

Main Criteria: Classroom Supplement Units Kindergarten

Secondary Criteria: Iowa Core

Subject: Language Arts

Grade: K

Classroom Supplement Units Kindergarten

Pre-writing

Iowa Core

Language Arts

Grade K - Adopted: 2012

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

DESCRIPTOR		in a text. (RI.K.1) (DOK 2)
STRAND / COURSE	IA.RI.K.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.K.10.	Actively engage in group reading activities with purpose and understanding. (RI.K.1) (DOK 1,2)
STRAND / COURSE	IA.RF.K.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Print Concepts
DETAILED DESCRIPTOR	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
GRADE LEVEL EXPECTATION	RF.K.1.a.	Follow words from left to right, top to bottom, and page by page. (RF.K.1.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.K.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters. (RF.K.1.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.K.1.c.	Understand that words are separated by spaces in print. (RF.K.1.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.K.1.d.	Recognize and name all upper- and lowercase letters of the alphabet. (RF.K.1.) (DOK 1)
STRAND / COURSE	IA.RF.K.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Phonological Awareness
DETAILED DESCRIPTOR	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds phonemes).
GRADE LEVEL EXPECTATION	RF.K.2.a.	Recognize and produce rhyming words. (RF.K.2.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.K.2.b.	Count, pronounce, blend, and segment syllables in spoken words. (RF.K.2.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.K.2.c.	Blend and segment onsets and rimes of single-syllable spoken words. (RF.K.2.) (DOK 1)
GRADE LEVEL 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/.) (RF.K.2.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.K.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (RF.K.2.) (DOK 1)
STRAND / COURSE	IA.RF.K.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Phonics and Word Recognition
DETAILED DESCRIPTOR	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL 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. (RF.K.3.)
GRADE LEVEL EXPECTATION	RF.K.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (RF.K.3.)
GRADE LEVEL EXPECTATION	RF.K.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (RF.K.3.)
STRAND / COURSE	IA.RF.K.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.K.4.	Read emergent-reader texts with purpose and understanding. (RF.K.4.) (DOK 1)
STRAND / COURSE	IA.SL.K.	Speaking and Listening Standards

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
GRADE LEVEL 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). (SL.K.1.) (DOK 2)
GRADE LEVEL EXPECTATION	SL.K.1.b.	Continue a conversation through multiple exchanges. (SL.K.1.) (DOK 2)
STRAND / COURSE	IA.SL.K.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	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.2.) (DOK 2)
DETAILED DESCRIPTOR	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3.) (DOK 2)
STRAND / COURSE	IA.SL.K.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (SL.K.4.) (DOK 1)
DETAILED DESCRIPTOR	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail. (SL.K.5.) (DOK 2)
DETAILED DESCRIPTOR	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6.) (DOK 1,2)
STRAND / COURSE	IA.L.K.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.K.1.a.	Print many upper- and lowercase letters. (L.K.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.K.1.b.	Use frequently occurring nouns and verbs. (L.K.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.K.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). (L.K.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.K.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). (L.K.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.K.1.f.	Produce and expand complete sentences in shared language activities. (L.K.1.) (DOK 1)
STRAND / COURSE	IA.L.K.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.K.2.a.	Capitalize the first word in a sentence and the pronoun I. (L.K.2.) (DOK 1)
GRADE LEVEL EXPECTATION	L.K.2.b.	Recognize and name end punctuation. (L.K.2.) (DOK 1)
GRADE LEVEL EXPECTATION	L.K.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes). (L.K.2.) (DOK 1)
STRAND / COURSE	IA.L.K.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use

DETAILED DESCRIPTOR	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
GRADE LEVEL 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). (L.K.4.) (DOK 1,2)
STRAND / COURSE	IA.L.K.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (L.K.5.) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.K.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful). (L.K.5.) (DOK 1,2)
GRADE LEVEL 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. (L.K.5.) (DOK 1,2)
STRAND / COURSE	IA.L.K.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (L.K.6.) (DOK 1,2)

