

Lincoln Avenue Academy
Kindergarten
Who We Are: Becoming an Inquirer

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.1.3	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.2.6	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.RL.4.10	Actively engage in group reading activities with purpose and understanding.
LAFS.K.RF.1.1	<p>Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.
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.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.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.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.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> <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.
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Math	
MAFS.S.K.CC.1.1	Count of 100 by ones and by tens.
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.CC.1.3	Read and write numerals from 0 to 20. Represent a number of objects with a written numerals 0–20 (with 0 representing a count of no objects).
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	Count to answer “how many?” questions about as many as 20 things arranged in al 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.
MAFS.K.G.1.1	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.
MAFS.K.G.1.2	Correctly name shapes regardless of their orientations or overall size.

MAFS.K.G.1.3	Identify shapes as two-dimensional (lying in a plane, “flat”) or three dimensional (‘solid”).
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Science	
SC.K.N.1.1	Collaborate with a partner
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.
SC.N.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.
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.

Social Studies	
SS.K.A.1.2	Develop an awareness of a primary sources
SS.K.A.2.5	Recognize the importance of U.S. symbols.
SS.K.C.1.1	Define and give examples of rules and laws, and why they are important.
SS.K.C.2.1	Demonstrate the characteristics of being a good citizen.
SS.K.C.2.2	Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.
SS.K.C.2.3	Describe fair ways for groups to make decisions.
SS.K.E.1.1	Describe different kinds of jobs that people do and the tools or equipment used.
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.