

Ganado Unified School District #20 (English Language Arts/Kindergarten)

PACING Guide SY 2018-2019

Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
First Quarter (July 31st – October 4, 2018)				
<p>Reading Wonders Curriculum Student Edition and Teacher Edition Start Smart UNIT 1 UNIT 2</p> <p>WONDERS WORKBOOK</p>	<p>K.RL.1 With prompting and support, ask and answer questions about key details in a text</p> <p>Pretest: _____ Benchmark: _____ Benchmark: _____ Benchmark: _____ Posttest: _____</p> <p>K.RL.2 With prompting and support, retell familiar stories, including key details.</p> <p>Pretest: _____ Benchmark: _____ Benchmark: _____ Benchmark: _____ Posttest: _____</p> <p>K.RL.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>Pretest: _____ Benchmark: _____ Benchmark: _____ Benchmark: _____ Posttest: _____</p> <p>K.RL.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p style="text-align: center;">Start Smart</p> <p>How is everyone special? Who is in your family? What can you do?</p> <p style="text-align: center;">Unit 1</p> <p>How can we get along with new friends? How do baby animals move? How can your senses help you learn?</p>	<p>K.RL.1 I can ask and answer questions about key details in a text.</p> <p>K.RL.2 I can retell familiar stories, including key details.</p> <p>K.RL.3 I can identify characters, settings and major events in a story.</p> <p>K.RL.6 I can name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>Start Smart Special Family Tale</p> <p>Unit 1 Friends Bugs Animals Five senses: sight, taste, touch, smell, hear</p>

Pretest: _____
Benchmark: _____
Benchmark: _____
Benchmark: _____
Posttest: _____

K.RI.2 With prompting and support, identify the main topic and retell key details of a text.

Pretest: _____
Benchmark: _____
Benchmark: _____
Benchmark: _____
Posttest: _____

K.RI.5 Identify the front cover, back cover, and title page of a book.

Pretest: _____
Benchmark: _____
Benchmark: _____
Benchmark: _____
Posttest: _____

K.RL.9 With prompting and support, compare and contrast the adventures and characters and experiences of characters in familiar stories.

Pretest: _____
Benchmark: _____
Benchmark: _____
Benchmark: _____
Posttest: _____

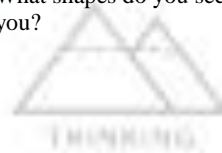
K.WF.1 Demonstrate understanding of the organization and basic features of print.
a. Follow words from left to right, top to bottom, and page by page.
b. Recognize that spoken words are represented in written language by specific sequencing of letters.
c. Understand that words are separated by spaces and print.
d. Recognize and name all upper and lowercase letters of the alphabet.

Pretest: _____
Benchmark: _____

Unit 2
How do tools help us explore?

What kinds of bugs do you know about?

What shapes do you see around you?



COMMUNICATION



K.RI.2 I can identify the main topic and retell key details of a text.

K.RI.5 I can identify the front cover, back cover, and title page of a book.

K.RL.9 I can compare and contrast the adventures and characters and experiences of characters in familiar stories.

K.WF.1 I can demonstrate understanding of the organization and basic features of print.

- I can follow words from left to right, top to bottom, and page by page.
- I can recognize that spoken words are represented in written language by specific sequencing of letters.
- I can understand that words are separated by spaces and print.

Unit 2
Tools
Explore

Bugs

Flat shapes
Solid shapes

Benchmark: _____
Benchmark: _____
Posttest: _____

Can I recognize the letters in my name?

d. I can recognize and name all upper and lowercase letters of the alphabet.

K.WF.2 Demonstrate and apply, sound letters concept when writing.

Pretest: _____
Benchmark: _____
Benchmark: _____
Benchmark: _____
Posttest: _____

K.WF.2 I can demonstrate and apply, sound letters concept when writing.

Alphabets
Words
Sentences
Punctuation

K.WF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one to one letter sound correspondence by producing the primary or many of the most frequent sound for each consonant.
- b. Associate the long and short sound 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 and does*)
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Pretest: _____
Benchmark: _____
Benchmark: _____
Benchmark: _____
Posttest: _____

K.WF.3 I know and apply grade-level phonics and word analysis skills in decoding words.

