



# English Language Arts Bookmarks

*Standards Reference to Support  
Planning and Instruction*



## *Kindergarten*

**Tulare County**  
**Office of Education**

*Tim A. Hire, County Superintendent of Schools*



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**Anchor Standard**

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**RL.K.1**

With prompting and support, ask and answer questions about details in a text.

**Essential Skills and Concepts:**

- Ask questions
- Answer questions
- Give details
- Listening for information

**Question Stems and Prompts:**

- ✓ Who was in the story?
- ✓ What was this story about?
- ✓ What happened next?
- ✓ Can you ask your neighbor/partner about...?
- ✓ Turn to your partner and ask a question about...?
- ✓ Talk to your partner about...
- ✓ Where did it say that?
- ✓ How did you know that?

**Academic Vocabulary**

- details
- questions
- ask
- answer
- text
- information
- where
- know
- partner

**Spanish Cognates**

detalles  
  
texto  
información

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**Spanish Cognates**

detalles  
  
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**Anchor Standard**

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**RL.K.2**

With prompting and support, retell familiar stories, including key details.

**Essential Skills and Concepts:**

- ☞ Identifying the main events of the story
- ☞ Retelling the story
- ☞ Sequencing/Ordering the events of the story
- ☞ Verbalizing the basic elements of the story
  - character
  - setting
  - problem
  - resolution
  - ending
- ☞ Identifying key details

**Question Stems and Prompts:**

- ✓ Can you tell me what happened in the story?
- ✓ Using these pictures/cards, can you tell what happened in the story?
- ✓ What happened first?
- ✓ What was the story about? Use details from the text.
- ✓ What did the character do to solve the problem?
- ✓ What happened at the end of the story?
- ✓ Can you draw a picture of what happened in the story and then tell me about it?

**Academic Vocabulary**

- retell
- details
- main events
- story
- problem
- character
- beginning, middle, end
- resolution
- solve
- sequence

**Spanish Cognates**

- detalles
- problema
- resolución
- secuencia

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- ☞ Identifying key details

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**Anchor Standard**

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**RL.K.3**

With prompting and support, identify characters, settings, and major events in a story.

**Essential Skills and Concepts:**

- ☞ Identify characters
- ☞ Identify settings
- ☞ Identify major events
- ☞ Identify problem and solution

**Question Stems and Prompts:**

- ✓ Who are the characters in this story?
- ✓ Who is the story about?
- ✓ What happened in the story?
- ✓ When did the story happen?
- ✓ Where did the story take place?
- ✓ What was the problem in the story?
- ✓ How was the problem solved?
- ✓ Are the characters alike?
- ✓ How are they different?
- ✓ Can you look at the picture and tell me about...?

**Academic Vocabulary**

- identify
- characters
- setting/place
- time
- problem
- solution
- conclusion
- events
- happened

**Spanish Cognates**

- identificar
- personajes
  
- problema
- solución
- conclusión

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- solution
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**Anchor Standard**

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**RL.K.4**

Ask and answer questions about unknown words in a text. (See grade K Language Standards 4-6 for additional expectations). CA

**Essential Skills and Concepts:**

- Identify a word
- Ask a question
- Use cues such as visuals, phonics, and semantics to figure out unknown words

**Question Stems and Prompts:**

- ✓ Point to an unknown word on the page.
- ✓ What was hard about that word?
- ✓ Is there a chunk in that word that you know?
- ✓ Do you know a word like that?
- ✓ Can you get your mouth ready to say the beginning sound of that word?
- ✓ Is there something in the picture that can help you?

**Academic Vocabulary**

- unknown word
- answer
- question
- text

**Spanish Cognates**

texto

**Anchor Standard**

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**Academic Vocabulary**

- unknown word
- answer
- question
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**Spanish Cognates**

texto

**Anchor Standard**

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**RL.K.5**

Recognize common types of texts (e.g. storybooks, poems, **fantasy, realistic text**). CA

**Essential Skills and Concepts:**

- Recognize that there are different purposes for writing
- Understand that writing is formatted in different ways
- Know the elements of a story
- Know the elements of poems
- Recognize common genres
  - fable
  - narrative
  - fairytale
  - poem
  - rhyme
  - counting books
  - alphabet books

**Question Stems and Prompts:**

- ✓ What is this book about?
- ✓ Will this book tell us a story or help us learn something new?
- ✓ What helps us know that this book is a \_\_\_\_\_?
- ✓ Is this story real or not real?
- ✓ Is this a \_\_\_\_\_ or a \_\_\_\_\_?
- ✓ How do you know this is a poem?
- ✓ How do you know this is a fairy tale?

**Academic Vocabulary**

- fiction
- story
- poem
- fable
- narrative
- purpose
- information
- text
- storybooks
- rhyme
- recognize

**Spanish Cognates**

- ficción
- poema
- fábula
- narrativa
- información
- texto
- rima
- reconocer

**Anchor Standard**

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  - poem
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  - counting books
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**Question Stems and Prompts:**

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- reconocer

**Anchor Standard**

Assess how point of view or purpose shapes the content and style of a text.

**RL.K.6**

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

**Essential Skills and Concepts:**

- Identify the name of the author
- Identify the name of the illustrator
- Tell what the author does
- Tell what the illustrator does

**Question Stems and Prompts:**

- ✓ Who wrote this story?
- ✓ How did the illustrator tell the story?
- ✓ Who drew the pictures?
- ✓ Can you point to the name of the author?
- ✓ Where can I find the name of the person who wrote this story?
- ✓ What does the author do?
- ✓ What does the illustrator do?

**Academic Vocabulary**

- author
- illustrator
- illustration
- drawing
- written by
- illustrated by
- book
- story
- name
- front cover
- title page

**Spanish Cognates**

- autor
- ilustrador
- ilustración
- ilustrado por
- nombre

**Anchor Standard**

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**RL.K.6**

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

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**Question Stems and Prompts:**

- ✓ Who wrote this story?
- ✓ How did the illustrator tell the story?
- ✓ Who drew the pictures?
- ✓ Can you point to the name of the author?
- ✓ Where can I find the name of the person who wrote this story?
- ✓ What does the author do?
- ✓ What does the illustrator do?

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**Anchor Standard**

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**RL.K.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).

