



## Trinity Lutheran School Kindergarten Language Arts Essential Standards Chart

### Essential Standards Chart: At Trinity Lutheran, we expect children to learn?

| Grade: Kindergarten  |                       | Subject: Language Arts  |  |  |                                    |   |
|--|-----------------------|---|--|--|------------------------------------|---|
| Standard Description   | Common Core Standards | Proficiency   | Prerequisite Skill   | Assessment   | When Taught?                       | Extension Standards   |
| What is the essential standard to be learned?<br>Written in I Can Statements |                       | What does proficiency look like? Provide an example and/or description.       | What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard? | What assessments will be used to measure student mastery?                                | When will this standard be taught? | What will we do when students have learned the essential standard(s)? |
| I can name all 26 upper and lowercase letters                                | RF.K.1.D              | Names 26 uppercase and 28 lowercase letters.                                  | Differences and similarities between letters and numbers.  | Teacher observation.<br>MLPP checklist, ask the student to name each letter.             | Quarter 1                          | Work on High frequency words.<br>Shared reading                       |
| I can say a sound for all upper and lowercase consonants.                    | RF.K.3.A              | Says the sound(s) for all consonants with fluency.                            | Differences and similarities between letters and numbers.  | Teacher observation.<br>MLPP checklist, ask the student to name a sound for each letter. | Quarter 1                          | Work on High frequency words.<br>Shared reading                       |
| I can say 2 sounds for each vowel (name and sounds)                          | RF.K.3.B              | Say the name (long vowel sound) and sound (short vowel sound) for each vowel. | Differences and similarities between letters and numbers.  | Teacher observation.<br>MLPP checklist, ask the student a sound for each letter.         | Quarter 1/ Ongoing                 | Work on High frequency words.<br>Shared reading                       |

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| I can pronounce the initial, medial vowel, and final sounds (phonemes) in CVC words. | RF.K.2.B       | Student will orally break apart a word into 3 sounds (i.e. pat = p/a/t)  | Understands that words are made up of sequences of individual sounds or phonemes.                                     | MLPP phonemic awareness assessment.   | Quarter 2/ Ongoing  | Work on High frequency words. Shared reading                         |
| I can read CVC words.  | RF.K.2.D       | Read decodable readers.  | Letter sounds knowledge, blending sounds  | Decoding inventory  | Quarter 4           | Decodable readers  |
| I can read kindergarten high frequency sight words                                   | RF.K.3.C       | 100% of the Dolch sight words on the Primer list                         | Introduction, exposure, and practice. Basic consonant knowledge, initial sound segmenting, concept of a word.         | Dolch Sight Word Inventory  | Quarter 4/ongoing   | Decodable readers  |
| I can read simple text.  | RF.K.4         | Students will read a Fountas and Pinnell level D by the end of the year. |   | Use DRA or A to Z benchmarking to determine reading level for each student. | Ongoing             | Start with a level A text and increase the reading level             |
| I can use pictures and words to write a narrative.                                   | W.K.3          | Example: I love my family.   | They need to know about a topic. Letter sound knowledge, letter formation, capital letters, punctuation, and spacing. | Writing rubrics<br>MLPP Writing checklists<br>Teacher observation           | Quarter 2 /ongoing. | Work on writing more than one sentence.                              |
| I can write my opinion and give a reason for my opinion.                             | W.K.1          | Example: I like the Cat in The Hat because it is funny.                  | Understands the meaning of the word opinion. Letter sound correspondence and basic concepts of print.                 | Writing rubrics<br>MLPP Writing checklists<br>Teacher observation           | Quarter 2           | Work on producing clear ideas as a writer using style and structure. |
| I can write to teach about a topic.  | W.K.2<br>W.K.8 | Example: Zebras are black and white. They eat grass.                     | Understands the meaning of the words informational  | Writing rubric<br>MLPP Writing checklists                                   | Quarter 3           | Work on purposeful, focused writing with details added to            |

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|   |          |   | text. Letter-sound correspondence and basic concepts of print.   | Teacher observation  |           | show facts are organized and sequenced.                      |
| I can write the sounds in a word.                                     | L.K.2. D | Spell CVC words phonetically  | Phoneme segmentation, letter sound knowledge, and letter formation.  | MLPP hearing sounds in words.                                    | Quarter 4 | Work on blends, digraphs and vowel teams.                    |
| I can write a sentence correctly.                                     | L.K.2    | Write a simple sentence. I see my friend.   | Letter formation<br>Letter sounds<br>High frequency words<br>Blending sounds   | Teacher observation<br>MLPP Writing checklists<br>Writing rubric | Quarter 4 | Work on adding details to writing.                           |
| I can read with cvc, blends/digraphs magic e vowel teams and bossy r. | R.L.1.2  | Students can accurately read words from each single syllable subtest on a decoding inventory. | <b>Vocabulary:</b><br>Consonant, vowel<br><b>Prior Knowledge:</b><br>Letter names, letter sounds, long vowel sounds, | Decoding inventory   | Quarter 4 | Work on writing words with vowel teams and final e correctly |
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