
Kindergarten ELA

Course Description and Curriculum Mapping

Telesis Preparatory
Academy



Telesis Preparatory Academy

Contact Person(s): Administrator: Sandra Breece Ed.D.
 Teacher:

CURRENT COURSE INFORMATION: COURSE ID:
 CLASS LEVEL: Kindergarten

COURSE RESOURCES: Text: Superkids

ON LINE RESOURCES at: www.rowlandreading.org

Course Description Superkids Reading Program is a phonics-based core-reading and language arts program designed for Kindergarten through second grade. This course is built on scientific research, proven pedagogy, and combines rigorous instruction with highly motivational materials including decodable fiction and informational texts. Superkids includes the following basic reading fundamentals: phonics, sight words, and comprehension strategies along with differentiated techniques to meet the needs of all students.

Specific(s) Included by Topic are:

TOPICS	CONTENT
Common Core Foundations (Introduction)	Building academic vocabulary Writing skills
Reading : Literature-Fiction	Plot-predictions Character Point of view-predictions Problem and Solution Characterization Structure
Literature- Nonfiction	Main Idea Fact vs. Opinion Characters
Literature-Poetry	Alliteration
Literature-Drama	Readers Theater Stage directions purpose for reading Setting Main Idea Tone
Language	Words with multiple meanings Conventions Sentence Structure
Speaking and Listening	Delivering an oral Summary Conducting an interview presentation
Writing Process	Journal Writing Sentence Structure
Spelling	Write all 26 Letter Names and Sounds Write and Spell CVC words Blends and Digraphs

YEARLY REQUIRED ASSESSMENTS & BENCHMARKING (Grades K-1):

WEEK	DATE RANGE	TESTING TYPE
WEEK 2	August 18-22	Galileo Pre-test (grades K-12)
WEEK 3	August 25-29	<i>DIBELSNext Benchmark #1</i>
WEEK 4	September 3-4	STAR Early Literacy & STAR Math (K-1)
WEEK 9	October 14-17	Galileo Benchmark #1 (grades 1-12)
WEEK 15	December 1-5	<i>DIBELSNext Benchmark #2</i>
WEEK 17	December 15-18	Galileo Benchmark #2
WEEK 19	January 12-16	STAR Early Literacy (K-1)
WEEK 20	January 20-23	STAR Math (K-6)
WEEK 21	January 26-29	STAR Reading (grade 1)
WEEK 25	February 23-26	Galileo Benchmark #3 (grades 1-8)
WEEK 33	April 27-30	STAR Reading (grade 1)
WEEK 34	May 4-8	STAR Early Literacy (grades K-1)
WEEK 35	May 11-15	STAR Math (final progress – grades K-6)
WEEK 36	May 18-22	Galileo Post-tests & <i>DIBELSNext Benchmark #3 (Grades K-1)</i>

Note: Benchmarking standards shall be determined by Administration / Data Analysis Team and be in compliance with state requirements. These tests do not take the place of regularly scheduled quizzes or chapter exams as suggested by curriculum. Dates/ weeks provided are the scheduled time(s) for required testing per Administration guidelines. Date(s) are subject to change.

Kindergarten

Telesis Preparatory Academy – ELA – Superkids

Curriculum Pacing

Meet the Superkids - 1st Semester

Meet the Superkids - 1st Semester					
Foundational Skills [Phonemic Awareness & Phonics]	Language [Vocabulary & Grammar]	Reading [Comprehension]	Expressive Writing (Dictated and independent)	Speaking & Listening	Pacing & Dates: 2014-2015
Unit 1 - Objectives - Lessons 1-8					
Cc/k/ Rhyming words	Discuss: Foods Kitchen tools	Strategy: Generate questions Skill: Make and confirm predictions	Handwriting practice List of things	Listen for details in a song Use language to communicate	Sept. 8