Unit 1

Iowa Core
Language Arts
Grade K - Adopted: 2012

STRAND / COURSE	IA.RL.K.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.K.1.	With prompting and support, ask and answer questions about key details in a text. (RL.K.1) (DOK 1)
STRAND / COURSE	IA.RL.K.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RL.K.4.	Ask and answer questions about unknown words in a text. (RL.K.4) (DOK 1,2)
DETAILED DESCRIPTOR	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems). (RL.K.5) (DOK 1)
STRAND / COURSE	IA.RI.K.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.K.1.	With prompting and support, ask and answer questions about key details in a text. (RI.K.1) (DOK 1)
DETAILED DESCRIPTOR	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text. (RI.K.1) (DOK 1)
DETAILED DESCRIPTOR	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.K.1) (DOK 2)
STRAND / COURSE	IA.RI.K.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a

DESCRIPTOR		text. (RI.K.1) (DOK 1)
STRAND / COURSE	IA.RI.K.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	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.1) (DOK 2)
DETAILED DESCRIPTOR	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text. (RI.K.1) (DOK 2)
STRAND / COURSE	IA.RI.K.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.K.10.	Actively engage in group reading activities with purpose and understanding. (RI.K.1) (DOK 1,2)
STRAND / COURSE	IA.RF.K.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Print Concepts
DETAILED DESCRIPTOR	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
GRADE LEVEL EXPECTATION	RF.K.1.a.	Follow words from left to right, top to bottom, and page by page. (RF.K.1.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.K.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters. (RF.K.1.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.K.1.c.	Understand that words are separated by spaces in print. (RF.K.1.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.K.1.d.	Recognize and name all upper- and lowercase letters of the alphabet. (RF.K.1.) (DOK 1)
STRAND / COURSE	IA.RF.K.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Phonological Awareness
DETAILED DESCRIPTOR	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds phonemes).
GRADE LEVEL EXPECTATION	RF.K.2.a.	Recognize and produce rhyming words. (RF.K.2.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.K.2.b.	Count, pronounce, blend, and segment syllables in spoken words. (RF.K.2.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.K.2.c.	Blend and segment onsets and rimes of single-syllable spoken words. (RF.K.2.) (DOK 1)
GRADE LEVEL 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/.) (RF.K.2.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.K.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (RF.K.2.) (DOK 1)
STRAND / COURSE	IA.RF.K.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Phonics and Word Recognition
DETAILED DESCRIPTOR	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL 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. (RF.K.3.)
GRADE LEVEL EXPECTATION	RF.K.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (RF.K.3.)
GRADE LEVEL EXPECTATION	RF.K.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (RF.K.3.)

GRADE LEVEL EXPECTATION	RF.K.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (RF.K.3.)
STRAND / COURSE	IA.RF.K.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.K.4.	Read emergent-reader texts with purpose and understanding. (RF.K.4.) (DOK 1)
STRAND / COURSE	IA.W.K.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.K.8.) (DOK 1,2)
STRAND / COURSE	IA.SL.K.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
GRADE LEVEL 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). (SL.K.1.) (DOK 2)
GRADE LEVEL EXPECTATION	SL.K.1.b.	Continue a conversation through multiple exchanges. (SL.K.1.) (DOK 2)
STRAND / COURSE	IA.SL.K.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	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.2.) (DOK 2)
DETAILED DESCRIPTOR	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3.) (DOK 2)
STRAND / COURSE	IA.SL.K.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (SL.K.4.) (DOK 1)
DETAILED DESCRIPTOR	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail. (SL.K.5.) (DOK 2)
DETAILED DESCRIPTOR	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6.) (DOK 1,2)
STRAND / COURSE	IA.L.K.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.K.1.a.	Print many upper- and lowercase letters. (L.K.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.K.1.b.	Use frequently occurring nouns and verbs. (L.K.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.K.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). (L.K.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.K.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). (L.K.1.) (DOK 1)
GRADE LEVEL	L.K.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of,

EXPECTATION		by, with). (L.K.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.K.1.f.	Produce and expand complete sentences in shared language activities. (L.K.1.) (DOK 1)
STRAND / COURSE	IA.L.K.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.K.2.a.	Capitalize the first word in a sentence and the pronoun I. (L.K.2.) (DOK 1)
GRADE LEVEL EXPECTATION	L.K.2.b.	Recognize and name end punctuation. (L.K.2.) (DOK 1)
GRADE LEVEL EXPECTATION	L.K.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes). (L.K.2.) (DOK 1)
GRADE LEVEL EXPECTATION	L.K.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (L.K.2.) (DOK 1)
STRAND / COURSE	IA.L.K.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
GRADE LEVEL 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). (L.K.4.) (DOK 1,2)
STRAND / COURSE	IA.L.K.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.K.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (L.K.5.) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (L.K.5.) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.K.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful). (L.K.5.) (DOK 1,2)
GRADE LEVEL 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. (L.K.5.) (DOK 1,2)
STRAND / COURSE	IA.L.K.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (L.K.6.) (DOK 1,2)