**Essential Skills and Concepts:**

- Recognize what an illustration is (e.g., picture, photo, drawing, sketch)
- Understand and follow the story’s events and plots
- Know that the illustrations help you understand more about the story, its characters, and the plot
- Connect the point of the story with the illustrations

**Question Stems and Prompts:**

- ✓ After looking at the picture, what do you think will happen next?
- ✓ Why do you think the illustrator drew this picture?
- ✓ What can you learn about character’s name by looking at the pictures?
- ✓ Is there anything in the picture that helps you understand the story better?
- ✓ Point to the picture. Say: “Tell me what is happening in the story.”
- ✓ Picture walk through the book, before and after reading the story to help students understand what they will be reading or hearing.

**Academic Vocabulary**

- illustration
- illustrator
- drawing
- picture
- story
- tell
- happening
- character

**Spanish Cognates**

- ilustración
- ilustrador
  
  
  
  
  
  
  
- personaje

Standard RL.K.8 not applicable in Kindergarten reading literature

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Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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**Spanish Cognates**

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- ilustrador
  
  
  
  
  
  
  
- personaje

Standard RL.K.8 not applicable in Kindergarten reading literature

**Anchor Standard**

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**RL.K.9**

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**Essential Skills and Concepts:**

- Know that compare means looking for things that are alike or the same
- Know that contrast means looking for differences
- Know that adventures are a series of events that make up a story
- Understand that an experience can be part of an adventure or plot
- Understand the “who” of the story
- Understand the “ what” of the story
- Identify similarities in the experiences of characters
- Identify differences in the adventures of characters

**Question Stems and Prompts:**

- ✓ What adventure did character’s name have in this story?
- ✓ How is this like another story we read?
- ✓ Did the same things happen to character’s name?
- ✓ How were the stories different?
- ✓ Can you think of another story that is like this one?

**Academic Vocabulary**

- character
- story
- adventures
- experiences
- compare
- contrast
- similar
- different

**Spanish Cognates**

- personaje
- aventuras
- experiencias
- comparar
- contraste
- similar
- diferente

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**Anchor Standard**

Read and comprehend complex literary and informational texts independently and proficiently.

**RL.K.10**

Actively engage in group reading activities with purpose and understanding.

- a. **Activate prior knowledge related to the information and events in texts.CA**
- b. **Use illustrations and context to make predictions about text. CA**

**Essential Skills and Concepts:**

- Working with others in a group
- Listening intently
- Asking questions
- Making an assertion
- Taking turns

**Question Stems and Prompts:**

- ✓ Today our group is going to read about ...
- ✓ Working together, we will...
- ✓ With your partner, read about ...
- ✓ Listen to what I read, and be prepared to turn to a partner and retell the story in your own words.
- ✓ What do you already know about \_\_\_\_\_?
- ✓ With your partner, predict what you think may happen next.

**Academic Vocabulary**

- group
- listen
- purpose
- understanding
- books
- activities
- illustrations
- events
- content
- predictions
- text

**Spanish Cognates**

- grupo
- actividades
- ilustraciones
- contenido
- predicciones
- texto

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**Anchor Standard**

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**RI.K.1**

With prompting and support, ask and answer questions about key details in a text.

**Essential Skills and Concepts:**

- With prompting, know how to ask a question
- With prompting, answer questions
- Answer who, what, when, where, how many, and how questions
- With support, determine which details are important in the text and why

**Question Stems and Prompts:**

- ✓ What do you think was the most important thing you learned?
- ✓ Can you ask your partner to tell you about \_\_\_\_\_?
- ✓ After modeling: Can you ask your partner how ...?
- ✓ What details are the most important to the story?

**Academic Vocabulary**

- question
- answer
- important
- details
- text

**Spanish Cognates**

importante  
detalles  
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- question
- answer
- important
- details
- text

**Spanish Cognates**

importante  
detalles  
texto

**Anchor Standard**

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**RI.K.2**

With prompting and support, identify the main topic and retell key details of a text.

**Essential Skills and Concepts:**

- Know what a topic is
- Determine the importance of particular topics in text
- Identify the main topic
- Know how to retell information using key details

**Question Stems and Prompts:**

- ✓ What was this book/page about?
- ✓ Can you tell me what you learned?
- ✓ Can you tell me what was written about first?
- ✓ Which sentence tells what this was mostly about?
- ✓ What is the main topic of the text?
- ✓ Can you tell me some key details of the story?

**Academic Vocabulary**

- identify
- main
- topic
- retell
- key
- details
- text

**Spanish Cognates**

identificar  
  
  
  
  
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**Anchor Standard**

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**RI.K.3**

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Essential Skills and Concepts:**

- With support, connect individuals and events
- With prompting, describe main ideas in a text
- Be able to identify an important piece of information in a text
- Know what an event is
- Link people and their ideas
- Tell who is doing what in a piece of text

**Question Stems and Prompts:**

- ✓ How are \_\_\_\_\_ and \_\_\_\_\_ connected to each other?
- ✓ What was his/her idea?
- ✓ What caused this to happen?
- ✓ Support your answer with events from the text.
- ✓ What did they do to make this happen?
- ✓ Can you tell what happened after ...?
- ✓ What information is most important?

**Academic Vocabulary**

- support
- individual
- events
- ideas
- information
- connection
- cause
- happen

**Spanish Cognates**

- individuo
- eventos
- ideas
- información
- conexión
- causar

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**Anchor Standard**

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**RI.K.4**

With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language Standards 4-6 for additional expectations.) CA

**Essential Skills and Concepts:**

- Be able to ask questions that can help solve an unknown word
- Recognize that a word is not known
- Be aware that there are strategies for solving unknown words
- Know that you can use clues like: picture clues, beginning letters, etc., to help solve unknown words

**Question Stems and Prompts:**

- ✓ Do you know something about that word that will help you?
- ✓ Can you get your mouth ready to say the first sound?
- ✓ What can you do to get help?
- ✓ Is there someone you can ask who might be able to help you?
- ✓ Is there something in the picture that can help you figure out what the word is?

**Academic Vocabulary**

- ask
- answer
- question
- pictures
- known
- unknown
- help
- word(s)
- text

**Spanish Cognates**

texto

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- Be aware that there are strategies for solving unknown words
- Know that you can use clues like: picture clues, beginning letters, etc., to help solve unknown words

**Question Stems and Prompts:**

- ✓ Do you know something about that word that will help you?
- ✓ Can you get your mouth ready to say the first sound?
- ✓ What can you do to get help?
- ✓ Is there someone you can ask who might be able to help you?
- ✓ Is there something in the picture that can help you figure out what the word is?