- a. I can demonstrate basic knowledge of one to one letter sound correspondence by producing the primary or many of the most frequent sound for each consonant.
- b. I can associate the long and short sound with common spellings (graphemes) for the five major vowels.
- c. I can read common high frequency words by sight (e.g. *the, of, to, you, she, my, is, are do and does*)
- d. I can distinguish between similarly spelled words by identifying the sounds of the letters that differ.

High Frequency Words:
like
see
a
I
the
can
we

K.RF.4 Read emergent-reader texts with purpose and understanding.

Pretest: _____
Benchmark: _____
Benchmark: _____
Benchmark: _____
Posttest: _____

K.RF.4 I can read emergent-reader texts with purpose and understanding.

K.WF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

K.WF.3 I 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.

Pretest: _____
Benchmark: _____
Benchmark: _____
Benchmark: _____
Posttest: _____

K.RF.4 Read emergent-reader texts with purpose and understanding.

Pretest: _____
Benchmark: _____
Benchmark: _____
Benchmark: _____
Posttest: _____

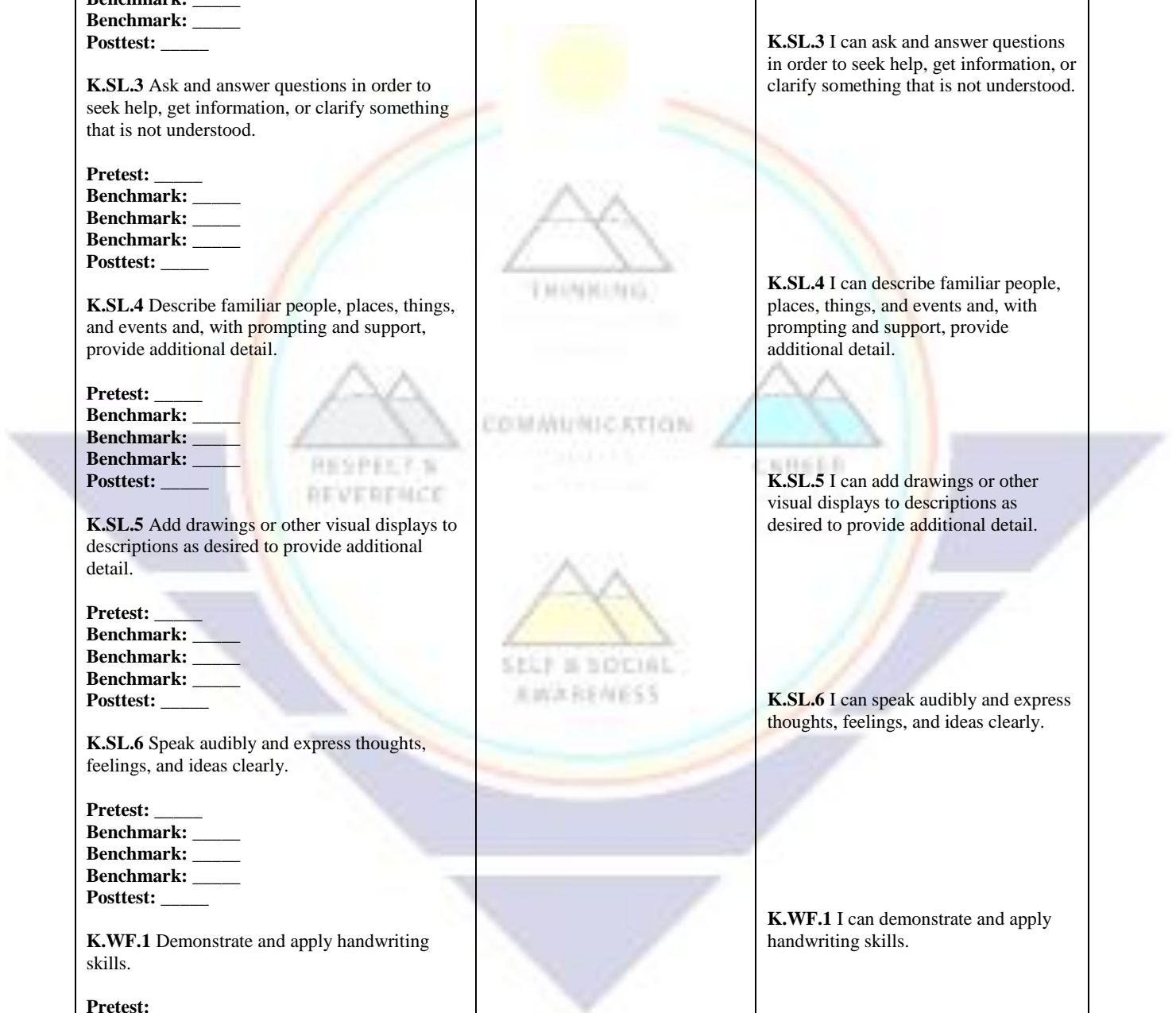
- a. I can demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant
- b. I can associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. I can read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- d. I can distinguish between similarly spelled words by identifying the sounds of the letters that differ.