Unit 2

Iowa Core
Language Arts

Grade K - Adopted: 2012

STRAND / COURSE	IA.RL.K.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.K.1.	With prompting and support, ask and answer questions about key details in a text. (RL.K.1) (DOK 1)
DETAILED	RL.K.3.	With prompting and support, identify characters, settings, and major events in a

DESCRIPTOR		story. (RL.K.3) (DOK 1)
STRAND / COURSE	IA.RL.K.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RL.K.4.	Ask and answer questions about unknown words in a text. (RL.K.4) (DOK 1,2)
DETAILED DESCRIPTOR	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems). (RL.K.5) (DOK 1)
STRAND / COURSE	IA.RL.K.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RL.K.10.	Actively engage in group reading activities with purpose and understanding. (RL.K.10) (DOK 1)
STRAND / COURSE	IA.RI.K.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.K.1.	With prompting and support, ask and answer questions about key details in a text. (RI.K.1) (DOK 1)
DETAILED DESCRIPTOR	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text. (RI.K.1) (DOK 1)
DETAILED DESCRIPTOR	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.K.1) (DOK 2)
STRAND / COURSE	IA.RI.K.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text. (RI.K.1) (DOK 1)
STRAND / COURSE	IA.RI.K.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	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.1) (DOK 2)
DETAILED DESCRIPTOR	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text. (RI.K.1) (DOK 2)
STRAND / COURSE	IA.RI.K.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.K.10.	Actively engage in group reading activities with purpose and understanding. (RI.K.1) (DOK 1,2)
STRAND / COURSE	IA.RF.K.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Print Concepts
DETAILED DESCRIPTOR	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
GRADE LEVEL EXPECTATION	RF.K.1.a.	Follow words from left to right, top to bottom, and page by page. (RF.K.1.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.K.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters. (RF.K.1.) (DOK 1)
GRADE LEVEL	RF.K.1.c.	Understand that words are separated by spaces in print. (RF.K.1.) (DOK 1)

EXPECTATION		
GRADE LEVEL EXPECTATION	RF.K.1.d.	Recognize and name all upper- and lowercase letters of the alphabet. (RF.K.1.) (DOK 1)
STRAND / COURSE	IA.RF.K.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Phonological Awareness
DETAILED DESCRIPTOR	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds phonemes).
GRADE LEVEL EXPECTATION	RF.K.2.a.	Recognize and produce rhyming words. (RF.K.2.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.K.2.b.	Count, pronounce, blend, and segment syllables in spoken words. (RF.K.2.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.K.2.c.	Blend and segment onsets and rimes of single-syllable spoken words. (RF.K.2.) (DOK 1)
GRADE LEVEL 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/.) (RF.K.2.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.K.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (RF.K.2.) (DOK 1)
STRAND / COURSE	IA.RF.K.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Phonics and Word Recognition
DETAILED DESCRIPTOR	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL 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. (RF.K.3.)
GRADE LEVEL EXPECTATION	RF.K.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (RF.K.3.)
GRADE LEVEL EXPECTATION	RF.K.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (RF.K.3.)
GRADE LEVEL EXPECTATION	RF.K.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (RF.K.3.)
STRAND / COURSE	IA.RF.K.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.K.4.	Read emergent-reader texts with purpose and understanding. (RF.K.4.) (DOK 1)
STRAND / COURSE	IA.W.K.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	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.2.) (DOK 1)
STRAND / COURSE	IA.W.K.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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.5.) (DOK 2,3)
STRAND / COURSE	IA.W.K.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge

