

Crook County School District #1
Language Arts Standards and Quarterly Timeline
Kindergarten

Reading Literature

Pacing When Taught & Assessed	Standard Number	Standard Description from CCSS
Q1 & Q4	RL.K.1	With prompting and support, ask and answer questions about key details in a text.
Q1	RL.K.2	With prompting and support, retell familiar stories, including key details.
Q1	RL.K.3	With prompting and support, identify characters, settings, and major events in a story
Q1	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.
Q1 & Q4	RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
Q4	RL.K.4	Ask and answer questions about unknown words in a text.
Q4	RL.K.5	Recognize common types of texts (e.g., fiction, nonfiction, poems).
Q4	RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
All - Q4	RL.K.10	Actively engage in group reading activities with purpose and understanding.

Reading Informational Text

Pacing When Taught & Assessed	Standard Number	Standard Description
Q2 & Q3	RI.K.1	With prompting and support, ask and answer questions about key details in a text
Q2	RI.K.5	Identify the front cover, back cover, and title page of a book.
Q2	RI.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.
Q2 & Q3	RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)
Q2 & Q3	RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)
Q3	RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
Q3	RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text
Q3	RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
Q3	RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
All - Assess in Q4	RI.K.10	Actively engage in group reading activities with purpose and understanding

Reading Foundational Skills

Pacing When Taught & Assessed	Standard Number	Standard Description
Q1	RF.K.1	Demonstrate understanding of the organization and basic features of print. (a) Follow words from left to right, top to bottom, and page by page (c.) Understand that words are separated by spaces in print.
Q1 & Q2	RF.K.1	Demonstrate understanding of the organization and basic features of print. (b.) Recognize that spoken words are represented in written language by specific sequences of letters (d.) Recognize and name all upper- and lowercase letters of the alphabet
All- Assess in Q4	RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (a.) Recognize and produce rhyming words. (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 sounds (phonemes) in three-phoneme (consonant - vowel - consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) (e.) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
Q3 & Q4	RF.K.4	Read emergent-reader texts with purpose and understanding.
Q4	RF.K.3	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 sound 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.

Writing

Pacing When Taught & Assessed	Standard Number	Standard Description
Q3	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 or book (e.g., My favorite book is . . .).
Q3	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).
Q3	W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Q4	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
Q4	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 occurred, and provide a reaction to what happened.
Q4	W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
Q4	W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Speaking and Listening

Pacing When Taught & Assessed	Standard Number	Standard Description
Q1	SL.K.1	<p>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>(a.) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>(b.) Continue a conversation through multiple exchanges.</p>
Q4	SL.K.2	<p>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
Q4	SL.K.3	<p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
Q1 & Q2	SL.K.4	<p>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>
Q1	SL.K.5	<p>Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>
Q1 & Q2	SL.K.6	<p>Speak audibly and express thoughts, feelings, and ideas clearly.</p>

Language

Pacing When Taught & Assessed	Standard Number	Standard Description
Q1	L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Q1 & Q4	L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings. (a) Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
Q1 & Q3	L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings. (a.) Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (c.) Identify real-life connections between words and their use (e.g., note places at school that are colorful).
Q2 & Q4	L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a) Print many upper- and lowercase letters
Q3	L.K.5	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 action (e.g., walk, march, strut, prance) by acting out the meanings
Q2 & Q3	L.K.2	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)
Q3 & Q4	L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and 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).
Q3 & Q4	L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (b.) Use frequently occurring nouns and verbs. (c.) Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). (e.) Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)

Q4	L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and 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.
All- Assess in Q4	L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (d.) Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). (f.) Produce and expand complete sentences in shared language activities.
Q2- Q4	L.K.2	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. (b.) Recognize and name end punctuation. (c.) Write a letter or letters for most consonant and short-vowel sounds (phonemes).
Q4	L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (d.) Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

NOTE: All standard numbers and descriptions are directly written from Common Core State Standards (CCSS). The pacing column for when taught and assessed are determined by each individual grade level. Within the pacing, bolded text dictates when the standard is assessed.