

Main Criteria: Classroom Supplement Units Kindergarten
Secondary Criteria: Washington Essential Academic Learning Requirements (EALR)
Subject: Language Arts
Grade: K

Classroom Supplement Units Kindergarten

Pre-writing

Washington Essential Academic Learning Requirements (EALR)

Language Arts

Grade K - Adopted: 2011

EALR	WA.RL.K.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
CORE CONTENT / CONTENT STANDARD	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
EALR	WA.RL.K.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RL.K.4.	Ask and answer questions about unknown words in a text.
CORE CONTENT / CONTENT STANDARD	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
EALR	WA.RL.K.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
EALR	WA.RI.K.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
CORE CONTENT / CONTENT STANDARD	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
EALR	WA.RI.K.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
CORE CONTENT / CONTENT STANDARD	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.
EALR	WA.RI.K.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	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).
CORE CONTENT	RI.K.8.	With prompting and support, identify the reasons an author gives to support points

/ CONTENT STANDARD		in a text.
EALR	WA.RI.K.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
EALR	WA.RF.K.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Print Concepts
CORE CONTENT / CONTENT STANDARD	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.1(c)	Understand that words are separated by spaces in print.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
EALR	WA.RF.K.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Phonological Awareness
CORE CONTENT / CONTENT STANDARD	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.2(a)	Recognize and produce rhyming words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.2(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/.)
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
EALR	WA.RF.K.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Phonics and Word Recognition
CORE CONTENT / CONTENT STANDARD	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.3(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.
CONTENT	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five

STANDARD / PERFORMANCE EXPECTATION		major vowels.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
EALR	WA.RF.K.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Fluency
CORE CONTENT / CONTENT STANDARD	RF.K.4.	Read emergent-reader texts with purpose and understanding.
EALR	WA.W.K.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	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).
EALR	WA.SL.K.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.K.1(b)	Continue a conversation through multiple exchanges.
EALR	WA.SL.K.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
EALR	WA.SL.K.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
CORE CONTENT / CONTENT STANDARD	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
CORE CONTENT / CONTENT STANDARD	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
EALR	WA.L.K.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT	L.K.1(a)	Print many upper- and lowercase letters.

STANDARD / PERFORMANCE EXPECTATION		
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.1(b)	Use frequently occurring nouns and verbs.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.1(c)	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.1(d)	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.1(f)	Produce and expand complete sentences in shared language activities.
EALR	WA.L.K.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.2(b)	Recognize and name end punctuation.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
EALR	WA.L.K.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
EALR	WA.L.K.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
EALR	WA.L.K.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use

CORE CONTENT / CONTENT STANDARD	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
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Unit 1

Washington Essential Academic Learning Requirements (EALR)

Language Arts

Grade K - Adopted: 2011

EALR	WA.RL.K.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
EALR	WA.RL.K.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RL.K.4.	Ask and answer questions about unknown words in a text.
CORE CONTENT / CONTENT STANDARD	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
EALR	WA.RI.K.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
CORE CONTENT / CONTENT STANDARD	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
CORE CONTENT / CONTENT STANDARD	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
EALR	WA.RI.K.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
CORE CONTENT / CONTENT STANDARD	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.
EALR	WA.RI.K.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	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).
CORE CONTENT / CONTENT STANDARD	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
EALR	WA.RI.K.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
EALR	WA.RF.K.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Print Concepts

CORE CONTENT / CONTENT STANDARD	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.1(c)	Understand that words are separated by spaces in print.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
EALR	WA.RF.K.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Phonological Awareness
CORE CONTENT / CONTENT STANDARD	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.2(a)	Recognize and produce rhyming words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.2(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/.)
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
EALR	WA.RF.K.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Phonics and Word Recognition
CORE CONTENT / CONTENT STANDARD	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.3(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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
EALR	WA.RF.K.	Reading Standards: Foundational Skills