	Recipes	Fluency: Speak as a story character	students like to do; Labels for paired items; Captions about a story event	thoughts & ideas Follow oral directions	
K.RF.1, 2, 3	K.L.1, 2, 5, 6	K.RL.1, 3, 4, 5, 10; K.RI.1 - 5, 7 -10	K.W.K.1, 2, 3, 8	K.SL.1 - 6	
Unit 2 - Objectives - Lessons 9-16					
<i>Oo/o/</i>	Discuss: Art supplies Animals	Strategy: Generate questions Skills: Draw conclusions; Distinguish between reality and fantasy Fluency: Speak as a story character	Handwriting practice Facts about animals; Sentence about a made-up animal; New story ending	Listen for details in a song Follow oral directions Listen to & respond to oral presentations	Sept. 15
K.RF.1, 2, 3	K.L.1, 2, 5, 6	K.RL.1, 3, 4, 10 K.RI.1-5, 7-10	K.W.2, 3	K.SL.1 - 6	
Unit 3 - Objectives - Lessons 17-22					
<i>Gg/g/</i> Rhyming Words	Discuss: Gas stations Smells Zoo animals	Strategy: Generate questions Skill: Recognize plot Fluency: Speak With appropriate stress	Handwriting practice; Sentences describing Golly; Complete a tongue twister	Listen for details in a song Follow oral directions Listen to & respond to oral presentations	Sept. 22
K.RF.1, 2, 3	K.L.1, 2, 5, 6	K.RL.1, 3, 4, 5, 10 K.RI.1-3, 5, 7-10	K.W.2, 3	K.SL.1 - 6	

Unit 4 - Objectives - Lessons 23-29

<i>Aa/a/</i>	Discuss: Camping Adventures Neighborhoods	Strategy: Recognize text structure Skill: Understand descriptive language Fluency: Recite lines of a poem rhythmically	Handwriting practice Story ending for an adventure; Sentences about pretending	Listen for details in a song Follow oral directions Listen to & respond to oral presentations	Sept. 29
K.RF.1, 2, 3	K.L.1, 2, 5, 6	K.RL.1, 4,5 6,10	K.W.2, 3	K.SL.1 - 6	

Unit 5 - Objectives - Lessons 30-36

<i>Dd/d/</i> Final <i>dd/d/</i> Blend sounds to decode Words	Discuss: Inventions Fixing toys	Strategy: Visualize Skills: Sequence events; Determine cause & effect Fluency: Speak as a story character	Handwriting practice Class story about an add invention; Labels for a diagram	Listen for details in a song Follow oral directions Listen to & respond to oral presentations	Oct. 13
K.RF.1, 2, 3	K.L.1, 2, 5, 6	K.RL.1, 3, 4, 6, 10 K.RI.5	K.W.2, 3	K.SL.1 - 6	

Unit 6 - Objectives - Lessons 37-42

<i>Ss/s/</i> Blend sounds to decode Words	Discuss: Sports Seasons Weather	Strategy: Generate questions Skills: Draw conclusions; Recognize plot (problem/solution) Identify genre Identify main idea and	Handwriting practice Poster about a party; Sentences about a problem and solution; Facts about the	Listen for details in a song Follow oral directions Listen to & respond to oral presentations	Oct. 20 Oct. 27
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		details Fluency: Speak at an appropriate rate	seasons		
K.RF.1 - 4	K.L.1, 2, 5, 6	K.RL.2, 3, 4, 7, 10 K.RI.1-6, 8, 10	K.W.2, 3, 6, 8	K.SL.1 - 6	
Unit 7 - Objectives - Lessons 43-48					
<i>l/i/</i> Final <i>ss/s/, ll/l/</i> Blend sounds to decode Words	Discuss: Rooms and household furnishings	Strategy: Recognize text structure Skills: Recognize rhythm and rhyme; Determine important ideas Fluency: Recite a poem rhythmically	Handwriting practice Labels for a room Sad and glad story Poem verse	Listen for details in a song Follow oral directions Listen to & respond to oral presentations	Nov. 3
K.RF.1, 2, 3	K.L.1, 2, 4, 5, 6	K.RL.1, 4, 5, 10 K.RI.5	K.W.2, 3	K.SL.1 - 6	
Unit 8 - Objectives - Lessons 49-54					
<i>li/i/</i> Blend sounds to decode Words Spell Memory Word : <i>a</i>	Discuss: Television Sleepovers	Strategy: Generate questions Skills: Sequence events; Draw conclusions; Understand characters Fluency: Speak as a story character	Handwriting practice Caption about a TV show Description of a TV show Invitation for a party	Listen for details in a song Follow oral directions Listen to & respond to oral presentations	Nov. 10
K.RF.1 - 4	K.L.1, 2, 5, 6	K.RL.1, 3, 4, 7, 10	K.W.K.1, 2, 5	K.SL.1 - 3, 5, 6	