**Academic Vocabulary**

- ask
- answer
- question
- pictures
- known
- unknown
- help
- word(s)
- text

**Spanish Cognates**

texto



**Anchor Standard**

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**RI.K.5**

Identify the front cover, back cover, and title page of a book.

**Essential Skills and Concepts:**

- Identify the front cover
- Identify the back cover
- Identify the title page

**Question Stems and Prompts:**

- ✓ Show me the...
- ✓ Identify the ...
- ✓ Open your book to the title page.
- ✓ How would you hold this book to read it to the class?
- ✓ Can you identify the different parts of this book?

**Academic Vocabulary**

- front
- back
- identify
- title
- book
- page
- cover
- different

**Spanish Cognates**

dentificar  
título  
  
página  
  
diferente

**Anchor Standard**

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- Identify the title page

**Question Stems and Prompts:**

- ✓ Show me the...
- ✓ Identify the ...
- ✓ Open your book to the title page.
- ✓ How would you hold this book to read it to the class?
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**Academic Vocabulary**

- front
- back
- identify
- title
- book
- page
- cover
- different

**Spanish Cognates**

dentificar  
título  
  
página  
  
diferente

**Anchor Standard**

Assess how point of view or purpose shapes the content and style of a text.

**RI.K.6**

Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

**Essential Skills and Concepts:**

- Identify the name of the author
- Identify the name of the illustrator
- Define the role of the author
- Define the role of the illustrator
- Analyze how the author presents information or ideas
- Analyze how the illustrations present information or ideas

**Question Stems and Prompts:**

- ✓ Point to the name of the ...
- ✓ Show me the name of ...
- ✓ Identify the ...
- ✓ What does the author do?
- ✓ What does the illustrator do?
- ✓ How did the illustrator tell us about \_\_\_\_?
- ✓ What is the author telling us?
- ✓ How do the pictures/illustrations help us learn about...?

**Academic Vocabulary**

- written by
- illustrated by
- drawings
- identify
- book
- ideas
- information
- author
- illustrator

**Spanish Cognates**

- ilustrado por
- identificar
- ideas
- información
- autor
- ilustrador

**Anchor Standard**

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**RI.K.6**

Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

**Essential Skills and Concepts:**

- Identify the name of the author
- Identify the name of the illustrator
- Define the role of the author
- Define the role of the illustrator
- Analyze how the author presents information or ideas
- Analyze how the illustrations present information or ideas

**Question Stems and Prompts:**

- ✓ Point to the name of the ...
- ✓ Show me the name of ...
- ✓ Identify the ...
- ✓ What does the author do?
- ✓ What does the illustrator do?
- ✓ How did the illustrator tell us about \_\_\_\_?
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**Academic Vocabulary**

- written by
- illustrated by
- drawings
- identify
- book
- ideas
- information
- author
- illustrator

**Spanish Cognates**

- ilustrado por
- identificar
- ideas
- información
- autor
- ilustrador

**Anchor Standard**

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**RI.K.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).

**Essential Skills and Concepts:**

- Recognize what an illustration is ( e.g., picture, photo, drawing, sketch)
- Understand and follow the information in the text
- Know that the illustrations help you understand more about the text and the person, place, thing or idea the text is about
- With help, connect the illustrations with the message

**Question Stems and Prompts:**

- ✓ What can you learn from the illustrations?
- ✓ What do you think the writer is trying to say?
- ✓ What in the picture helps you think that?
- ✓ Why do you think the illustrator put in that picture?
- ✓ Does the illustration match what the writer is trying to say?
- ✓ Do you think the story and the picture are connected?
- ✓ Describe how the picture helps you understand what the author has written.

**Academic Vocabulary**

- illustration
- describe
- relationship
- text
- person
- place
- idea
- thing
- depicts
- shows

**Spanish Cognates**

- ilustración
- describir
- relación
- texto
- persona
- idea

**Anchor Standard**

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**Academic Vocabulary**

- illustration
- describe
- relationship
- text
- person
- place
- idea
- thing
- depicts
- shows

**Spanish Cognates**

- ilustración
- describir
- relación
- texto
- persona
- idea

**Anchor Standard**

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**RI.K.8**

With prompting and support, identify the reasons an author gives to support points in a text.

**Essential Skills and Concepts:**

- Know that an author writes to share what he/she thinks
- Know that authors use details to help make a point
- Understand that authors try to explain their thinking
- Know that an author may have more than one reason to explain his thinking

**Question Stems and Prompts:**

- ✓ What does the writer think about this problem?
- ✓ Why do you think the author wrote that?
- ✓ Were there any reasons why you think the author ...?
- ✓ What in the writing made you think that?

**Academic Vocabulary**

- reasons
- author
- explains
- tells
- writing
- text
- support
- points

**Spanish Cognates**

- razones
- autor
- explica
- texto
- puntos

**Anchor Standard**

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- reasons
- author
- explains
- tells
- writing
- text
- support
- points

**Spanish Cognates**

- razones
- autor
- explica
- texto
- puntos

**Anchor Standard**

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**RI.K.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).

**Essential Skills and Concepts:**

- Understand texts
- State what the text is about
- Identify the similarities in the two texts
- Identify the differences between the two texts
- Tell how the illustrations, descriptions or procedures are the same or different

**Question Stems and Prompts:**

- ✓ Can you tell me what this text is about?
- ✓ Can you tell me how this picture is the same as this one?
- ✓ We read two books, what was different about them?
- ✓ We are going to compare these two books. How were they the same?
- ✓ We are going to fill in this chart; can you tell me how the two texts we read were different?
- ✓ What happened first? What happened next? Was this the same order as what we read in the other book?

**Academic Vocabulary**

- picture
- illustrations
- procedure
- steps
- first, then, next
- text
- topic
- differences
- similarities
- same

**Spanish Cognates**

ilustraciones

texto

diferencias

**Anchor Standard**

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**Academic Vocabulary**

- picture
- illustrations
- procedure
- steps
- first, then, next
- text
- topic
- differences
- similarities
- same

**Spanish Cognates**

ilustraciones

texto

diferencias

**Anchor Standard**

Read and comprehend complex literary and informational texts independently and proficiently.

**RI.K.10**

Actively engage in group reading activities with purpose and understanding.