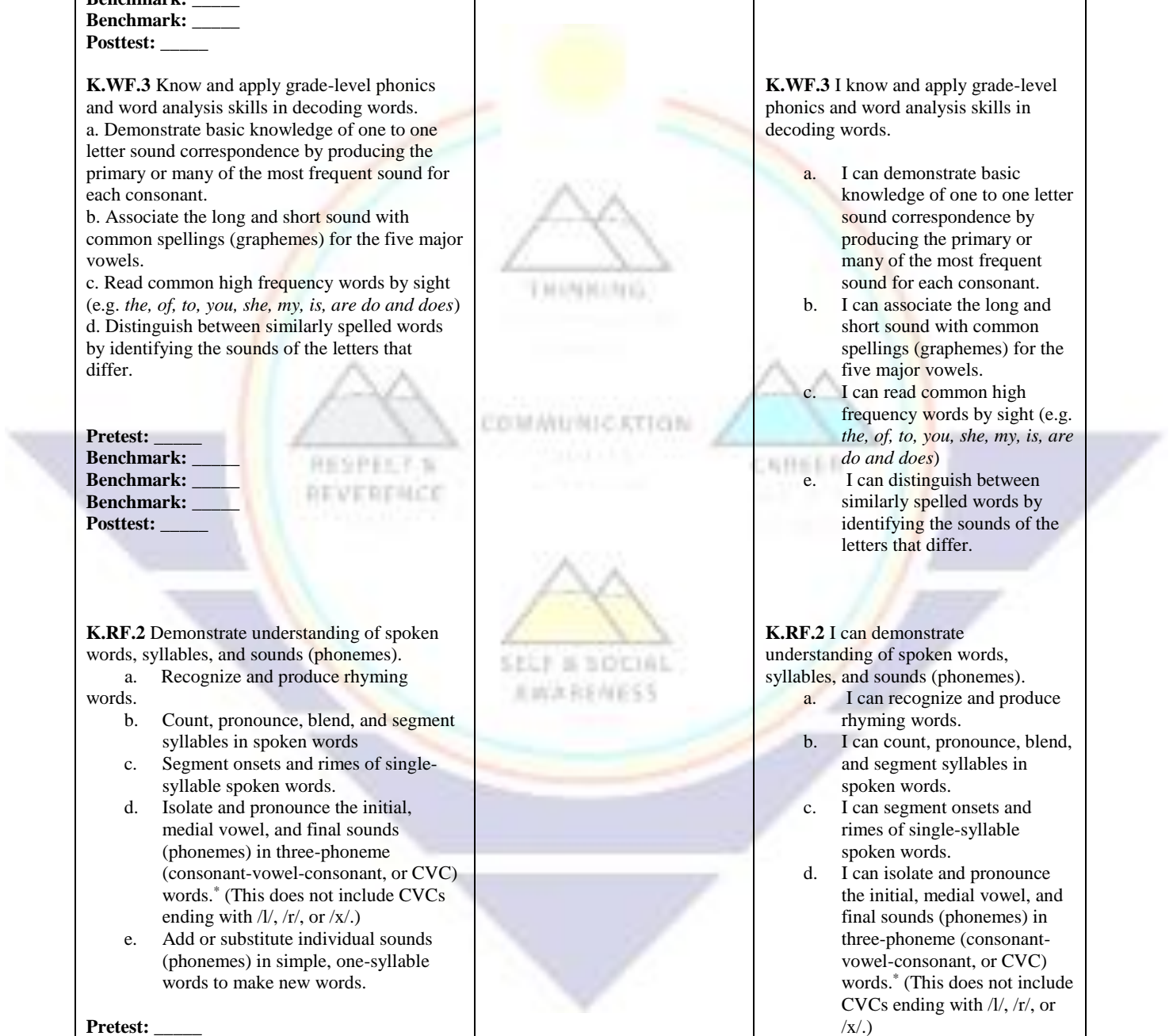
K.RF.4 I can read emergent-reader texts with purpose and understanding.