DETAILED DESCRIPTOR	W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.K.8.) (DOK 1,2)
STRAND / COURSE	IA.SL.K.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
GRADE LEVEL 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). (SL.K.1.) (DOK 2)
GRADE LEVEL EXPECTATION	SL.K.1.b.	Continue a conversation through multiple exchanges. (SL.K.1.) (DOK 2)
STRAND / COURSE	IA.SL.K.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	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.2.) (DOK 2)
DETAILED DESCRIPTOR	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3.) (DOK 2)
STRAND / COURSE	IA.SL.K.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (SL.K.4.) (DOK 1)
DETAILED DESCRIPTOR	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail. (SL.K.5.) (DOK 2)
DETAILED DESCRIPTOR	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6.) (DOK 1,2)
STRAND / COURSE	IA.L.K.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.K.1.a.	Print many upper- and lowercase letters. (L.K.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.K.1.b.	Use frequently occurring nouns and verbs. (L.K.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.K.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). (L.K.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.K.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). (L.K.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.K.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). (L.K.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.K.1.f.	Produce and expand complete sentences in shared language activities. (L.K.1.) (DOK 1)
STRAND / COURSE	IA.L.K.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.K.2.a.	Capitalize the first word in a sentence and the pronoun I. (L.K.2.) (DOK 1)
GRADE LEVEL EXPECTATION	L.K.2.b.	Recognize and name end punctuation. (L.K.2.) (DOK 1)

GRADE LEVEL EXPECTATION	L.K.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes). (L.K.2.) (DOK 1)
GRADE LEVEL EXPECTATION	L.K.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (L.K.2.) (DOK 1)
STRAND / COURSE	IA.L.K.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
GRADE LEVEL 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). (L.K.4.) (DOK 1,2)
GRADE LEVEL EXPECTATION	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. (L.K.4.) (DOK 1,2)
STRAND / COURSE	IA.L.K.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.K.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (L.K.5.) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (L.K.5.) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.K.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful). (L.K.5.) (DOK 1,2)
GRADE LEVEL 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. (L.K.5.) (DOK 1,2)
STRAND / COURSE	IA.L.K.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (L.K.6.) (DOK 1,2)

Unit 3

Iowa Core
Language Arts

Grade K - Adopted: 2012

STRAND / COURSE	IA.RL.K.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.K.1.	With prompting and support, ask and answer questions about key details in a text. (RL.K.1) (DOK 1)
DETAILED DESCRIPTOR	RL.K.2.	With prompting and support, retell familiar stories, including key details. (RL.K.2) (DOK 1)
DETAILED DESCRIPTOR	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story. (RL.K.3) (DOK 1)
STRAND / COURSE	IA.RL.K.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RL.K.4.	Ask and answer questions about unknown words in a text. (RL.K.4) (DOK 1,2)
DETAILED DESCRIPTOR	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems). (RL.K.5) (DOK 1)

STRAND / COURSE	IA.RL.K.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	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.7) (DOK 2)
STRAND / COURSE	IA.RL.K.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RL.K.10.	Actively engage in group reading activities with purpose and understanding. (RL.K.10) (DOK 1)
STRAND / COURSE	IA.RI.K.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.K.1.	With prompting and support, ask and answer questions about key details in a text. (RI.K.1) (DOK 1)
STRAND / COURSE	IA.RI.K.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text. (RI.K.1) (DOK 1)
STRAND / COURSE	IA.RF.K.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Print Concepts
DETAILED DESCRIPTOR	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
GRADE LEVEL EXPECTATION	RF.K.1.a.	Follow words from left to right, top to bottom, and page by page. (RF.K.1.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.K.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters. (RF.K.1.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.K.1.c.	Understand that words are separated by spaces in print. (RF.K.1.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.K.1.d.	Recognize and name all upper- and lowercase letters of the alphabet. (RF.K.1.) (DOK 1)
STRAND / COURSE	IA.RF.K.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Phonological Awareness
DETAILED DESCRIPTOR	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds phonemes).
GRADE LEVEL EXPECTATION	RF.K.2.a.	Recognize and produce rhyming words. (RF.K.2.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.K.2.b.	Count, pronounce, blend, and segment syllables in spoken words. (RF.K.2.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.K.2.c.	Blend and segment onsets and rimes of single-syllable spoken words. (RF.K.2.) (DOK 1)
GRADE LEVEL 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/.) (RF.K.2.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.K.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (RF.K.2.) (DOK 1)
STRAND / COURSE	IA.RF.K.	Reading Standards: Foundational Skills