- a. **Activate prior knowledge related to the information and events on texts. CA**
- b. **Use illustrations and context to make predictions about text. CA**

**Essential Skills and Concepts:**

- Work in groups
- Read with a purpose
- Understand what is read individually
- Understand what is read by others
- Contribute to the group to help understand what is being read

**Question Stems and Prompts:**

- ✓ Remember to work together so that you can...
- ✓ Everyone needs to help.
- ✓ Talk to your partner about...
- ✓ Help your partner...
- ✓ Everyone needs to take a turn talking about what is happening on the page, in the book...
- ✓ Talk to your partner about what you already knew about this subject.

**Academic Vocabulary**

- working together
- group
- activities
- purpose
- understanding
- partner
- cooperate

**Spanish Cognates**

grupo  
actividades  
  
  
  
cooperar

**Anchor Standard**

Read and comprehend complex literary and informational texts independently and proficiently.

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- working together
- group
- activities
- purpose
- understanding
- partner
- cooperate

**Spanish Cognates**

grupo  
actividades  
  
  
  
cooperar

**Anchor Standard**

Anchor standards do not exist for RF standards.

**RF.K.1** Demonstrate understanding of the organization and basic features of print.

**RF.K.1.a:** Follow words from left to right, top to bottom, and page-by-page.

**Essential Skills and Concepts:**

- Follow print from left to right
- Follow print from top to bottom
- Track each word across the page
- Track print across several pages

**Question Stems and Prompts:**

- ✓ Show me where I start reading.
- ✓ Which way do I go next?
- ✓ Point to the first word on this page.
- ✓ Point to the last word on the page.
- ✓ Point to each word as I read the sentence/page.

**Academic Vocabulary**

- direction
- left
- right
- top
- bottom
- page
- print
- word(s)
- sentence

**Spanish Cognates**

dirección

página

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**Academic Vocabulary**

- direction
- left
- right
- top
- bottom
- page
- print
- word(s)
- sentence

**Spanish Cognates**

dirección

página

**Anchor Standard**

Anchor standards do not exist for RF standards.

**RF.K.1** Demonstrate understanding of the organization and basic features of print.

**RF.K.1.b**

Recognize that spoken words are represented in written language by specific sequences of letters.

**Essential Skills and Concepts:**

- Distinguish words from letters or groups of letters
- Recognize the relationship between letters and sounds
- Know that the print, not the picture, represents written language

**Question Stems and Prompts:**

- ✓ Why do we read?
- ✓ Can you point to the words on the page?
- ✓ How can we write that?
- ✓ Where can we find things to read?

**Academic Vocabulary**

- print
- text
- information
- words
- sentence

**Spanish Cognates**

texto  
información

**Anchor Standard**

Anchor standards do not exist for RF standards.

**RF.K.1** Demonstrate understanding of the organization and basic features of print.

**RF.K.1.b**

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- ✓ Can you point to the words on the page?
- ✓ How can we write that?
- ✓ Where can we find things to read?

**Academic Vocabulary**

- print
- text
- information
- words
- sentence

**Spanish Cognates**

texto  
información



**Anchor Standard**

Anchor standards do not exist for RF standards.

**RF.K.1** Demonstrate understanding of the organization and basic features of print.

**RF.K.1.c**

Understand that words are separated by spaces in print.

**Essential Skills and Concepts:**

- Recognize space
- Between/around
- Recognize words

**Question Stems and Prompts:**

- ✓ Can you point to a word?
- ✓ Can you draw a line between the words in the story?
- ✓ Can you make a circle around every word in the sentence?
- ✓ Can you count the words in the sentence?
- ✓ How many words do you see in the title?
- ✓ Can you show me the first word in the sentence?

**Academic Vocabulary**

- sentence
- space
- word
- between
- print
- separated

**Spanish Cognates**

espacio

separados

**Anchor Standard**

Anchor standards do not exist for RF standards.

**RF.K.1** Demonstrate understanding of the organization and basic features of print.

**RF.K.1.c**

Understand that words are separated by spaces in print.

**Essential Skills and Concepts:**

- Recognize space
- Between/around
- Recognize words

**Question Stems and Prompts:**

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- ✓ Can you make a circle around every word in the sentence?
- ✓ Can you count the words in the sentence?
- ✓ How many words do you see in the title?
- ✓ Can you show me the first word in the sentence?

**Academic Vocabulary**

- sentence
- space
- word
- between
- print
- separated

**Spanish Cognates**

espacio

separados

**Anchor Standard**

Anchor standards do not exist for RF standards.

**RF.K.1** Demonstrate understanding of the organization and basic features of print.

**RF.K.1.d**

Recognize and name all upper- and lowercase letters of the alphabet.

**Essential Skills and Concepts:**

- Identify, recognize, and name all uppercase (capital) letters.
- Identify, recognize, and name all lowercase letters.

**Question Stems and Prompts:**

- ✓ Can you show me an uppercase \_\_\_\_?
- ✓ Can you name this/these letters \_\_\_\_?
- ✓ (While pointing to an upper- or lowercase letter) Can you find a letter that looks like this?
- ✓ Tell me the name of each letter as I point to it.
- ✓ Point to and read these letters.
- ✓ Match capital letters to the lowercase letters.

**Academic Vocabulary**

- uppercase
- lowercase
- letters
- matching
- recognize
- point
- read
- capital
- alphabet
- ABC's

**Spanish Cognates**

letras  
reconocer  
apuntar  
alfabeto

**Anchor Standard**

Anchor standards do not exist for RF standards.

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**RF.K.1.d**

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- ✓ (While pointing to an upper- or lowercase letter) Can you find a letter that looks like this?
- ✓ Tell me the name of each letter as I point to it.
- ✓ Point to and read these letters.
- ✓ Match capital letters to the lowercase letters.

**Academic Vocabulary**

- uppercase
- lowercase
- letters
- matching
- recognize
- point
- read
- capital
- alphabet
- ABC's

**Spanish Cognates**

letras  
reconocer  
apuntar  
alfabeto

**Anchor Standard**

Anchor standards do not exist for RF standards.

**RF.K.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**RF.K.2.a**

Recognize and produce rhyming words.

**Essential Skills and Concepts:**

- Sound recognition
- Word endings
- Sameness/difference of sounds
- Repetition
- Isolating the sounds at the end of a word

**Question Stems and Prompts:**

- ✓ What do you notice about these words?
- ✓ Do these words sound the same?
- ✓ Does this word rhyme with \_\_\_\_\_?
- ✓ Can you name/say another word that sounds like this one?
- ✓ Do these words end the same, or are they different?