Second Quarter (October 9th – December 21st, 2018)

<p>Reading Wonders Curriculum Student Edition and Teacher Edition</p> <p>UNIT 3 UNIT 4 UNIT 5</p> <p>WONDERS WORKBOOK</p>	<p>K.RL.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>Pretest: _____ Benchmark: _____ Benchmark: _____ Benchmark: _____ Posttest: _____</p> <p>K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>Pretest: _____ Benchmark: _____</p>	<p>Unit 3</p> <p>What rules do we follow in different places? What are the different sounds we hear?</p> <p>Unit 4</p> <p>What do people use to do their jobs? Who are your neighbors? How can people help to make your community better?</p>	<p>K.RL.5 I can recognize common types of texts (e.g., storybooks, poems).</p> <p>K.RL.6 I can name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>Unit 3 Rules Sounds</p> <p>Unit 4 Job Community helpers Adjectives (<i>tall, big, long</i>) Neighbors</p>
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	<p>Benchmark: _____ Benchmark: _____ Posttest: _____</p> <p>K.RI.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>Pretest: _____ Benchmark: _____ Benchmark: _____ Benchmark: _____ Posttest: _____</p> <p>K.RI.3 With prompting and support, describe the connection between two individual, events, ideas or pieces of information in a text.</p> <p>Pretest: _____ Benchmark: _____ Benchmark: _____ Benchmark: _____ Posttest: _____</p> <p>K.SL.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges.</p> <p>Pretest: _____ Benchmark: _____ Benchmark: _____ Benchmark: _____ Posttest: _____</p> <p>K.SL.2 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> <p>Pretest: _____ Benchmark: _____</p>	<p style="text-align: center;">Unit 5</p> <p>What do living things need to grow? How do living things change as they grow? What kinds of things grow on a farm?</p> <p style="text-align: center;">THINKING</p> <p style="text-align: center;">COMMUNICATION</p> <p style="text-align: center;">SELF & SOCIAL AWARENESS</p>	<p>K.RI.1 I can ask and answer questions about key details in a text.</p> <p>K.RI.3 I can describe the connection between two individual, events, ideas or pieces of information in a text.</p> <p>K.SL.1 I can participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. I can follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion).</p> <p>K.SL.2 I can understand 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>	<p>Community</p> <p>Pronouns</p> <p>Unit 5 Grow Living things Non living things Farm Change</p> <p>High Frequency words: to like can and go you do my are he with</p>
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	<p>Benchmark: _____ Benchmark: _____ Posttest: _____</p> <p>K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>Pretest: _____ Benchmark: _____ Benchmark: _____ Benchmark: _____ Posttest: _____</p> <p>K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>Pretest: _____ Benchmark: _____ Benchmark: _____ Benchmark: _____ Posttest: _____</p> <p>K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>Pretest: _____ Benchmark: _____ Benchmark: _____ Benchmark: _____ Posttest: _____</p> <p>K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Pretest: _____ Benchmark: _____ Benchmark: _____ Benchmark: _____ Posttest: _____</p> <p>K.WF.1 Demonstrate and apply handwriting skills.</p> <p>Pretest: _____ Benchmark: _____</p>		<p>K.SL.3 I can ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>K.SL.4 I can describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>K.SL.5 I can add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>K.SL.6 I can speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>K.WF.1 I can demonstrate and apply handwriting skills.</p>	
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	<p>Benchmark: _____ Benchmark: _____ Posttest: _____</p> <p>K.WF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one to one letter sound correspondence by producing the primary or many of the most frequent sound for each consonant.</p> <p>b. Associate the long and short sound with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high frequency words by sight (e.g. <i>the, of, to, you, she, my, is, are do and does</i>)</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>Pretest: _____ Benchmark: _____ Benchmark: _____ Benchmark: _____ Posttest: _____</p> <p>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words</p> <p>c. Segment onsets and rimes of single-syllable spoken words.</p> <p>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/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>Pretest: _____</p>		<p>K.WF.3 I know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. I can demonstrate basic knowledge of one to one letter sound correspondence by producing the primary or many of the most frequent sound for each consonant.</p> <p>b. I can associate the long and short sound with common spellings (graphemes) for the five major vowels.</p> <p>c. I can read common high frequency words by sight (e.g. <i>the, of, to, you, she, my, is, are do and does</i>)</p> <p>e. I can distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>K.RF.2 I can demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. I can recognize and produce rhyming words.</p> <p>b. I can count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. I can segment onsets and rimes of single-syllable spoken words.</p> <p>d. I can 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/.)</p>	
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	<p>Benchmark: _____ Benchmark: _____ Benchmark: _____ Posttest: _____</p> <p>K.RF.4 Read emergent-reader texts with purpose and understanding.</p> <p>Pretest: _____ Benchmark: _____ Benchmark: _____ Benchmark: _____ Posttest: _____</p>		<p>e. I can add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>K.RF.4 I can read emergent-reader texts with purpose and understanding.</p>	
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Third Quarter (January 8th – March 8th, 2019)

