstrate proficiency in the following skills:

## Foundational Skills

- RF.K.2d: Isolate and pronounce initial, medial vowel and final sounds in three-phoneme (cvc) words.
- RF.K.2e: Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words.
- RF.K.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.
- RF.K.3d: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- RF.K.2a: Recognize and produce rhyming words.
- RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.K.1b: Recognize that spoken words are represented in writing language by specific sequences of letters.
- RF.K.2c: Blend and segment onsets and rimes of single syllable spoken words.
- RF.K.2: Demonstrate understanding of spoken words, syllables and sounds.

## Literature

- RL.K.2: With prompting and support, retell familiar stories including key details.
- RL.K.3: With prompting and support, identify character, settings, and major events in a story.
- RL.K.5: Recognize common types of texts (e.g. , storybooks, poems).
- RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear.
- RL.K.5c: Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
- RL.K.1: With prompting and support, ask and answer questions about key details and text.
- RI.K.10: Actively engage in group reading activities with purpose and understanding.

## Speaking and Listening

- SL.K.1b: Continue a conversation through multiple exchanges.
- SL.K.3: Ask and answer questions in order to seek help, get information or clarify something that is not understood.
- SL.K.4: Describe familiar people, places, things and events and, with prompting and support, provide additional detail.
- SL.K.1a: Follow agreed upon rules for discussions.
- SL.K.1: Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

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- SL.K.2: Confirm understanding of a text read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.

## Writing

- W.K.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.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- 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 occur, and provide a reaction to what happened.
- W.K.5: With guidance and support from adults respond to questions and suggestions from peers and add details to strengthen writing as needed.
- 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).
- 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 and opinion or preference about the topic or book (e.g., *My favorite book is...*).

## Language

- L.K.5c: Identify real-life connections between words and their use.
- L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.K.5b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.1b: Use frequently occurring nouns and verbs.
- L.K.5d: Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
- 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.
- L.K.1f: Produce and expand complete sentences in shared language activities.
- L.K.1e: Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

## Informational Text

- RI.K.2: With prompting and support, identify the main topic and retell key details of a text.
- RI.K.1: With prompting and support, ask and answer questions about key details in a text.

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- RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.
- RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear.
- RI.K.8: With prompting and support, identify the reasons and author gives to support points in a text.

# Core Essentials Kindergarten

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(Unit 4: Week 3 – Unit 6 )

By the end of the **Third Trimester**, Kindergarten students should demonstrate proficiency in the following skills:

## Foundational Skills

- RF.K.2d: Isolate and pronounce initial, medial vowel and final sounds in three-phoneme (cvc) words.
- RF.K.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.
- RF.K.2a: Recognize and produce rhyming words.
- RF.K.2e: Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words.
- RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.K.1b: Recognize that spoken words are represented in writing language by specific sequences of letters.
- RF.K.2c: Blend and segment onsets and rimes of single syllable spoken words.
- RF.K.3b: Associate the long and short sounds with the common spellings for the five major vowels.

## Literature

- RL.K.2: With prompting and support, retell familiar stories including key details.
- RL.K.3: With prompting and support, identify character, settings, and major events in a story.
- 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.
- RL.K.5: Recognize common types of texts (e.g. , storybooks, poems).
- RL.K.1: With prompting and support, ask and answer questions about key details and text.
- RI.K.10: Actively engage in group reading activities with purpose and understanding.
- RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear.

## Speaking and Listening

- SL.K.1: Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- SL.K.1a: Follow agreed upon rules for discussions.
- SL.K.1b: Continue a conversation through multiple exchanges.
- SL.K.2: Confirm understanding of a text read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.

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## Writing

- W.K.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.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).
- W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- 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 occur, and provide a reaction to what happened.
- W.K.5: With guidance and support from adults respond to questions and suggestions from peers and add details to strengthen writing as needed.

## Language

- L.K.1f: Produce and expand complete sentences in shared language activities.
- L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.K.5a: Sort common objects into categories to gain a sense of the concepts the categories represent.
- L.K.2a: Capitalize the first word in a sentence and the pronoun I.
- L.K.2b: Recognize and name end punctuation.
- L.K.5c: Identify real-life connections between words and their use.
- L.K.1e: Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- L.K.1b: Use frequently occurring nouns and verbs.
- L.K.1c: Form regular plural nouns orally by adding /s/ or /es/
- L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- K.K.1d: Understand and use question words.

## Informational Text

- RI.K.1: With prompting and support, ask and answer questions about key details in a text.
- RI.K.8: With prompting and support, identify the reasons and author gives to support points in a text.
- RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.
- RI.K.2: With prompting and support, identify the main topic and retell key details of a text.
- RI.K.10: Actively engage in group reading activities with purpose and understanding.