**Academic Vocabulary Spanish Cognates**

- |             |           |
|-------------|-----------|
| • sound     | sonido    |
| • ending    |           |
| • rhyme     | rima      |
| • same      |           |
| • different | diferente |

**Anchor Standard**

Anchor standards do not exist for RF standards.

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Recognize and produce rhyming words.

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**Academic Vocabulary Spanish Cognates**

- |             |           |
|-------------|-----------|
| • sound     | sonido    |
| • ending    |           |
| • rhyme     | rima      |
| • same      |           |
| • different | diferente |

**Anchor Standard**

Anchor standards do not exist for RF standards.

**RF.K.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**RF.K.2.b**

Count, pronounce, blend, and segment syllables in spoken words.

**Essential Skills and Concepts:**

- Counting
- Reproducing sounds
- Sequence of sounds
- Blending sounds
- Segmenting sounds

**Question Stems and Prompts:**

- ✓ How many sounds do you hear?
- ✓ Where do you hear that sound?
- ✓ What do you hear first?
- ✓ Repeat these sounds.
- ✓ Listen as I say these sounds slowly. Say them with me. Let's say them fast.
- ✓ Listen to this word. Say the sounds slowly.
- ✓ Use Elkonian/sound boxes.

**Academic Vocabulary Spanish Cognates**

- |              |          |
|--------------|----------|
| • sound      | sonido   |
| • count      | contar   |
| • first      |          |
| • last       |          |
| • blend      |          |
| • segment    | segmento |
| • take apart |          |
| • repeat     | repetir  |

**Anchor Standard**

Anchor standards do not exist for RF standards.

**RF.K.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**RF.K.2.b**

Count, pronounce, blend, and segment syllables in spoken words.

**Essential Skills and Concepts:**

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**Academic Vocabulary Spanish Cognates**

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|--------------|----------|
| • sound      | sonido   |
| • count      | contar   |
| • first      |          |
| • last       |          |
| • blend      |          |
| • segment    | segmento |
| • take apart |          |
| • repeat     | repetir  |

**Anchor Standard**

Anchor standards do not exist for RF standards.

**RF.K.2**

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**RF.K.2.c**

Blend and segment onsets and rimes of single- syllable spoken words.

**Essential Skills and Concepts:**

- blending sounds to form words
- segmenting sounds
- hearing onsets
- hearing rimes
- determining syllables in words

**Question Stem and Prompts:**

- ✓ How many parts do you hear in these words?
- ✓ What word do you get when you put this sound with this chunk?
- ✓ What word do you get when you add \_\_\_\_ to \_\_\_\_ ( ex. /m/ to /at/)?
- ✓ How many syllables does this word have?
- ✓ When you take apart this word, do you see another word?

**Academic Vocabulary**

- blend
- segment
- take apart
- onset
- syllables
- parts

**Spanish Cognates**

segmentar

sílibas

partes

**Anchor Standard**

Anchor standards do not exist for RF standards.

**RF.K.2**

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**RF.K.2.c**

Blend and segment onsets and rimes of single- syllable spoken words.

**Essential Skills and Concepts:**

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- hearing rimes
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- ✓ How many syllables does this word have?
- ✓ When you take apart this word, do you see another word?

**Academic Vocabulary**

- blend
- segment
- take apart
- onset
- syllables
- parts

**Spanish Cognates**

segmentar

sílibas

partes

**Anchor Standard**

Anchor standards do not exist for RF standards.

**RF.K.2**

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**RF.K.2.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/.)

**Essential Skills and Concepts:**

- Hear beginning and final sounds in three phoneme words
- Hear and pronounce the medial vowel sound in three-phoneme words

**Questions Stems and Prompts:**

- ✓ I will say a word; tell me what sound you hear first.
- ✓ In the word \_\_\_\_\_, what is the beginning sound?
- ✓ I will say a word, what sound do you hear at the end?
- ✓ Say the word with me. What sound did you make first/last?
- ✓ Listen as I say the word. What sound do you hear in the middle?
- ✓ What vowel do you hear in the middle of the word \_\_\_\_\_?
- ✓ In the word \_\_\_\_\_, what vowel sound do you hear?

**Academic Vocabulary**

- sound
- beginning
- middle
- vowel
- identify
- tell
- hear
- word
- end

**Spanish Cognates**

sonido  
  
medio  
vocal  
identificar

**Anchor Standard**

Anchor standards do not exist for RF standards.

**RF.K.2**

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**RF.K.2.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/.)

**Essential Skills and Concepts:**

- Hear beginning and final sounds in three phoneme words
- Hear and pronounce the medial vowel sound in three-phoneme words

**Questions Stems and Prompts:**

- ✓ I will say a word; tell me what sound you hear first.
- ✓ In the word \_\_\_\_\_, what is the beginning sound?
- ✓ I will say a word, what sound do you hear at the end?
- ✓ Say the word with me. What sound did you make first/last?
- ✓ Listen as I say the word. What sound do you hear in the middle?
- ✓ What vowel do you hear in the middle of the word \_\_\_\_\_?
- ✓ In the word \_\_\_\_\_, what vowel sound do you hear?

**Academic Vocabulary**

- sound
- beginning
- middle
- vowel
- identify
- tell
- hear
- word
- end

**Spanish Cognates**

sonido  
  
medio  
vocal  
identificar

**Anchor Standard**

Anchor standards do not exist for RF standards.

**RF.K.2**

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**RF.K.2.e**

Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words

**Essential Skills and Concepts:**

- Identify individual sounds
- Have the ability to break words into their sounds
- Recognize the order of the sounds, and add sounds to make new words
- Recognize if adding a new sound, makes a new word
- Changing a sound while holding on to the rest of the word

**Question Stem and Prompts:**

- ✓ What sounds do you hear?
- ✓ The word is \_\_\_\_\_. What word would you have if you took away the \_\_\_\_ and added \_\_\_\_? (The word is *rat*. What new word would you have if you took away the /r/ and added /m/?)
- ✓ What word would you have if you added \_\_\_\_\_ to \_\_\_\_\_? (What word would you have if you added /p/ to *in*?)

**Academic Vocabulary**

- sounds
- new word
- added
- took away

**Spanish Cognates**

sonidos

**Anchor Standard**

Anchor standards do not exist for RF standards.

