

Kindergarten ELA Placemat

Reading Literature								
K.RL.1 – Read, infer, and draw conclusions to ask and answer questions about key details in a text.	K.RL.2 – Read, infer, and draw conclusions to retell familiar stories, including main ideas and key details.	K.RL.3 – Read, infer, and draw conclusions to identify characters, settings, and major events in the beginning, middle, and end of a story (e.g., identify characters in a puppet play or performance by actors).	K.RL.4 – Read, infer, and draw conclusions to ask and answer questions about unknown words in a text.	K.RL.5 – Read, infer, and draw conclusions to recognize common types of texts (e.g., storybooks, poems), recognizing sensory details and recurring phrases.	K.RL.6 – Read, infer, and draw conclusions to name the author and illustrator of a story and define the role of each in telling the story.	K.RL.7 – Describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts, or predicting what might happen next in a text based on the cover, title, and illustrations).	K.RL.9 – Read, infer, and draw conclusion to compare and contrast (text to self and text to text connections) the adventures and experiences of characters in familiar stories.	K.RL.10 – Actively engage in group reading activities with purpose and understanding and independently engaging with text as developmentally appropriate.
Reading Informational								
K.RI.1 – Ask and answer questions about key details in a text and to clarify meaning.	K.RI.2 – Identify the main topic and retell key details of a text heard and/or read, referring to the words and/or illustrations, and respond to examples to sensory details.		K.RI.4 – Ask and answer questions about unknown words in a text.	K.RI.5 – Identify the front cover, back cover, and title pages of a book.	K.RI.6 – Name the author and illustrator of a text, and define the role of each and presenting the ideas or information in a text.	K.RI.7 – Describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or ideas in the text an illustration depicts, or use titles and illustrations to make predictions about text).	K.RI.9 – Compare and contrast (text to self and/or text to text connections) two texts on the same topic.	K.RI.10 – Actively engage in group reading activities with purpose and understanding and independently engaging with text as developmentally appropriate.
Reading Foundations								
K.RF.1a – Follow words from left to right, top to bottom, and page by page, demonstrating one-to-one correspondence between spoken words and written words. K.RF.1b – Demonstrate that spoken words are represented in written language by specific sequences of letters. K.RF.1c – Understand that words are separated by spaces in print and that a sentence is comprised of a group of words separated by spaces. K.RF.1d – Recognize, name and sequence all upper and lower case letters of the alphabet.	K.RF. 2a – Recognize and produce rhyming words (respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds). K.RF.2b – Count, produce, blend, segment syllables, and identify sounds in spoken words. K.RF.2c – Blend and segment onsets and rimes of single-syllable spoken words. K.RF.2d – Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words. K.RF.2e – Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words and simple messages.			K.RF.3a – Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. K.RF.3b – Associate the long and short sounds with common spellings (graphemes) for the five major vowels. K.RF.3c – Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does. K.RF.3D – Distinguish between similarly spelled words by identifying the sounds of the letters that differ.		K.RF.4 – Read emergent-reader texts with purpose and understanding.		
WC.ELA.4 – Spell and capitalize first and last name correctly.								

Bolded standards are on the district assessments and report card.

Writing					
THESE STANDARDS WILL BE USED WITH EVERY TYPE OF WRITING					
Prewriting	Draft	Reread/Revise	Edit	Produce/Publish/Share	
Use pictures, oral language or written letters and/or words.	Sequence the actions or details through letters, words, and pictures.	K.W.5 - Respond to questions and suggestions from peers and adults and add details to strengthen writing as needed.	K.RF.1.c - Understand that words are separated by spaces in print.	K.W.6 - Explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	
Opinion	Informative/Explanatory	Narrative	Research		
<p>K.W.1 - Use a combination of drawing and/or writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing and state an opinion or preference about the topic or book.</p> <ul style="list-style-type: none"> Give logical reasons for suggesting that others follow a particular course of action or line of thinking Use words that are related to the topic 	<p>K.W.2 - Use a combination of drawing and/or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <ul style="list-style-type: none"> Use words that are related to the topic 	<p>K.W.3 - Use a combination of drawing and/or writing to narrate a single event or experience the student has had or has imagined or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <ul style="list-style-type: none"> Tell the reader about the character Use words that are related to the topic 	<p>K.W.7 - Participate in shared research and writing projects (e.g., explore a number of books by favorite author and express opinions about them).</p> <ul style="list-style-type: none"> Generate a list of open-ended questions about topics of class interest Decide what sources or people in the classroom school, library, or home can answer their questions K.W.8 - Recall information from experiences or gather information from provided sources to answer a question Use pictures in conjunction with writing when documenting research 		
Language					
<p>K.L.1a - Print upper- and lower-case letters.</p> <p>K.L.1b - Use frequently occurring nouns and verbs.</p> <p>K.L.1c - Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>K.L.1d - Understand and use question words in sentences.</p> <p>K.L.1e - Use the most frequently occurring prepositions to express time and space.</p> <p>K.L.1f - Produce and expand complete sentences in shared language activities.</p>	<p>K.L.2a - Capitalize the first word in a sentence and the pronoun I.</p> <p>K.L.2b - Recognize that a sentence ends with a punctuation mark.</p> <p>K.L.2c - Write and name letters for consonant and short-vowel sounds (phonemes).</p> <p>K.L.2d - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>K.L.4a - Use a picture dictionary to find words.</p>	<p>K.L.5a - Identify and sort common objects into categories to gain sense of the concepts the categories represent.</p> <p>K.L.5b - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.</p> <p>K.L.5c - Identify real-life connections between words and their use.</p> <p>K.L.5d - Distinguish shades of meaning among verbs by acting out the meanings.</p>	<p>K.L.6 - Use words and phrases acquired through conversations, reading and being read to and responding to texts.</p>	
<p>K.R.4.A.a - Develop awareness of media literacy by identifying different forms of media (e.g., billboards, books, websites, magazines, commercials).</p>			<p>K.R.4.A.b - Develop an awareness of media literacy by identifying techniques used in media (e.g., how media gets attention of audience).</p>		
Speaking and Listening					
<p>K.SL.1a - Follow agreed-upon rules for discussions (e.g., active listening, taking turns speaking, speaking about the topic) and one-step instructions, according to classroom expectations.</p> <p>K.SL.1b - Continue a conversation through multiple exchanges.</p>	<p>K.SL.2 - Confirm understanding of a text read aloud or information presented orally or through other media by retelling information about key details and requesting clarification if something is not understood.</p>	<p>K.SL.3 - Ask and answer questions in order to seek help, get information, or clarify something is not understood.</p>	<p>K.SL.4 - Describe familiar people, places, things, and events, with prompting and support, provide additional detail.</p>	<p>K.SL.5 - Add props, drawings, or other visual displays to descriptions as desired to provide additional details.</p>	<p>K.SL.6 - Speak audibly and express thoughts, feelings, and ideas clearly in complete sentences.</p>