

Lincoln Avenue Academy
Kindergarten
How we Organize Ourselves: Farm to Market

English Language Arts	
LAFS.K.RL.1.2	With prompting and support, retell familiar stories, including key details.
LAFS.K.RL.1.3	With prompting and support, identify characters, settings, and major events in a story.
LAFS.K.RL.2.4	With prompting and support, ask and answer questions about unknown work in text.
LAFS.K.RL.2.5	Recognize common types of texts (e.g. storybooks, poems)
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> <ol 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. 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.1.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
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.3.8	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.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 and , 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> <ol style="list-style-type: none"> Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). 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> <ol style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun I. Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds (phonemes). 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> <ol style="list-style-type: none"> Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

	<p>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.</p>
LAFS.K.L.3.5	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>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.</p>
LAFS.K.L.3.6	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

Math	
MAFS.K.MD.1.1	<p>Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p>
MAFS.K.MD.1.2	<p>Directly compare two objects with measurable attributes in common, to see which object has “more of”/“less of” the attribute and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.</p>
MAFS.K.MD.1.a	<p>Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that span it with no gaps or overlaps. Limit to contexts where the object being measure is spanned by a whole number of length units with no gaps or overlaps.</p>
MAFS.K.G.2.4	<p>Analyze and compare two- and three dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g. number of sides and vertices/”corners”) and other attributes (e.g. having sides of equal length).</p>
MAGS.K.G.2.5	<p>Model shapes in the world by building shapes from components (e.g. sticks and clay balls) and drawing shapes.</p>
MAFS.K.G.2.6	<p>Compose simple shapes to form larger shapes. For examples, “Can you join these two triangles with full sides touching to make a rectangle?”</p>

SN.K.1.5	Recognize that learning can come from careful observation.
SC.K.E.5.2	Recognize the repeating pattern of day and night.
SC.K.E.5.3	Recognize that the Sun can only be seen in the daytime.
SC.K.E.5.4	Observe that sometimes the Moon can be seen at night and sometimes during the day.
SC.K.E.5.5	Observe that things can be big and things can be small as seen from Earth.
SC.K.E.5.6	Observe that some objects are far away and some are nearby as seen from Earth.
SC.K.P.10.1	Observe that things make sound vibrate.
SC.K.P.12.1	Investigate that things move in different ways, such as fast, slow, etc.
SC.K.P.13.1	Observe that a push or pull can change the way an object is moving.

Social Studies	
SS.K.A.3.1	Use words and phrases related to chronology and time to explain how things change to sequentially order events that have occurred in school.
SS.K.A.3.2	Explain that calendars represent days of the week and months of the year.
SS.K.E.1.1	Describe different kinds of jobs that people do and the tools or equipment used.
SS.K.G.1.2	Explain that maps and globes help to locate different places and that globes are a model of the Earth