



## Kindergarten

### English Language Arts (ELA) Practices

Students will be able to demonstrate the following practices at the cognitive level of this grade:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Understand other perspectives and cultures.

### Reading for Literature

Content	District Code	Essential Skill	Instructional Mastery			
			1	2	3	4
<b>Text Structure</b> ILS10 RL.K.3	K.RL.1	Define character, setting, main events		I		M
	K.RL.2	With prompting and support, identify character, setting, main events of the story		I		M
<b>Text Analysis</b> Compare/Contrast ILS10 RL.K.9	K.RL.3	Explain what it means to compare and contrast		I		M
	K.RL.4	With prompting and support, compare and contrast the adventures and experiences of characters in a familiar story		I		M
<b>Text Analysis</b> Summarizing ILS10 RL.K.2	K.RL.5	With prompting and support, retell familiar stories, including key details		I		M
<b>Text Analysis/ Text Evidence</b> (Support/Details) <b>Questioning</b> ILS10 RL.K.1 ILS10 RL.K.2	K.RL.6	With prompting and support, identify key details in a text	I			M
	K.RL.7	With prompting and support, ask questions about key details	I			M
	K.RL.8	With prompting and support, answer questions about key details	I			M
<b>Text Analysis</b> Making Connections ILS10 RL.K.7	K.RL.9	Identify illustrations	I	M		
	K.RL.10	With prompting and support, describe how illustrations and text are related (e.g. describe a moment in a story using the illustrations that depict it)	I			M
<b>Text Analysis</b> Point of View ILS10 RL.K.6	K.RL.11	With prompting and support, name the author of a text and describe an author's role in telling a story	I			M
	K.RL.12	With prompting and support, name the illustrator of a text and describe an illustrator's role in telling a story	I			M
<b>Vocabulary</b> <b>Questioning</b> ILS10 RL.K.4	K.RL.13	Identify unknown words in a text	I			M
	K.RL.14	Ask questions about unknown words in a text	I			M
	K.RL.15	Answer questions about unknown words in a text	I			M
<b>Text Diversity</b> Genre ILS10 RL.K.5	K.RL.16	Define common types of texts (e.g. storybooks, poems, and nursery rhymes)	I			M
	K.RL.17	Recognize common types of texts (e.g. storybooks, poems, and nursery rhymes)	I			M
<b>Text Diversity</b> Text Complexity ILS10 RL.K.10	K.RL.18	Given text at the complexity written in the standards, actively engage in group reading activities with purpose and understanding	I			M

### Reading for Information

Content	District Code	Essential Skill	Instructional Mastery			
			1	2	3	4
<b>Text Structure</b> Organization of the Text ILS10 RI.K.5	K.RI.1	Identify the front cover, back cover, and title page of a book	I	M		
<b>Text Analysis C</b> Compare/Contrast ILS10 RI.K.9	K.RI.2	With prompting and support, explain what it means to compare and contrast		I		M
	K.RI.3	With prompting and support, compare and contrast two texts on the same topic (e.g. in illustrations, descriptions, or procedures)		I		M