**RF.K.2**

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**RF.K.2.e**

Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words

**Essential Skills and Concepts:**

- Identify individual sounds
- Have the ability to break words into their sounds
- Recognize the order of the sounds, and add sounds to make new words
- Recognize if adding a new sound, makes a new word
- Changing a sound while holding on to the rest of the word

**Question Stem and Prompts:**

- ✓ What sounds do you hear?
- ✓ The word is \_\_\_\_\_. What word would you have if you took away the \_\_\_\_ and added \_\_\_\_? (The word is *rat*. What new word would you have if you took away the /r/ and added /m/?)
- ✓ What word would you have if you added \_\_\_\_\_ to \_\_\_\_\_? (What word would you have if you added /p/ to *in*?)

**Academic Vocabulary**

- sounds
- new word
- added
- took away

**Spanish Cognates**

sonidos

**Anchor Standard**

Anchor standards do not exist for RF standards.

**RF.K.2**

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**RF.K.2.f**

**Blend two to three phonemes into recognizable words.**

CA

**Essential Skills and Concepts:**

- Differentiate sounds
- Know that words are made up of sounds that are put together
- Sustain the sounds of letters until the next sound is added
- Put the different sounds together quickly

**Questions Stems and Prompts:**

- ✓ Today we will put together sounds to make up words.
- ✓ Listen to the sounds; how many do you hear?
- ✓ Listen to the sounds; blend the sound to say the whole word.
- ✓ Blend the word parts together, and say the whole word.

**Academic Vocabulary**

- blend
- sound
- phoneme
- whole word
- parts
- put together

**Spanish Cognates**

sonido

**Anchor Standard**

Anchor standards do not exist for RF standards.

**RF.K.2**

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**RF.K.2.f**

**Blend two to three phonemes into recognizable words.**

CA

**Essential Skills and Concepts:**

- Differentiate sounds
- Know that words are made up of sounds that are put together
- Sustain the sounds of letters until the next sound is added
- Put the different sounds together quickly

**Questions Stems and Prompts:**

- ✓ Today we will put together sounds to make up words.
- ✓ Listen to the sounds; how many do you hear?
- ✓ Listen to the sounds; blend the sound to say the whole word.
- ✓ Blend the word parts together, and say the whole word.

**Academic Vocabulary**

- blend
- sound
- phoneme
- whole word
- parts
- put together

**Spanish Cognates**

sonido



**Anchor Standard**

Anchor standards do not exist for RF standards.

**RF.K.3**

Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text.**  
CA

- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels. **(Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics and sounds.)** CA
- Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**Essential Skills and Concepts:**

- Produce sound(s) that correspond to a given letter
- Track across a word and produce the corresponding sounds
- Know the difference between vowels and consonants
- Understand that vowels have long sounds
- Understand that vowels have short sounds
- Hear and distinguish the differences between long and short vowel sounds
- Know a word to automaticity and recall it on sight
- Read high frequency words in text
- Hear the differences in words that sound alike such as van and ban, pen and pin, and Pam and pan.
- Recall the sounds of two words, and identify the differences in the words

**Question Stems and Prompts:**

- ✓ When I point to a letter, tell me the sound that it makes.
- ✓ When I say a sound, write the letter/letters that make that sound.

**Anchor Standard**

Anchor standards do not exist for RF standards.

**RF.K.3**

Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text.**  
CA

- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.
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- Hear the differences in words that sound alike such as van and ban, pen and pin, and Pam and pan.
- Recall the sounds of two words, and identify the differences in the words

**Question Stems and Prompts:**

- ✓ When I point to a letter, tell me the sound that it makes.
- ✓ When I say a sound, write the letter/letters that make that sound.

**RF.K.3 – (Continued)**

- ✓ When I say    **hat**   , what letter do you hear in the middle?
- ✓ How would you spell the word \_\_\_\_\_?
- ✓ Which vowel do you hear, when I say \_\_\_\_\_?
- ✓ As you point to a list of high frequency words, **“Can you read these words for me?”**
- ✓ I will say two words; tell me if they are the same or different?

**Academic Vocabulary**

- sound
- word
- same
- different
- letter
- read
- spell
- vowels
- sight word

**Spanish Cognates**

sonido

diferente

letra

vocales

**RF.K.3 – (Continued)**

- ✓ When I say    **hat**   , what letter do you hear in the middle?
- ✓ How would you spell the word \_\_\_\_\_?
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**Academic Vocabulary**

- sound
- word
- same
- different
- letter
- read
- spell
- vowels
- sight word

**Spanish Cognates**

sonido

diferente

letra

vocales

**Anchor Standard**

Anchor standards do not exist for RF standards.

**RF.K.4**

Read emergent-reader texts with purpose and understanding.

**Essential Skills and Concepts:**

- Understand and use concepts of print and book handling skills
- Know that text has meaning and an author’s message
- Use predictable patterns to read text
- Know and use a corpus of words to make meaning of text
- Master high frequency words with automaticity
- Know how punctuation works to help comprehension

**Question Stems and Prompts:**

- ✓ Can you read this book for me?
- ✓ What can you do when you get to a word you don’t know?
- ✓ Is this book going to tell you a story, or is it going to help you learn about something?
- ✓ What is this book about?
- ✓ What do you think the author is trying to tell you?

**Academic Vocabulary**

- purpose
- author
- expression
- understanding
- purpose
- punctuation
- period
- message
- story

**Spanish Cognates**

autor  
expresión  
  
puntuación  
  
mensaje

**Anchor Standard**

Anchor standards do not exist for RF standards.

**RF.K.4**

Read emergent-reader texts with purpose and understanding.

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- ✓ What is this book about?
- ✓ What do you think the author is trying to tell you?

**Academic Vocabulary**

- purpose
- author
- expression
- understanding
- purpose
- punctuation
- period
- message
- story

**Spanish Cognates**

autor  
expresión  
  
puntuación  
  
mensaje



**Anchor Standard**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.K.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 is. ....).

**Essential Skills and Concepts:**

- Draw a picture about the book.
- Know that a story tells about something that happened
- Understand that ideas can be conveyed through writing, drawing pictures or telling
- Make a choice and give reasons for that choice
- Understand that letters and the sounds that they make can be written
- Understand that a title is the name of a book
- Give the name of the book when writing about that book

**Question Stems and Prompts:**

- ✓ What are you writing about?
- ✓ Which is your favorite (animal, book, food)? Don't forget to put that in your writing.
- ✓ How will you start your writing?
- ✓ Can you tell me what you like, and I will write down what you say?
- ✓ Can you tell me about your picture, and I will help you write about your picture?
- ✓ Can you use this frame to start your writing? My favorite \_\_\_\_\_ is \_\_\_\_\_, or I like \_\_\_\_\_ because \_\_\_\_\_.
- ✓ Start your writing by using this sentence starter... The name of my favorite book is \_\_\_\_\_.
- ✓ Can you tell why you like this book, animal, color...?