ESSENTIAL CONCEPT AND/OR SKILL		Phonics and Word Recognition
DETAILED DESCRIPTOR	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL 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. (RF.K.3.)
GRADE LEVEL EXPECTATION	RF.K.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (RF.K.3.)
GRADE LEVEL EXPECTATION	RF.K.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (RF.K.3.)
GRADE LEVEL EXPECTATION	RF.K.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (RF.K.3.)
STRAND / COURSE	IA.RF.K.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.K.4.	Read emergent-reader texts with purpose and understanding. (RF.K.4.) (DOK 1)
STRAND / COURSE	IA.W.K.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	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.3.) (DOK 2,3)
STRAND / COURSE	IA.SL.K.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
GRADE LEVEL 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). (SL.K.1.) (DOK 2)
GRADE LEVEL EXPECTATION	SL.K.1.b.	Continue a conversation through multiple exchanges. (SL.K.1.) (DOK 2)
STRAND / COURSE	IA.SL.K.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	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.2.) (DOK 2)
DETAILED DESCRIPTOR	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3.) (DOK 2)
STRAND / COURSE	IA.SL.K.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (SL.K.4.) (DOK 1)
DETAILED DESCRIPTOR	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail. (SL.K.5.) (DOK 2)
DETAILED DESCRIPTOR	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6.) (DOK 1,2)
STRAND / COURSE	IA.L.K.	Language Standards
ESSENTIAL CONCEPT		Conventions of Standard English

AND/OR SKILL		
DETAILED DESCRIPTOR	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.K.1.a.	Print many upper- and lowercase letters. (L.K.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.K.1.b.	Use frequently occurring nouns and verbs. (L.K.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.K.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). (L.K.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.K.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). (L.K.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.K.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). (L.K.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.K.1.f.	Produce and expand complete sentences in shared language activities. (L.K.1.) (DOK 1)
STRAND / COURSE	IA.L.K.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.K.2.a.	Capitalize the first word in a sentence and the pronoun I. (L.K.2.) (DOK 1)
GRADE LEVEL EXPECTATION	L.K.2.b.	Recognize and name end punctuation. (L.K.2.) (DOK 1)
GRADE LEVEL EXPECTATION	L.K.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes). (L.K.2.) (DOK 1)
GRADE LEVEL EXPECTATION	L.K.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (L.K.2.) (DOK 1)
STRAND / COURSE	IA.L.K.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
GRADE LEVEL 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). (L.K.4.) (DOK 1,2)
STRAND / COURSE	IA.L.K.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (L.K.5.) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.K.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful). (L.K.5.) (DOK 1,2)
GRADE LEVEL 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. (L.K.5.) (DOK 1,2)
STRAND / COURSE	IA.L.K.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (L.K.6.) (DOK 1,2)

Unit 5

Language Arts
Grade K - Adopted: 2012

STRAND / COURSE	IA.RL.K.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.K.1.	With prompting and support, ask and answer questions about key details in a text. (RL.K.1) (DOK 1)
DETAILED DESCRIPTOR	RL.K.2.	With prompting and support, retell familiar stories, including key details. (RL.K.2) (DOK 1)
DETAILED DESCRIPTOR	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story. (RL.K.3) (DOK 1)
STRAND / COURSE	IA.RL.K.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RL.K.4.	Ask and answer questions about unknown words in a text. (RL.K.4) (DOK 1,2)
DETAILED DESCRIPTOR	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems). (RL.K.5) (DOK 1)
STRAND / COURSE	IA.RL.K.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	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.7) (DOK 2)
STRAND / COURSE	IA.RL.K.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RL.K.10.	Actively engage in group reading activities with purpose and understanding. (RL.K.10) (DOK 1)
STRAND / COURSE	IA.RI.K.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.K.1.	With prompting and support, ask and answer questions about key details in a text. (RI.K.1) (DOK 1)
DETAILED DESCRIPTOR	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text. (RI.K.1) (DOK 1)
DETAILED DESCRIPTOR	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.K.1) (DOK 2)
STRAND / COURSE	IA.RI.K.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text. (RI.K.1) (DOK 1)
STRAND / COURSE	IA.RI.K.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text. (RI.K.1) (DOK 2)
STRAND / COURSE	IA.RI.K.	Reading Standards for Informational Text