<p>Reading Wonders Curriculum Student Edition and Teacher Edition</p> <p>UNIT 6 UNIT 7 UNIT 8</p>	<p>K.RL.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>Pretest: _____ Benchmark: _____ Benchmark: _____ Benchmark: _____ Posttest: _____</p>	<p style="text-align: center;">Unit 6</p> <p>COMMUNICATION</p> <p>How are the seasons different? How happens in different kinds of weather?</p>	<p>K.RL.4 I can ask and answer questions about unknown words in a text.</p>	
<p>WONDERS WORKBOOK</p>	<p>K.RL7 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)</p> <p>Pretest: _____ Benchmark: _____ Benchmark: _____ Benchmark: _____ Posttest: _____</p>	<p style="text-align: center;">Unit 7</p> <p>SELF & SOCIAL AWARENESS</p> <p>How are some animals alike and how are they different? How do you take care of different kinds of pets? Where do animals live?</p>	<p>K.RL7 I can describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)</p>	
	<p>K.RL8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>Pretest: _____ Benchmark: _____ Benchmark: _____ Benchmark: _____ Posttest: _____</p>	<p style="text-align: center;">Unit 8</p> <p>What can help you go from here to there?</p>	<p>K.RL8 I can identify the reasons an author gives to support points in a text.</p>	

K.W.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 . . .*).

Pretest: _____
Benchmark: _____
Benchmark: _____
Benchmark: _____
Posttest: _____

K.W.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.

Pretest: _____
Benchmark: _____
Benchmark: _____
Benchmark: _____
Posttest: _____

K.W.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.

Pretest: _____
Benchmark: _____
Benchmark: _____
Benchmark: _____
Posttest: _____

K.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).

a. With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables) in which the development

What do you know about our country?

What do you see in the sky?

K.W.1 I can 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 . . .*).

K.W.2 I can 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.

K.W.3 I can 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.

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Pretest: _____
Benchmark: _____
Benchmark: _____
Benchmark: _____
Posttest: _____

K.RF.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. 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.

Pretest: _____
Benchmark: _____
Benchmark: _____
Benchmark: _____
Posttest: _____

K.WF.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*).

graphs/tables) in which the development and organization are appropriate to task and purpose.

K.RF.2 I can demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. I can recognize and produce rhyming words.
- b. I can count, pronounce, blend, and segment syllables in spoken words.
- c. I can segment onsets and rimes of single-syllable spoken words.
- d. I can 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/.
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d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Pretest: _____
 Benchmark: _____
 Benchmark: _____
 Benchmark: _____
 Posttest: _____

K.RF.4 Read emergent-reader texts with purpose and understanding.

Pretest: _____
 Benchmark: _____
 Benchmark: _____
 Benchmark: _____
 Posttest: _____

the, of, to, you, she, my, is, are do and does)

d. I can distinguish between similarly spelled words by identifying the sounds of the letters that differ.

K.RF.4 I can read emergent-reader texts with purpose and understanding.

Fourth Quarter

Reading Wonders Curriculum Student Edition and Teacher Edition

UNIT 8
UNIT 9

WONDERS WORKBOOK

K.RL.10 Actively engage in group reading activities with purpose and understanding.