**Academic Vocabulary**

- draw
- tell
- writing
- favorite
- book title
- sentence frame
- sentence starter
- reason
- like
- dislike
- opinion

**Spanish Cognates**

- favorito/preferido
- título
- razón
- opini3n

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- ✓ Can you use this frame to start your writing? My favorite \_\_\_\_\_ is \_\_\_\_\_, or I like \_\_\_\_\_ because \_\_\_\_\_.
- ✓ Start your writing by using this sentence starter... The name of my favorite book is \_\_\_\_\_.
- ✓ Can you tell why you like this book, animal, color...?

**Academic Vocabulary**

- draw
- tell
- writing
- favorite
- book title
- sentence frame
- sentence starter
- reason
- like
- dislike
- opinion

**Spanish Cognates**

- favorito/preferido
- título
- raz3n
- opini3n

**Anchor Standard**

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.K.2**

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**Essential Skills and Concepts:**

- Choose a topic to write about
- Decide what information you will write about
- Organize the ideas
- Use drawings about the topic to support the written ideas
- Use phonetic spelling to compose written text
- Tell what you are writing about
- Use details about your topic in your writing

**Question Stems and Prompts:**

- ✓ What are you writing about?
- ✓ What would you like to tell us?
- ✓ How will you start your writing?
- ✓ Can you tell me what you like, and I will write down what you say?
- ✓ Can you tell me about your picture, and I will help you write about your picture?
- ✓ Can you tell some more about...?
- ✓ Why don't you tell what it looks like and what it does?

**Academic Vocabulary**

- inform
- explain
- write
- details
- tell about
- compose
- topic
- name

**Spanish Cognates**

- informar
- explicar
- detalles
- componer
- nombre

**Anchor Standard**

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- ✓ Can you tell some more about...?
- ✓ Why don't you tell what it looks like and what it does?

**Academic Vocabulary**

- inform
- explain
- write
- details
- tell about
- compose
- topic
- name

**Spanish Cognates**

- informar
- explicar
- detalles
- componer
- nombre

**Anchor Standard**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.K.3**

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**Essential Skills and Concepts:**

- Draw a picture that tells a story
- Be able to talk about what has been drawn
- Know what an event is
- Know the who, what, when of the event
- Retell the event in the order that it happened
- Retell a series of events in the order in which they happened
- Recall how they felt during the event/series of events

**Question Stems and Prompts:**

- ✓ What will you draw and write about today?
- ✓ We all went to the \_\_\_\_\_. Today you will write a story about what happened and what we did.
- ✓ After reading a book or story, today we are going to write about this book. I want you to draw a picture of your favorite part; then you will come and tell me about what you drew.
- ✓ Draw a picture that shows how you feel, and then tell about what you drew.
- ✓ Imagine you are \_\_\_\_\_. Tell us what happens.

**Academic Vocabulary**

- combine
- draw
- retell
- events
- order
- happen
- reaction

**Spanish Cognates**

- combinar
  
  
  
  
- orden
  
  
  
- reacción

Standard – W.K.4 not applicable to writing.

**Anchor Standard**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.K.3**

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**Essential Skills and Concepts:**

- Draw a picture that tells a story
- Be able to talk about what has been drawn
- Know what an event is
- Know the who, what, when of the event
- Retell the event in the order that it happened
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**Question Stems and Prompts:**

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- ✓ We all went to the \_\_\_\_\_. Today you will write a story about what happened and what we did.
- ✓ After reading a book or story, today we are going to write about this book. I want you to draw a picture of your favorite part; then you will come and tell me about what you drew.
- ✓ Draw a picture that shows how you feel, and then tell about what you drew.
- ✓ Imagine you are \_\_\_\_\_. Tell us what happens.

**Academic Vocabulary**

- combine
- draw
- retell
- events
- order
- happen
- reaction

**Spanish Cognates**

- combinar
  
  
  
  
- orden
  
  
  
- reacción

Standard – W.K.4 not applicable to writing.

**Anchor Standard**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.K.5**

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

**Essential Skills and Concepts:**

- Generate a topic to write about
- Know how to take ideas from a graphic organizer or chart to write about
- Organize the writing so that it moves logically
- Write sentences with details
- Know that you can add sizes, colors, and other adjectives to writing to strengthen it
- Recognize unrelated ideas when read with an adult
- Work with peers

**Question Stems and Prompts:**

- ✓ What will you be writing about today?
- ✓ What did you like the most? Can you write about that?
- ✓ Can you tell more about what you are writing? How can you make your writing stronger?
- ✓ Be sure to write what happened first, next and last.
- ✓ Can you use what we have in the flow chart to write your story?
- ✓ Who will you write about?
- ✓ What will you tell about in your writing?

**Academic Vocabulary**

- topic
- focus
- questions
- suggestions
- peers
- writing
- details
- senses

**Spanish Cognates**

detalles  
sentidos

**Anchor Standard**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.K.5**

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

**Essential Skills and Concepts:**

- Generate a topic to write about
- Know how to take ideas from a graphic organizer or chart to write about
- Organize the writing so that it moves logically
- Write sentences with details
- Know that you can add sizes, colors, and other adjectives to writing to strengthen it
- Recognize unrelated ideas when read with an adult
- Work with peers

**Question Stems and Prompts:**

- ✓ What will you be writing about today?
- ✓ What did you like the most? Can you write about that?
- ✓ Can you tell more about what you are writing? How can you make your writing stronger?
- ✓ Be sure to write what happened first, next and last.
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**Academic Vocabulary**

- topic
- focus
- questions
- suggestions
- peers
- writing
- details
- senses

**Spanish Cognates**

detalles  
sentidos



**Anchor Standard**

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**W.K.6**

With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Essential Skills and Concepts:**

- Be familiar with a computer keyboard
- Know how to use (with help) PowerPoint
- Know how to send a document to the printer
- Know how to navigate a computer toolbar
- Use a mouse
- Work with peers
- Know how to use the save function on the computer

**Question Stems and Prompts:**

- ✓ Can you turn on the computer?
- ✓ Would you like to type, or should I?
- ✓ Would your writing be best as on one page, or should we use the PowerPoint?
- ✓ How will your group decide how to present your story?
- ✓ Did you remember to save your work?
- ✓ Can you drag this picture to your writing page?

