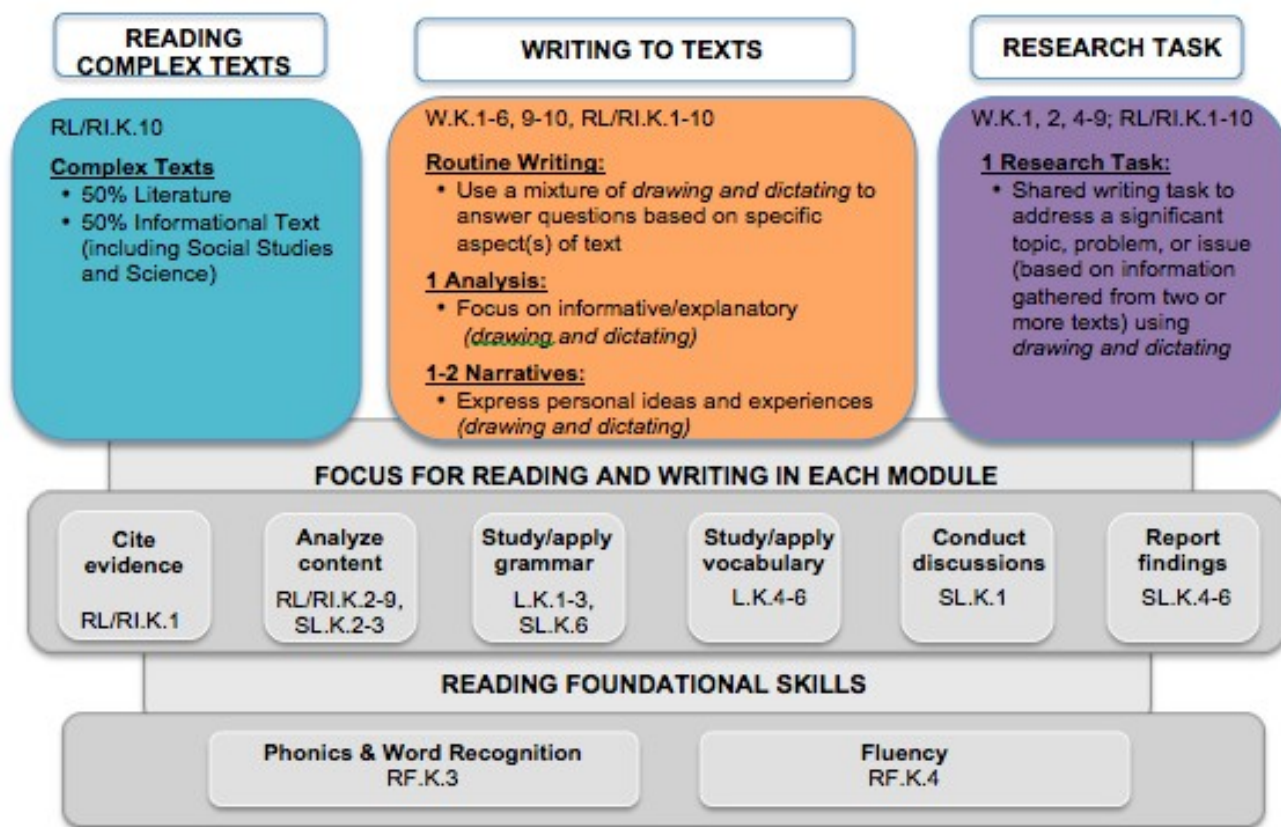


**Campbell County Schools**  
**Kindergarten**  
**2<sup>nd</sup> Nine Weeks at-a-Glance**



**Technology Expectations – Course Duration**

- [SL.K.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.
- [W.K.8](#) With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Reading Standards for Literature**

- [RL.K.1](#) **With prompting and support, ask and answer questions about key details in a text.**
- [RL.K.2](#) With prompting and support, retell familiar stories, including key details
- [RL.K.3](#) With prompting and support, identify characters, settings, and major events in a story.
- [RL.K.4](#) Ask and answer questions about unknown words in a text
- [RL.K.5](#) Recognize common types of texts (e.g., storybooks, poems).
- [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.
- [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).
- [RL.K.9](#) With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- [RL.K.10](#) With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

## Reading Standards for Informational Text

- [RI.K.1](#) **With prompting and support, ask and answer questions about key details in a text.**
- [RI.K.2](#) With prompting and support, identify the main topic and retell key details of a text.
- [RI.K.3](#) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- [RI.K.4](#) With prompting and support, ask and answer questions about unknown words in a text.
- [RI.K.5](#) Identify the front cover, back cover, and title page of a book.
- [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
- [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).
- [RI.K.8](#) With prompting and support, identify the reasons an author gives to support points in a text.
- [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).
- [RI.K.10](#) Actively engage in group reading activities with purpose and understanding.

## Reading Standards Foundational Skills

- [RF.K.1a](#) Follow words from left to right, top to bottom, and page by page
- [RF.K.1b](#) Recognize that spoken words are represented in written language by specific sequences of letters.
- [RF.K.1c](#) Understand that words are separated by spaces in print.
- [RF.K.1d](#) **Recognize and name all upper- and lowercase letters of the alphabet. (Cumulative to what is taught.)**
- [RF.K.2a](#) **Recognize and produce rhyming words**
- [RF.K.2c](#) Blend and segment onsets and rimes of single-syllable spoken words.
- [RF.K.2d](#) **Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)** (Cumulative to what is taught.)
- [RF.K.3a](#) **Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. (Cumulative to what is taught.)**
- [RF.K.3b](#) **Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (Cumulative to what is taught.)**
- [RF.K.3c](#) Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- [RF.K.3d](#) Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- [RF.K.4](#) Read emergent-reader texts with purpose and understanding

## Writing Standards

- [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...).
- [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.**
- [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.
- [W.K.5](#) With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- [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.
- [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). (Teacher's Manual: unit 2 T259; unit 3 T71, T353)
- [W.K.8](#) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

## Speaking and Listening Standards

- [SL.K.1a](#) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- [SL.K.1b](#) Continue a conversation through multiple exchanges
- [SL.K.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.
- [SL.K.3](#) Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- [SL.K.4](#) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail
- [SL.K.5](#) Add drawings or other visual displays to descriptions as desired to provide additional detail.
- [SL.K.6](#) **Speak audibly and express thoughts, feelings, and ideas clearly.**

## Language Standards

- [L.K.1a](#) **Print many upper- and lowercase letters**
- [L.K.1b](#) Use frequently occurring nouns and verbs
- [L.K.1d](#) Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- [L.K.1f](#) Produce and expand complete sentences in shared language activities.
- [L.K.2a](#) Capitalize the first word in a sentence and the pronoun *I*
- [L.K.2b](#) Recognize and name end punctuation
- [L.K.2c](#) Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- [L.K.2d](#) Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- [L.K.4a](#) Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- [L.K.4b](#) 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.
- [L.K.5a](#) Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent
- [L.K.5b](#) **Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).**
- [L.K.5c](#) Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- [L.K.5d](#) Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
- [L.K.6](#) Use words and phrases acquired through conversations, reading and being read to, and responding to texts