

Lincoln Avenue Academy
Kindergarten
Where we are in Place and Time: On the Move

English Language Arts	
LAFS.K.RL.1.1	With prompting and support, ask and answer questions about key details in a text.
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> <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. 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.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.R.W.1.1	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 . . .).
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.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.1.3	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> <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). 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> <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.
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Math	
MAFS.K.CC.2.4	<p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <ol style="list-style-type: none"> 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. 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. Understand that each successive number name refers to a quantity that is one larger.
MAFS.K.CC.2.5	<p>Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p>
LAFS.K.RL.3.6	<p>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.</p>
MAFS.K.CC.3.7	<p>Compare two numbers between 1 and 10 presented as written numerals</p>
MAFS.K.MD.2.3	<p>Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>
MAFS.K.G.1.1	<p>Describe objects in the environment using names of shapes, and describe the relative positions of three objects using terms such as above, below, beside, in front of, behind, and next to.</p>
MAFS.K.G.1.2	<p>Correctly name shapes regardless of their orientations or overall size.</p>
MAFS.K.G.1.3	<p>Identify shapes as two-dimensional (lying in a plane, “flat”) or three dimensional (“solid”).</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</p>

	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
SC.K.N.1.3	Keep records as appropriate – such as pictorial records – of investigations conducted.
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.P.8.1	Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.
SC.K.P.9.1	Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.

Social Studies	
SS.K.A.1.1	Develop an understanding of how to use and create a timeline.
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.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.G.1.1	Describe the relative location of people, places, and things by using positional words.
SS.K.G.1.2	Explain that maps and globes help to locate different places and that globes are a model of the Earth
SS.K.G.1.3	Identify cardinal directions (north, south, east, west)
SS.K.G.1.4	Differentiate land and water features on simple maps and globes.
SS.K.G.2.1	Locate and describe places in the school and community.

SS.K.G.2.2	Know one's own phone number, street address, city or town and that Florida is the state in which the student lives.
SS.K.G.3.1	Identify basic landforms.
SS.K.G.3.2	Identify basic bodies of water.
SS.K.G.3.3	Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.