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.K.10.	Actively engage in group reading activities with purpose and understanding. (RI.K.1) (DOK 1,2)
STRAND / COURSE	IA.RF.K.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Print Concepts
DETAILED DESCRIPTOR	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
GRADE LEVEL EXPECTATION	RF.K.1.a.	Follow words from left to right, top to bottom, and page by page. (RF.K.1.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.K.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters. (RF.K.1.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.K.1.c.	Understand that words are separated by spaces in print. (RF.K.1.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.K.1.d.	Recognize and name all upper- and lowercase letters of the alphabet. (RF.K.1.) (DOK 1)
STRAND / COURSE	IA.RF.K.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Phonological Awareness
DETAILED DESCRIPTOR	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds phonemes).
GRADE LEVEL EXPECTATION	RF.K.2.a.	Recognize and produce rhyming words. (RF.K.2.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.K.2.b.	Count, pronounce, blend, and segment syllables in spoken words. (RF.K.2.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.K.2.c.	Blend and segment onsets and rimes of single-syllable spoken words. (RF.K.2.) (DOK 1)
GRADE LEVEL 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/, /lrl/, or /lxl/.) (RF.K.2.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.K.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (RF.K.2.) (DOK 1)
STRAND / COURSE	IA.RF.K.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Phonics and Word Recognition
DETAILED DESCRIPTOR	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL 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. (RF.K.3.)
GRADE LEVEL EXPECTATION	RF.K.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (RF.K.3.)
GRADE LEVEL EXPECTATION	RF.K.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (RF.K.3.)
GRADE LEVEL EXPECTATION	RF.K.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (RF.K.3.)
STRAND / COURSE	IA.RF.K.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.K.4.	Read emergent-reader texts with purpose and understanding. (RF.K.4.) (DOK 1)
STRAND / COURSE	IA.W.K.	Writing Standards
ESSENTIAL CONCEPT		Text Types and Purposes

AND/OR SKILL		
DETAILED DESCRIPTOR	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.1.) (DOK 1,2)
DETAILED DESCRIPTOR	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.2.) (DOK 1)
DETAILED DESCRIPTOR	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.3.) (DOK 2,3)
STRAND / COURSE	IA.W.K.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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.5.) (DOK 2,3)
STRAND / COURSE	IA.SL.K.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
GRADE LEVEL 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). (SL.K.1.) (DOK 2)
GRADE LEVEL EXPECTATION	SL.K.1.b.	Continue a conversation through multiple exchanges. (SL.K.1.) (DOK 2)
STRAND / COURSE	IA.SL.K.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	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.2.) (DOK 2)
DETAILED DESCRIPTOR	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3.) (DOK 2)
STRAND / COURSE	IA.SL.K.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (SL.K.4.) (DOK 1)
DETAILED DESCRIPTOR	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail. (SL.K.5.) (DOK 2)
DETAILED DESCRIPTOR	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6.) (DOK 1,2)
STRAND / COURSE	IA.L.K.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.K.1.a.	Print many upper- and lowercase letters. (L.K.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.K.1.b.	Use frequently occurring nouns and verbs. (L.K.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.K.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). (L.K.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.K.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). (L.K.1.) (DOK 1)

GRADE LEVEL EXPECTATION	L.K.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). (L.K.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.K.1.f.	Produce and expand complete sentences in shared language activities. (L.K.1.) (DOK 1)
STRAND / COURSE	IA.L.K.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.K.2.a.	Capitalize the first word in a sentence and the pronoun I. (L.K.2.) (DOK 1)
GRADE LEVEL EXPECTATION	L.K.2.b.	Recognize and name end punctuation. (L.K.2.) (DOK 1)
GRADE LEVEL EXPECTATION	L.K.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes). (L.K.2.) (DOK 1)
GRADE LEVEL EXPECTATION	L.K.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (L.K.2.) (DOK 1)
STRAND / COURSE	IA.L.K.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
GRADE LEVEL 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). (L.K.4.) (DOK 1,2)
STRAND / COURSE	IA.L.K.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.K.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (L.K.5.) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (L.K.5.) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.K.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful). (L.K.5.) (DOK 1,2)
GRADE LEVEL 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. (L.K.5.) (DOK 1,2)
STRAND / COURSE	IA.L.K.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (L.K.6.) (DOK 1,2)