BIG IDEA / CORE CONTENT		Fluency
CORE CONTENT / CONTENT STANDARD	RF.K.4.	Read emergent-reader texts with purpose and understanding.
EALR	WA.W.K.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
EALR	WA.SL.K.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.K.1(b)	Continue a conversation through multiple exchanges.
EALR	WA.SL.K.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
EALR	WA.SL.K.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
CORE CONTENT / CONTENT STANDARD	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
CORE CONTENT / CONTENT STANDARD	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
EALR	WA.L.K.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.1(a)	Print many upper- and lowercase letters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.1(b)	Use frequently occurring nouns and verbs.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.1(c)	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
CONTENT STANDARD /	L.K.1(d)	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

PERFORMANCE EXPECTATION		
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.1(e)	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.1(f)	Produce and expand complete sentences in shared language activities.
EALR	WA.L.K.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.2(b)	Recognize and name end punctuation.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
EALR	WA.L.K.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
EALR	WA.L.K.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.5(a)	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
EALR	WA.L.K.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use

CORE CONTENT / CONTENT STANDARD	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
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Unit 2

Washington Essential Academic Learning Requirements (EALR)

Language Arts

Grade K - Adopted: 2011

EALR	WA.RL.K.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
CORE CONTENT / CONTENT STANDARD	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
EALR	WA.RL.K.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RL.K.4.	Ask and answer questions about unknown words in a text.
CORE CONTENT / CONTENT STANDARD	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
EALR	WA.RL.K.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
EALR	WA.RI.K.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
CORE CONTENT / CONTENT STANDARD	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
CORE CONTENT / CONTENT STANDARD	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
EALR	WA.RI.K.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
CORE CONTENT / CONTENT STANDARD	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.
EALR	WA.RI.K.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	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).
CORE CONTENT / CONTENT STANDARD	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.

EALR	WA.RI.K.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
EALR	WA.RF.K.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Print Concepts
CORE CONTENT / CONTENT STANDARD	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.1(c)	Understand that words are separated by spaces in print.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
EALR	WA.RF.K.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Phonological Awareness
CORE CONTENT / CONTENT STANDARD	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.2(a)	Recognize and produce rhyming words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.2(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 /ll/, /rl/, or /xl/.)
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
EALR	WA.RF.K.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Phonics and Word Recognition
CORE CONTENT / CONTENT STANDARD	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.3(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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
EALR	WA.RF.K.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Fluency
CORE CONTENT / CONTENT STANDARD	RF.K.4.	Read emergent-reader texts with purpose and understanding.
EALR	WA.W.K.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	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.
EALR	WA.W.K.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.K.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
EALR	WA.W.K.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
EALR	WA.SL.K.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.K.1(b)	Continue a conversation through multiple exchanges.
EALR	WA.SL.K.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
EALR	WA.SL.K.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
CORE CONTENT / CONTENT STANDARD	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.

CORE CONTENT / CONTENT STANDARD	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
EALR	WA.L.K.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.1(a)	Print many upper- and lowercase letters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.1(b)	Use frequently occurring nouns and verbs.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.1(c)	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.1(d)	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.1(e)	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.1(f)	Produce and expand complete sentences in shared language activities.
EALR	WA.L.K.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.2(b)	Recognize and name end punctuation.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
EALR	WA.L.K.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
CONTENT STANDARD / PERFORMANCE	L.K.4(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.

EXPECTATION		
EALR	WA.L.K.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.5(a)	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
EALR	WA.L.K.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 3

Washington Essential Academic Learning Requirements (EALR)
Language Arts
Grade K - Adopted: 2011

EALR	WA.RL.K.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
CORE CONTENT / CONTENT STANDARD	RL.K.2.	With prompting and support, retell familiar stories, including key details.
CORE CONTENT / CONTENT STANDARD	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
EALR	WA.RL.K.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RL.K.4.	Ask and answer questions about unknown words in a text.
CORE CONTENT / CONTENT STANDARD	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
EALR	WA.RL.K.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	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).
EALR	WA.RL.K.	Reading Standards for Literature
BIG IDEA / CORE		Range of Reading and Level of Text Complexity

CONTENT		
CORE CONTENT / CONTENT STANDARD	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
EALR	WA.RI.K.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
EALR	WA.RI.K.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
EALR	WA.RF.K.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Print Concepts
CORE CONTENT / CONTENT STANDARD	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.1(c)	Understand that words are separated by spaces in print.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
EALR	WA.RF.K.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Phonological Awareness
CORE CONTENT / CONTENT STANDARD	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.2(a)	Recognize and produce rhyming words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.2(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/.)
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
EALR	WA.RF.K.	Reading Standards: Foundational Skills
BIG IDEA / CORE		Phonics and Word Recognition