		K.RI.5			
Unit 9 - Objectives - Lessons 55-61					
<i>Tt/t/</i> Blend sounds to decode Words	Discuss: Musical instruments Games	Strategies: Monitor comprehension Visualize Skills: Draw conclusions; Recognize patterns in text; Determine important ideas Fluency: Observe punctuation; Speak With appropriate stress	Handwriting practice Sentences about favorite games; Class story With a pattern; Story titles	Listen for details in a song Follow oral directions Listen to & respond to oral presentations	Nov. 17
K.RF.1 - 4	K.L.1, 2, 5, 6	K.RL.1, 3, 9, 10 K.RI.5	K.W.K.1, 3	K.SL.1 - 6	
Unit 10 - Objectives - Lessons 62-67					
<i>Ff/f/</i> Final <i>ff/f/</i> Blend sounds to decode Words	Discuss: Fishing Memory Word: /	Strategy: Summarize Skills: Compare and contrast; Understand speech balloons; Connect information; Identify author's reasons Fluency: Speak at an appropriate rate	Handwriting practice New story ending Dialogue for speech balloons Questions about animals	Listen for details in a song Follow oral directions Listen to & respond to oral presentations	Dec. 1
K.RF.1 - 4	K.L.1, 2, 4, 5, 6	K.RL.1, 3, 4, 7, 9, 10 K.RI.1 - 5, 8 - 10	K.W..3, 5, 7, 8	K.SL.1 - 6	
Unit 11 - Objectives - Lessons 68-73					

<i>Ee/e/</i> Blend sounds to decode Words	Discuss: Puzzles Riddles	Strategy: Visualize Skills: Draw conclusions; Distinguish between reality and fantasy Fluency: Speak With appropriate pitch and volume	Handwriting practice Labels for items in a trunk Riddle about a gift Caption about an enchanted forest	Listen for details in a song Follow oral directions Listen to & respond to oral presentations	Dec. 8
K.RF.1 - 4	K.L.1, 2, 5, 6	K.RL.1, 3, 4, 7, 10 K.RI.5	K.W.2, 3	K.SL.1 - 6	
Unit 12- Objectives - Lessons 74-79					
<i>Hh/h/</i> Rhyming Words Blend sound to decode Words	Discuss: Car parts Racing Memory Word: <i>the</i>	Strategy: Generate questions Skills: Draw conclusions; Distinguish between reality and fantasy Fluency: Read With natural phrasing; Speak as a story character	Handwriting practice Labels of things With wheels; Story extension Caption about an adventure	Listen for details in a song Follow oral directions Listen to & respond to oral presentations	Jan. 5
K.RF.1 - 4, 8	K.L.1, 2, 5, 6	RL.1K. - 4, 7, 9, 10 K.RI.5	K.W.2, 3	K.SL.1 - 6	
Unit 13 - Objectives - Lessons 80-85					
<i>Uu/u/</i> Blend sounds to decode Words	Discuss: Memory Words: <i>the, Superkids</i> and Superkids' names	Strategies: Generate questions; Monitor comprehension Skills: Determine cause & effect; Describe	Handwriting practice Class book about school activities	Listen for details in a song Follow oral directions Listen to & respond	Jan. 12

		setting Fluency: Observe punctuation; Read With expression; Speak With appropriate stress	Story events about Golly A letter to the Superkids	to oral presentations	
K.RF.1 - 4	K.L.1, 2, 6	K.RL.1, 3, 4, 7, 9, 10	K.W.1, 2, 3	K.SL.1 - 3, 5, 6	

Superkids' Club - 2nd Semester

Foundational Skills [Phonemic Awareness & Phonics]	Language [Vocabulary & Grammar]	Reading [Comprehension]	Expressive Writing (Dictated and independent)	Speaking & Listening	Pacing & Dates: 2014-2015
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Unit 1 - Objectives - Lessons 86-90

<i>Bb/b/</i> Distinguish <i>b /b/</i> and <i>d/d/</i> Blend sound to decode Words	Discuss: Cubs Bakery items Plural -s Contraction <i>let's</i> Memory Word: <i>of</i>	Strategy: Generate questions to make predictions Skills: Draw conclusions; Recall details; Follow written instructions Fluency: Read With expression	Handwriting practice List of classroom items Class book about the classroom Caption about a clubhouse	Listen for details in a song Follow oral directions Listen to & respond to oral presentations	Jan. 20
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K.RF.1 - 4	K.L.1, 2, 4, 5, 6	K.RL.1 - 4, 7, 9, 10 K.RI.5	K.W.2	K.SL.1 - 6	
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Unit 2 - Objectives - Lessons 91-95