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<b>Text Analysis</b> Main Idea/Central Idea Questioning <i>ILS10 RI.K.1 ILS10 RI.K.2</i>	<i>K.RI.4</i>	With prompting and support, identify key details in a text		I		M
	<i>K.RI.5</i>	With prompting and support, ask and answer questions about key details in a text		I		M
	<i>K.RI.6</i>	With prompting and support, identify the main idea of a text		I		M
	<i>K.RI.7</i>	With prompting and support, retell key ideas in a text		I		M
<b>Text Analysis</b> Making Connections <i>ILS10 RI.K.3 ILS10 RI.K.6 ILS10 RI.K.7</i>	<i>K.RI.8</i>	With prompting and support, discuss how two individuals, events, ideas, or pieces of information in a text connect		I		M
	<i>K.RI.9</i>	With prompting and support, identify illustrations	I	M		
	<i>K.RI.10</i>	With prompting and support, describe how illustrations and text are related (e.g. what person, place, thing, or idea is depicted in a text's illustration)		I		M
	<i>K.RI.11</i>	With prompting and support, name the author of a text and describe an author's role in presenting ideas in the text		I		M
<b>Text Analysis</b> Author's Purpose/Point of View <i>ILS10 RI.K.8</i>	<i>K.RI.12</i>	With prompting and support, name the illustrator of a text and describe an illustrators role in presenting ideas in the text		I		M
	<i>K.RI.13</i>	With prompting and support, identify reasons the author gives to support points in the text			I	M
<b>Vocabulary</b> <i>ILS10 RI.K.4</i>	<i>K.RI.14</i>	Identify unknown words in a text	I			M
	<i>K.RI.15</i>	Ask questions about unknown words in a text	I			M
	<i>K.RI.16</i>	Answer questions about unknown words in a text	I			M
<b>Text Diversity</b> Text Diversity <i>ILS10 RI.K.10</i>	<i>K.RI.17</i>	Given text at the complexity written in the standards, actively engage in group reading activities with purpose and understanding	I			M
<b>Content</b>	<b>District Code</b>	<b>Essential Skill</b>	<b>Instructional Mastery</b>			
			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Print Concepts</b> <i>ILS10 RF.K.1</i>	<i>K.RF.1</i>	Follow words from left to right, top to bottom, and page by page	I	M		
	<i>K.RF.2</i>	Recognize that spoken words are represented in written language by specific sequences of letters	I	M		
	<i>K.RF.3</i>	Recognize that words are separated by spaces in print	I	M		
	<i>K.RF.4</i>	Recognize and name all upper and lower case letters of the alphabet	I	M		
<b>Phonological Awareness</b> <i>ILS10 RF.K.2</i>	<i>K.RF.5</i>	Recognize rhyming words	I	M		
	<i>K.RF.6</i>	Produce rhyming words	I	M		
	<i>K.RF.7</i>	Count syllables in spoken words	I			M
	<i>K.RF.8</i>	Pronounce syllables in spoken words	I			M
	<i>K.RF.9</i>	Blend syllables in spoken words	I			M
	<i>K.RF.10</i>	Segment syllables in spoken words	I			M
	<i>K.RF.11</i>	Blend onsets and rimes of single-syllable spoken words		I		M
	<i>K.RF.12</i>	Segment onsets and rimes of single-syllable spoken words		I		M
	<i>K.RF.13</i>	Isolate and pronounce CVC words to recognize initial sound, medial vowel, and final sound (this does not include CVCs ending with l, r, or x)		I	M	
	<i>K.RF.14</i>	Add individual sounds in simple one syllable words to make new words.	I			M
	<i>K.RF.15</i>	Substitute individual sounds in simple one syllable words to make new words	I			M
<b>Phonics and Word Recognition</b> <i>ILS10 RF.K.3</i>	<i>K.RF.16</i>	Recognize one-to-one letter correspondence for each consonant	I	M		
	<i>K.RF.17</i>	Distinguish the differing sounds of consonants	I	M		
	<i>K.RF.18</i>	Say the sound that corresponds to the consonant (the most frequent sound for each consonant)	I	M		
	<i>K.RF.19</i>	Identify the five major vowels with common spellings (graphemes) - short vowels, long vowels		I		M
	<i>K.RF.20</i>	Distinguish between long and short vowel sounds			I	M
	<i>K.RF.21</i>	Read common high frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does)	I			M
	<i>K.RF.22</i>	Distinguish between similarly spelled words by identifying the sounds of the letters that differ	I			M
<b>Fluency</b> <i>ILS10 RF.K.4</i>	<i>K.RF.23</i>	Read emergent reader texts with purpose and understanding		I		M
<b>Content</b>		<b>Essential Skill</b>	<b>Instructional Mastery</b>			
			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