CONTENT		
CORE CONTENT / CONTENT STANDARD	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.3(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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
EALR	WA.RF.K.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Fluency
CORE CONTENT / CONTENT STANDARD	RF.K.4.	Read emergent-reader texts with purpose and understanding.
EALR	WA.W.K.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	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.
EALR	WA.SL.K.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.K.1(b)	Continue a conversation through multiple exchanges.
EALR	WA.SL.K.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
EALR	WA.SL.K.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
CORE CONTENT / CONTENT STANDARD	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
CORE CONTENT / CONTENT	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.

STANDARD		
EALR	WA.L.K.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.1(a)	Print many upper- and lowercase letters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.1(b)	Use frequently occurring nouns and verbs.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.1(c)	Form regular plural nouns orally by adding <i>/s/</i> or <i>/es/</i> (e.g., dog, dogs; wish, wishes).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.1(d)	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.1(e)	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.1(f)	Produce and expand complete sentences in shared language activities.
EALR	WA.L.K.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.2(a)	Capitalize the first word in a sentence and the pronoun <i>I</i> .
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.2(b)	Recognize and name end punctuation.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
EALR	WA.L.K.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
EALR	WA.L.K.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT	L.K.5.	With guidance and support from adults, explore word relationships and nuances in

/ CONTENT STANDARD		word meanings.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
EALR	WA.L.K.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 5

Washington Essential Academic Learning Requirements (EALR)

Language Arts

Grade K - Adopted: 2011

EALR	WA.RL.K.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
CORE CONTENT / CONTENT STANDARD	RL.K.2.	With prompting and support, retell familiar stories, including key details.
CORE CONTENT / CONTENT STANDARD	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
EALR	WA.RL.K.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RL.K.4.	Ask and answer questions about unknown words in a text.
CORE CONTENT / CONTENT STANDARD	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
EALR	WA.RL.K.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	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).
EALR	WA.RL.K.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
EALR	WA.RI.K.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.

STANDARD		
CORE CONTENT / CONTENT STANDARD	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
CORE CONTENT / CONTENT STANDARD	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
EALR	WA.RI.K.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
EALR	WA.RI.K.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
EALR	WA.RI.K.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
EALR	WA.RF.K.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Print Concepts
CORE CONTENT / CONTENT STANDARD	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.1(c)	Understand that words are separated by spaces in print.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
EALR	WA.RF.K.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Phonological Awareness
CORE CONTENT / CONTENT STANDARD	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.2(a)	Recognize and produce rhyming words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
CONTENT	RF.K.2(d)	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in

STANDARD / PERFORMANCE EXPECTATION		three-phoneme (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with /ll/, /rl/, or /xl/.)
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
EALR	WA.RF.K.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Phonics and Word Recognition
CORE CONTENT / CONTENT STANDARD	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.3(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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
EALR	WA.RF.K.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Fluency
CORE CONTENT / CONTENT STANDARD	RF.K.4.	Read emergent-reader texts with purpose and understanding.
EALR	WA.W.K.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	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 . . .).
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	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.
EALR	WA.W.K.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.K.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
EALR	WA.SL.K.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
CONTENT STANDARD / PERFORMANCE	SL.K.1(b)	Continue a conversation through multiple exchanges.

EXPECTATION		
EALR	WA.SL.K.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
EALR	WA.SL.K.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
CORE CONTENT / CONTENT STANDARD	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
CORE CONTENT / CONTENT STANDARD	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
EALR	WA.L.K.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.1(a)	Print many upper- and lowercase letters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.1(b)	Use frequently occurring nouns and verbs.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.1(c)	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.1(d)	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.1(e)	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.1(f)	Produce and expand complete sentences in shared language activities.
EALR	WA.L.K.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.2(b)	Recognize and name end punctuation.
CONTENT	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).

STANDARD / PERFORMANCE EXPECTATION		
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
EALR	WA.L.K.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
EALR	WA.L.K.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.5(a)	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
EALR	WA.L.K.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.