<i>Rr/r/</i>	Discuss: Cleaning tools and tasks	Strategy: Generate questions to determine	Handwriting practice	Listen for details in a song	Jan. 26
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Identify rhyming Words Blend sounds to decode Words	Rebuses Synonyms	important ideas Skill: Determine cause and effect Fluency: Read With natural phrasing	Sentences about a favorite color Description of the Superkids' bus	Follow oral directions Listen to & respond to oral presentations	
K.RF.1 - 4	K.L.1, 2, 5, 6	K.RL.1 - 4, 9, 10	K.W.K.1, 2	K.SL.1 - 6	
Unit 3 - Objectives - Lessons 96-100					
<i>Nn/n/</i> Blend sounds to decode Words	Discuss: Leadership Position Words <i>on, in</i> Idioms Multiple meaning Words Memory Words: <i>no, Supernoodle</i>	Strategy: Monitor comprehension Skill: Compare and contrast Fluency: Read With expression	Handwriting practice Sentences about club activities	Listen for details in a song Follow oral directions Listen to & respond to oral presentations	Feb. 2
K.RF.1 - 4	K.L.1, 2, 4, 5, 6	K.RL.1, 3, 4, 7, 10 K.RI.5	K.W.2	K.SL.1 - 6	
Unit 4 - Objectives - Lessons 101-106					
<i>Mm/m/</i> Blend sounds to decode Words	Disucss: Scavenger hunts Synonyms and antonyms Memory Word: <i>for</i>	Strategy: Generate questions to make predictions Skill: Determine important ideas Fluency: Read With natural phrasing	Handwriting practice List of items for a scavenger hunt Explanation of how to find an item	Listen for details in a song Follow oral directions Listen to & respond to oral presentations	Feb. 9
K.RF.1 - 4	K.L.1, 2, 5, 6	K.RL.1 - 4, 7, 10	K.W.2	K.SL.1 - 6	
Unit 5 - Objectives - Lessons 107-111					

<i>Pp/p/</i> Blend sounds to decode Words	Discuss: Picnics Adjectives Memory Word: <i>put</i>	Strategy: Summarize Skills: Determine important ideas; Associate pictures With Words Fluency: Observe punctuation	Handwriting practice Description of an odd picnic	Listen for details in a song Follow oral directions Listen to & respond to oral presentations	Feb. 17
K.RF.1 - 4	K.L.1, 2, 4, 5, 6	K.RL.1 - 4, 7, 9, 10	K.W.3, 5	K.SL.1 - 6	
Unit - 6 - Objectives - Lessons 112-115					
<i>Vv/v/</i> Distinguish <i>f/f/</i> and <i>v/v/</i> Blend sounds to decode Words	Discuss: Veterinarians Abbreviations: <i>vet, Dr.</i> Singular possessives Synonyms	Strategy: Visualize Skills: Associate pictures With sentences; Sequence events; Understand characters Fluency: Read at an appropriate rate	Handwriting practice Poster about pet care tips Get-well cards	Listen for details in a song Follow oral directions Listen to & respond to oral presentations	Feb. 23
K.RF.1 - 4	K.L.1, 2, 5, 6	K.RL.1, 3, 4, 7, 9, 10	K.W.2	K.SL.1 - 4, 6	
Unit 7 - Objectives - Lessons 116-119					
<i>K.W.K.W./K.W./</i> Blend sounds to decode Words	Discuss: Make-believe games Onomatopoeia Idioms Memory Word: <i>to</i>	Strategy: Generate questions to distinguish reality from fantasy Skills: Describe setting Fluency: Read With appropriate stress	Handwriting practice Class travel guide about make-believe planets	Listen for details in a song Follow oral directions Listen to & respond to oral presentations	Mar. 2 Mar. 9 Review
K.RF.1 - 4	K.L.1, 2, 5, 6	K.RL.1 - 4, 7, 9, 10	K.W.3	K.SL.1 - 4, 6	
Unit 8 - Objectives - Lessons 120-126					
<i>Kk,ck/k/</i> and	Discuss:	Strategies: Recognize text structure;	Handwriting	Listen for details in	Mar. 23

