

Lincoln Avenue Academy
Kindergarten
How the World Works: 3,2,1 Blast Off!

| English Language Arts | |
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| LAFS.K.RL.1.1 | With prompting and support, ask and answer questions about key details in a text. |
| LAFS.K.RL.1.3 | With prompting and support, identify characters, settings, and major events in a story. |
| LAFS.K.RL.2.6 | With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story. |
| LAFS.K.RL.3.7 | 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). |
| LAFS.K.L.3.9 | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. |
| LAFS.K.RL.4.10 | Actively engage in group reading activities with purpose and understanding. |
| LAFS.K.RF.2.2 | <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. 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/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. |
| LAFS.K.RF.3.3 | <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> 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. |

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| | <ul style="list-style-type: none"> b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |
| LAFS.K.RF.4.4 | Read emergent-reader texts with purpose and understanding. |
| LAFS.K.RI.1.1 | With prompting and support, ask and answer questions about key details in a text. |
| LAFS.K.RI.1.3 | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| LAFS.K.RI.2.4 | With prompting and support, ask and answer questions about unknown word in a text. |
| LAFS.K.RI.2.5 | Identify the front cover, back cover, and title page of a book. |
| LAFS.K.RI.2.6 | With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. |
| LAFS.K.RI.3.7 | 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). |
| LAFS.K.RI.3.8 | With prompting and support, identify the reasons an author gives to support points in a text. |
| LAFS.K.RI.3.9 | With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures). |
| LAFS.K.RI.4.10 | Actively engage in group reading activities with purpose and understanding. |
| LAFS.K.W.1.2 | Use a combination of drawing, dictation and writing to compose informative/explanatory texts in which they are writing about and supply some information about the topic. |
| LAFS.K.W.1.3 | Use a combination of drawing, dictating and writing to narrative a single event or several loosely linked events, tell about the events in the order they occurred, and provide a reaction to what happened. |

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| LAFS.K.W.2.5 | With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. |
| LAFS.K.W.2.6 | With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| LAFS.K.W.3.7 | Participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them). |
| LAFS.K.W.3.8 | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| LAFS.K.SL.1.1 | <p>Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. |
| LAFS.K.SL.1.2 | 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. |
| LAFS.K.SL.1.3 | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| LAFS.K.SL.2.4 | Describe familiar people, places, things, and events with prompting and support, provide additional details. |
| LAFS.K.SL.2.5 | Add drawings or other visual displays to descriptions as desired to provide additional detail. |
| LAFS.K.SL.2.6 | Speak audibly and express thoughts, feelings, and ideas clearly. |
| LAFS.K.L.1.1 | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). |

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| | <ul style="list-style-type: none"> d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities. |
| LAFS.K.L.1.2 | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. |
| LAFS.K.L.3.4 | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word. |
| LAFS.K.L.3.5 | <p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings. |
| LAFS.K.L.3.6 | <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> |

| Math | |
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| MAFS.S.K.CC.1.2 | Count forward beginning from a give number within the know sequence (instead of having to begin at 1). |
| MAFS.K.OA.1.1 | Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), and acting out situations, verbal explanations, expressions, or equations. |
| MAFS.K.OA.1.2 | Solve addition and subtraction word problems' and add and subtract within 10, e.g. by using objects or drawings to represent the problem (Students are not required to independently read the word problems.) |
| MAFS.K.OA.1.4 | For any number from 1 to 9, find the number that makes 10 when added to the given, e.g. by using objects or drawings, and record the answer with a drawing or equation. |
| MAFS.K.OA.1.5 | Fluently add and subtract within 5. |
| MAFS.K.OA.1.a | Use addition and subtraction within 10 to solve problems involving both addends unknown, e.g. by using objects, drawings, and equations with symbols for the unknown numbers to represent the problem. (Students are no responsible to independently read the word problems.) |
| MAFS.K.NBT.1.1 | Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g. by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g. $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. |

| Science | |
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| SC.K.N.1.2 | Make observations of the natural world and know they are descriptors collected using the five senses. CCSS Connections: LACC.K.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| SN.K.N.1.4 | Observe and create a visual representation of an object which includes its major features. |
| SC.K.E.5.1 | Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up. |
| SC.K.L.14.1 | Recognize the five senses and related body parts. Recognize there are body parts inside and outside the body. Related body parts include: eyes, ears, nose, tongue, skin. |
| SC.K.L.14.2 | Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life. |
| SC.K.L.14.3 | Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do. Introduce compare and contrast plants and animals by observable physical characteristics and behaviors. Provide students with opportunities to make observations in classroom and schoolyard environments. |