

Lincoln Avenue Academy  
Kindergarten  
Sharing the Planet: Animal Planet

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"> <li>Recognize and produce rhyming words.</li> <li>Count, pronounce, blend, and segment syllables in spoken words.</li> <li>Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>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/.)</li> <li>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ol>

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"> <li>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.</li> <li>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>c. Read common high–frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>
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.3.8	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.
LAFS.K.W.2.5	With guidance and support from adults, respond to questions and suggestions form 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"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>b. Continue a conversation through multiple exchanges.</li> </ul>
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.2.5	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"> <li>a. Print many upper- and lowercase letters.</li> <li>b. Use frequently occurring nouns and verbs.</li> <li>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> </ul>

	<ul style="list-style-type: none"> <li>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>f. Produce and expand complete sentences in shared language activities.</li> </ul>
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"> <li>a. Capitalize the first word in a sentence and the pronoun I.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>
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"> <li>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</li> <li>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.</li> </ul>
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"> <li>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> <li>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.</li> </ul>

MAFS.K.CC.2.4	<p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <ol style="list-style-type: none"> <li>When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</li> <li>Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</li> <li>Understand that each successive number name refers to a quantity that is one larger.</li> </ol>
LAFS.K.RL.3.6	Identify whether the number of objects in one group   one group is greater than, less than, or equal to the number of objects in another group, e.g. by using matching and counting strategies.
MAFS.K.CC.3.7	Compare two numbers between 1 and 10 presented as written numerals
MAFS.K.G.1.3	Identify shapes as two-dimensional (lying in a plane, “flat”) or three dimensional (“solid”).
MAFS.K.G.2.4	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).
MAGS.K.G.2.5	Model shapes in the world by building shapes from components (e.g. sticks and clay balls) and drawing shapes.
MAFS.K.G.2.6	Compose simple shapes to form larger shapes. For examples, “Can you join these two triangles with full sides touching to make a rectangle?”

Science	
SC.K.N.1.1	Collaborate with a partner
SN.K.1.5	Recognize that learning can come from careful observation.
SC.K.E.5.1	Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up.

Social Studies	
SS.K.A.1.1	Develop an understanding of how to use and create a timeline.
SS.K.A.1.2	Develop an awareness of a primary sources
SS.K.A.2.1	Compare children and families of today with those in the past.
SS.K.A.2.2	Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation’s ethnic heritage.

SS.K.A.2.3	Compare our nation's holidays with holidays of other cultures.
SS.K.A.2.5	Recognize the importance of U.S. symbols.
SS.K.C.1.2	Explain the purpose and necessity of rules and laws at home, school and community.