<i>Qu, qu/kk.W./</i>	Plays and theaters Rebuses Idioms Multiple meaning Words Memory Word: <i>like</i>	Generate questions to confirm predictions Skills: Make and confirm predictions; Understand characters; Draw conclusions Fluency: Read With expression; Use proper pitch and volume	practice Sentences about a pet Review about a show or story	a song Follow oral directions Listen to & respond to oral presentations	Mar. 30
K.RF.1 - 4	K.L.1, 2, 4, 5, 6	K.RL.1 - 5, 7, 9, 10	K.W.1, 3	K.SL.1 - 6	
Unit 9 - Objectives - Lessons 127-131					
<i>Jj/jj/</i>	Discuss: Tongue twisters Memory Word: <i>said</i>	Skills: Sequence events; Recognize rhythm and rhyme; Associate pictures With sentences Fluency: Read a poem rhythmically	Handwriting practice Dialogue sentences about games Stories With rhyming Words	Listen for details in a song Follow oral directions Listen to & respond to oral presentations	Apr. 6
K.RF.1 - 4	K.L.1, 2, 5, 6	K.RL.1, 3, 4, 5, 7, 10	K.W.2, 3, 5	K.SL.1 - 4, 5, 6	
Unit 10 - Objectives - Lessons 132-137					
<i>Xx/ks/ and Yy/yy/</i>	Discuss: Reusing and recycling Abbreviation <i>TV</i> Plural <i>boxes</i> Compound Words Story concept Words Memory Word:	Strategy: Monitor comprehension Skills: Associate pictures With Words and sentences; Draw conclusions Fluency: Observe punctuation	Handwriting practice Caption about a fixed-up box Opinion With supporting reasons about fixed-up	Listen for details in a song Follow oral directions Listen to & respond to oral presentations	Apr. 13 Apr. 20

	<i>you</i>		boxes		
K.RF.1 - 4	K.L.1, 2, 4, 5, 6	K.RL.1 - 4, 7,9,10	K.W.1, 2	K.SL.1 - 6	
Unit 11 - Objectives - Lessons 138-145					
Zz/z/ Final zz/z/ Blend sounds to decode Words Long vowel sounds for <i>a,e,i,o,u</i>	Discuss: Photo albums Singular and plural nouns Words for time Verbs Memory Word: <i>K.W.as</i>	Skills: Associate pictures With Words and sentences; Recall details; Sequence events Fluency: Read With natural phrasing	Handwriting practice Writing Process: Plan, draft, revise, and publish a story about being the leader of the Superkid's club	Listen for details in a song Follow oral directions Listen to & respond to oral presentations Give reasons to support opinions	Apr. 27 May 4 - Long <i>a</i> May 11 - Long <i>e</i> May 18 - Long <i>i, o</i> May 26 - Long <i>u</i>
K.RF.1 - 4	K.L.1, 2, 4, 5, 6	K.RL.1 - 4, 7, 9, 10	K.W.1, 2, 3, 5, 6, 8	K.SL.1 - 4, 5, 6	

By the end of the school year the students will be able to demonstrate understanding and application of:

AZCCRS Code	Kindergarten Standards	Checklist
Literature: Key Ideas and Details K.RL.1	With Prompting and Support, Ask and answer such questions as who, what, where, when, why and how to demonstrate Understanding of key details in a text.	
k.RL.2	With Prompting and Support, retell familiar stories, including key details.	
k.R1.3	With Prompting and Support, identify characters, setting, and major events in a story.	
k.R1.4	With Prompting and Support, ask and answer questions about unknown words in a text.	
Literature k.RL.5	Recognize common types of texts (e.g. storybooks and poems).	
k.RL.3	With Prompting and Support, name the author and illustrator of the story and define the role of each in telling the story.	
KRL.10	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)	
K.RL.9	With Prompting and Support, compare and contrast the adventures and experiences of characters in familiar text.	
K.RL.10	Actively engage in group reading activities with purpose and understanding.	