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			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Opinion/Argument Writing</b> <i>ILS10 W.K.1</i>	<i>K.W.1</i>	Identify the title of a book or topic to write about	I			M
	<i>K.W.2</i>	Recognize an opinion	I	M		
	<i>K.W.3</i>	Formulate an opinion about a book or topic	I	M		
	<i>K.W.4</i>	Compose an opinion piece about a topic or a book that uses a combination of drawing, dictating, and writing—including the topic or title of the book and stating an opinion or preference about the topic or book	I	M		
<b>Informative/ Explanatory Writing</b> <i>ILS10 W.K.2</i>	<i>K.W.5</i>	Identify an informative/explanatory text		I		M
	<i>K.W.6</i>	Select an informative/explanatory topic to write about		I		M
	<i>K.W.7</i>	Compose an informative/explanatory text that uses a combination of drawing, dictating, and writing-- naming the topic of the writing and supplying some information about the topic		I		M
<b>Narrative Writing</b> <i>ILS10 W.K.3</i>	<i>K.W.8</i>	Define event		I		M
	<i>K.W.9</i>	Choose a single event or several loosely linked events to write about		I		M
	<i>K.W.10</i>	Compose a narrative piece that uses a combination of drawing, dictating, and writing--telling about events in the order in which they occurred and providing a reaction for what happened		I		M
<b>Writing Process</b> <i>ILS10 W.K.5</i> <i>ILS10 W.K.6</i>	<i>K.W.11</i>	With guidance and support from adults, students will respond to questions and suggestions from peers	I			M
	<i>K.W.12</i>	With guidance and support from adults, students will add details to strengthen their writing as needed	I			M
	<i>K.W.13</i>	With guidance and support from adults, students will use basic computer skills (e.g., turning on computer, log on, becoming familiar with keyboard and mouse, and opening a digital tool)	I			M
	<i>K.W.14</i>	With guidance and support from adults, students will use digital tools to produce and publish writing--individually and in collaboration with peers	I			M
	<i>K.W.15</i>	With guidance and support from adults, students will explore a variety of digital tools to produce and publish writing	I			M
<b>Research to Write</b> <i>W.K.7</i> <i>W.K.8</i>	<i>K.W.16</i>	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them)	I			M
	<i>K.W.17</i>	With guidance and support from adults, students will answer a question using information from their experiences or information gathered from a provided source	I			M
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<b>Comprehension and Collaboration</b> <i>ILS10 SL.K.1</i> <i>ILS10 SL.K.2</i> <i>ILS10 SL.K.3</i>	<i>K.SL.1</i>	Recognize how others listen	M			
	<i>K.SL.2</i>	Recognize how others take turns speaking	M			
	<i>K.SL.3</i>	Identify agreed-upon rules for discussion (e.g., listening to others and taking turns)	M			
	<i>K.SL.4</i>	Participate in conversations about kindergarten topics and texts, with peers and adults, in small and larger groups by following agreed-upon rules for discussion	I			M
	<i>K.SL.5</i>	Continue a conversation through multiple exchanges	I			M
	<i>K.SL.6</i>	Confirm understanding of a text read aloud, or information presented orally or through other media, by asking questions about key details, answering questions about key details, and asking for clarification if something is not understood	I			M
	<i>K.SL.7</i>	Ask and answer questions to seek help, get information, and clarify something that is not understood	I			M
<b>Presentation</b> <i>ILS10 SL.K.4</i> <i>ILS10 SL.K.5</i> <i>ILS10 SL.K.6</i>	<i>K.SL.8</i>	Identify familiar people, places, things, events, and details	I		M	
	<i>K.SL.9</i>	Describe familiar people, places, things, and events	I			M
	<i>K.SL.10</i>	With prompting and support, provide additional detail about familiar people, places, things, and events	I			M
	<i>K.SL.11</i>	Add drawings or other visual displays to descriptions, as desired, to provide additional detail	I			M
	<i>K.SL.12</i>	Speak audibly and express thoughts, feelings, and ideas clearly	I			M
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<b>Conventions of Standard English</b> <i>ILS10 L.K.1</i>	<i>K.L.1</i>	Recognize all, but print many upper and lower case letters	I		M	
	<i>K.L.2</i>	Use frequently occurring nouns and verbs	I			M
	<i>K.L.3</i>	Form regular plural nouns orally by using /s/ and /es/ (e.g., dog, dogs; wish, wishes)			I	M

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<i>ILS10 L.K.2</i>	<i>K.L.4</i>	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how)			I	M
	<i>K.L.5</i>	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)		I		M
	<i>K.L.6</i>	Produce complete sentences in shared language activities	I		M	
	<i>K.L.7</i>	Expand complete sentences in shared language activities		I		M
	<i>K.L.8</i>	Capitalize the first word in a sentence and the pronoun I	I		M	
	<i>K.L.9</i>	Recognize and name end punctuation	I		M	
	<i>K.L.10</i>	Write a letter or letters for most consonant and short-vowel sounds (phonemes)	I			M
	<i>K.L.11</i>	Use knowledge of sound-letter relationships to spell simple words phonetically	I			M
<b>Vocabulary Acquisition and Use</b> <i>ILS10 L.K.4</i> <i>ILS10 L.K.5</i> <i>ILS10 L.K.6</i>	<i>K.L.12</i>	Recognize that some words and phrases have multiple meanings		I		M
	<i>K.L.13</i>	Identify and apply new meanings for familiar words (e.g. knowing duck is a bird and learning the verb to duck)	I			M
	<i>K.L.14</i>	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, -un, -ful) as a clue to the meaning of an unknown word			I	M
	<i>K.L.15</i>	With guidance and support from adults, sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent	I		M	
	<i>K.L.16</i>	With guidance and support, relate frequently occurring verbs (e.g., stop—go, run—walk, play—rest) and adjectives (e.g., good—bad, hot—cold, short—tall) to their opposites (antonyms)		I	M	
	<i>K.L.17</i>	With guidance and support, identify real-life connections between words and their use (e.g., note places at school that are colorful)	I			M
	<i>K.L.18</i>	With guidance and support, distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings	I			M
	<i>K.L.19</i>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts	I			M

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