Pretest: _____
 Benchmark: _____
 Benchmark: _____
 Benchmark: _____
 Posttest: _____

K.RI.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).

Pretest: _____
 Benchmark: _____
 Benchmark: _____
 Benchmark: _____
 Posttest: _____

K.RI.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).

Pretest: _____
 Benchmark: _____

Unit 9

How can you help out at home?

What do good citizens do?

How can things in nature be used to make new things?

Unit 10

What can happen when we work together?

In what ways are things alike? how are they different?

What ideas can you suggest to protect the environment?

K.RL.10 I can actively engage in group reading activities with purpose and understanding.

K.RI.7 I can 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).

K.RI.9 I can identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Unit 9

help
play

Adjectives (*sticky, heavy, new, hard, dark, wet*)

citizen
recycle

resources
products

Unit 10

good

Pronouns (*I, he, we, them, it*)

alike
different

suggest
protect
environment
planet

Benchmark: _____
Benchmark: _____
Posttest: _____

K.RI.10 Actively engage in group reading activities with purpose and understanding.
a. Actively engage in group reading of informational and functional texts, including history/social studies, science, and technical texts, with purpose and understanding.

Pretest: _____
Benchmark: _____
Benchmark: _____
Benchmark: _____
Posttest: _____

K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Pretest: _____
Benchmark: _____
Benchmark: _____
Benchmark: _____
Posttest: _____

K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Pretest: _____
Benchmark: _____
Benchmark: _____
Benchmark: _____
Posttest: _____

K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Pretest: _____
Benchmark: _____
Benchmark: _____

K.RI.10 I can actively engage in group reading activities with purpose and understanding.

a. I can actively engage in group reading of informational and functional texts, including history/social studies, science, and technical texts, with purpose and understanding.

K.W.5 I can respond to questions and suggestions from peers and add details to strengthen writing as needed.

K.W.6 I can explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

K.W.7 I can participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

High frequency words:
too
has
where
look
who
come
does
who
it
me
I

Benchmark: _____
Posttest: _____

K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Pretest: _____
Benchmark: _____
Benchmark: _____
Benchmark: _____
Posttest: _____

K.WF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Pretest: _____
Benchmark: _____
Benchmark: _____
Benchmark: _____
Posttest: _____

K.RF.4 Read emergent-reader texts with purpose and understanding.

Pretest: _____
Benchmark: _____
Benchmark: _____
Benchmark: _____
Posttest: _____

K.W.8 I can recall information from experiences or gather information from provided sources to answer a question.

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- I can read common high frequency words by sight (e.g. *the, of, to, you, she, my, is, are do and does*)
- I can distinguish between similarly spelled words by identifying the sounds of the letters that differ.

K.RF.4 I can read emergent-reader texts with purpose and understanding.

K.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- 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.

Pretest: _____

Benchmark: _____

Benchmark: _____

Benchmark: _____

Posttest: _____

K.L.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).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Pretest: _____

Benchmark: _____

Benchmark: _____

Benchmark: _____

Posttest: _____

K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.

K.L.1 I can demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. I can print many upper- and lowercase letters.
- b. I can use frequently occurring nouns and verbs.
- c. I can form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- d. I can understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- e. I can use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*)
- f. I can produce and expand complete sentences in shared language activities.

K.L.2 I can demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. I can capitalize the first word in a sentence and the pronoun I.
- b. I can recognize and name end punctuation.
- c. I can write a letter or letters for most consonant and short-vowel sounds (phonemes)
- d. I can spell simple words phonetically, drawing on knowledge of sound-letter relationships.

K.L.4 I can 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*).
- 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.

Pretest: _____
Benchmark: _____
Benchmark: _____
Benchmark: _____
Posttest: _____

K.L.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.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
- d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

Pretest: _____
Benchmark: _____
Benchmark: _____
Benchmark: _____
Posttest: _____

K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Pretest: _____
Benchmark: _____
Benchmark: _____
Benchmark: _____
Posttest: _____

- a. I can identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- b. I can 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 I can explore word relationships and nuances in word meanings.

- a. I can sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. I can demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. I can identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
- d. I can distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

K.L.6 I can use words and phrases acquired through conversations, reading and being read to, and responding to texts.