Reading Standards for informational Text	With prompting and support, ask and answer about key details in a text.	
K.RI.1		
K.Ri.2	With prompting and support, identify the main topic and retell key details of a text.	
K.RI.9	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of informational text.	
K.RI.5	With prompting and support, ask and answer questions about unknown words in a text.	
K.RI.5	Identify the front cover, back cover, and title page of a book.	
K.RI.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	
K.RCI.7	With promoting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, or thing, or idea in at the text and illustration depicts).	
K.RCI.8	With promoting and support, identify the reasons an author gives to support points in a text.	
K.RCI.9	With prompting and support, identify basic similarities in and difference between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).	
K.RCI.10	Actively engage in group reading activates with purpose and understanding.	
Writing Standards		
K.W.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the book or topic. (e.g.: My favorite book is...)	
K.W.2	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.3	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.4	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, provide a reaction to what happened.	
K.W.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	
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.	
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.)	
K.W.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
Comprehend and Collaboration- Speaking and Listening Standards		
K.SL.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussion (e.g. listening to others and taking turns speaking about the topucs and texts under discussion). b. Continue a conversation through multiple exchanges. 	
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.	
K.SL.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
K.SL.4	Describe familiar people, places, things, and events and, with promoting and support, provide additional details.	
K.SL.5	Add drawings or other visual displays to descriptions as desired to provide additional detail	
K.SL.6	Speak audibly and express thoughts, feelings, and ideas clearly.	
Language Standards	Demonstrate command of the conventions of standard English grammar and usage	

K.L.1	<p>when writing or speaking.</p> <ol style="list-style-type: none"> Print many upper and lowercase letters Use frequently occurring nouns and words. Form regular plural nouns orally by adding /s/ or /es/ (e.g.: dog, dogs, wish wishes) Understand and use question Words (interrogatives) (e.g. who, what, where, when, why, how) Use the most frequently occurring prepositions (e.g. to, from, in, on, off, for, of, by, with) Produce and expand complete sentences in shared language activities. 	
K.L.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalized the first word in a sentence and the pronoun I. Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	
K.L.4	<p>Determine or clarify the meaning of unknown and multiple meaning words and phrases based on kindergarten reading and content.</p> <ol style="list-style-type: none"> Identify new meanings for familiar words and apply them accurately (e.g. knowing duck is a bird and learning the verb to duck) USE the most frequently occurring inflections and affixes (e.g.: -ed, -s, re- un0 pre- -ful -less) as clue to the meaning of an unknown word. 	
K.L.5	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Sort common objects into categories (E.g.: shapes, foods) to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonym) Identify real-life connections between words and their use (e.g.: note places at school that are colorful) Distinguish shades of meaning among verbs differing in matter (eg: look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (eg: large, gigantic) by defining or choosing them or by acting the meanings. 	
K.L.6	<p>Use words and phrases acquired through conversations, reading and begin read to, and responding to texts.</p>	

TELESIS PREPARATORY ACADEMY
ELA CORE OVERVIEW
KINDERGARTEN

READ – LIT	READ – INF	FOUND	WRITING	S&L	LANGUAGE
K.RL.1	K.RI.1	K.RF.1	K.W.1	K.SL.1	K.L.1
K.RL.2	K.RI.2	K.RF.1a	K.W.2	1.SL.1a	K.L.1a
K.RL.3	K.RI.3	K.RF.1b	K.W.3	1.SL.1b	K.L.1b
K.RL.4	K.RI.4	K.RF.1c	K.W.4	K.SL.2	K.L.1c
K.RL.5	K.RI.5	K.RF.1d	AZ.K.W.4	K.SL.3	K.L.1d
K.RL.6	K.RI.6	K.RF.2	K.W.5	K.SL.4	K.L.1e
K.RL.7	K.RI.7	K.RF.2a	K.W.6	K.SL.5	K.L.1f
K.RL.8	K.RI.8	K.RF.2b	K.W.7	K.SL.6	K.L.2
K.RL.9	K.RI.9	K.RF.2c	K.W.8		K.L.2a
K.RL.10	K.RI.10	K.RF.2d	K.W.9		K.L.2b
	AZ.K.RI.10	K.RF.3	K.W.10		K.L.2c
		K.RF.3a			K.L.2d
		K.RF.3b			K.L.3
		K.RF.3c			K.L.4
		K.RF.3d			K.L.4a
		K.RF.4			K.L.4b
					K.L.5
					K.L.5a
					K.L.5b
					K.L.5c
					K.L.5d
					K.L.6