**Academic Vocabulary**

- mouse
- PowerPoint
- keyboard
- typing
- publishing
- presenting
- sharing
- toolbar
- font
- writing
- collaborate
- produce

**Spanish Cognates**

- publicación
- presentar
- colaborar
- producir

**Anchor Standard**

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- Know how to send a document to the printer
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- Work with peers
- Know how to use the save function on the computer

**Question Stems and Prompts:**

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- ✓ Would you like to type, or should I?
- ✓ Would your writing be best as on one page, or should we use the PowerPoint?
- ✓ How will your group decide how to present your story?
- ✓ Did you remember to save your work?
- ✓ Can you drag this picture to your writing page?

**Academic Vocabulary**

- mouse
- PowerPoint
- keyboard
- typing
- publishing
- presenting
- sharing
- toolbar
- font
- writing
- collaborate
- produce

**Spanish Cognates**

- publicación
- presentar
- colaborar
- producir

**Anchor Standard**

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**W.K.7**

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

**Essential Skills and Concepts:**

- Know that an opinion is not a fact
- Know that opinions can be expressed using terms such as love, like, dislike, hate, etc
- Give different reasons for their preference
- Have access to books/stories by the same author
- Know that exploring can be comparing and contrasting the story, drawings, and concepts the author presents in different books
- Know how to copy a title
- Know how to copy an author's name
- Use the title and author's name in the writing

**Question Stems and Prompts:**

- ✓ What is the name of your favorite book?
- ✓ Who wrote that book?
- ✓ Would you like to read/hear another book by that same author?
- ✓ This book \_\_\_\_\_ and this book are by the same author. Which one did you like best and why?
- ✓ What are some of your favorite things? Why do you like them?
- ✓ Which do you like better? Choose one, and give two reasons why you like it.

**Academic Vocabulary**

- reason
- tell
- explain
- author's name
- title
- opinion
- fact
- like/dislike

**Spanish Cognates**

- razón
- explicar
- nombre del autor
- título
- opini3n

**Anchor Standard**

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- Give different reasons for their preference
- Have access to books/stories by the same author
- Know that exploring can be comparing and contrasting the story, drawings, and concepts the author presents in different books
- Know how to copy a title
- Know how to copy an author's name
- Use the title and author's name in the writing

**Question Stems and Prompts:**

- ✓ What is the name of your favorite book?
- ✓ Who wrote that book?
- ✓ Would you like to read/hear another book by that same author?
- ✓ This book \_\_\_\_\_ and this book are by the same author. Which one did you like best and why?
- ✓ What are some of your favorite things? Why do you like them?
- ✓ Which do you like better? Choose one, and give two reasons why you like it.

**Academic Vocabulary**

- reason
- tell
- explain
- author's name
- title
- opinion
- fact
- like/dislike

**Spanish Cognates**

- raz3n
- explicar
- nombre del autor
- título
- opini3n

**Anchor Standard**

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**W.K.8**

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Essential Skills and Concepts:**

- Retell/ recall key details
- Looking at multiple sources to gather information
- Draw conclusions from experiences to help answer a question
- Use multiple sources to come to an answer

**Question Stems and Prompts:**

- ✓ Can you tell me what happened ...?
- ✓ After reading a text, or looking at a picture, ask; who, what, where and when questions.
- ✓ Did you gather information from the computer?
- ✓ What were the best sources you used?
- ✓ Did you find information in books and magazines?
- ✓ Where can you go to gather/collect information to help you understand?

**Academic Vocabulary**

- recall
- information
- gather/collect
- questions
- sources
- computer
- books
- magazines
- experiences
- remember
- learn

**Spanish Cognates**

información  
  
computadora  
  
experiencias

Standard – W.K.9 & W.K.10 not applicable to Kindergarten.

**Anchor Standard**

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**W.K.8**

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Essential Skills and Concepts:**

- Retell/ recall key details
- Looking at multiple sources to gather information
- Draw conclusions from experiences to help answer a question
- Use multiple sources to come to an answer

**Question Stems and Prompts:**

- ✓ Can you tell me what happened ...?
- ✓ After reading a text, or looking at a picture, ask; who, what, where and when questions.
- ✓ Did you gather information from the computer?
- ✓ What were the best sources you used?
- ✓ Did you find information in books and magazines?
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- learn

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Standard – W.K.9 & W.K.10 not applicable to Kindergarten.



**Anchor Standard**

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**SL.K.1**

Participate in collaborative conversations with diverse partners about *Kindergarten topics* and *texts* with peers and adults in small and larger groups.

- 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.

**Essential Skills and Concepts:**

- Know that when talking, there are rules that we follow such as, not interrupting when another person is speaking
- Know that when listening to someone, we need to look at them
- Know that when we are listening to someone, we need to respond about the same thing

**Question Stems and Prompts:**

- ✓ Talk to your partner about...
- ✓ Talk to your group about...
- ✓ Ask your partner \_\_\_\_\_?
- ✓ Tell your partner what you think about \_\_\_\_\_.
- ✓ Tell your partner what you have liked so far.
- ✓ Tell your group what you have learned about...
- ✓ Remember our rules when we talk to partners
- ✓ Be sure to listen to your partner.
- ✓ Be sure to wait until it's your turn to speak.

**Academic Vocabulary**

- conversation
- partner
- take turns
- listen carefully
- interrupting
- inside voice

**Spanish Cognates**

conversación

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- conversation
- partner
- take turns
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**Spanish Cognates**

conversación

**Anchor Standard**

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.K.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.

**a. Understand and follow one and two step oral directions. CA**

**Essential Skills and Concepts:**

- Understand the ideas presented in text
- Listen with the intent to remember what is being said
- Look at a book and understand that illustrations and words convey messages
- Understand that there are messages in videos, television programs, and pictures
- Recognize which details presented are key to the message
- Know that there are places a person can go to ask for help in understanding the message
- Know how to ask appropriate questions
- Answer questions to show that they understand

**Question Stems and Prompts:**

- ✓ What/who was this about?
- ✓ How do you know what happened?
- ✓ What do you think this picture/video is about?
- ✓ If you are not sure, who can you ask for help?
- ✓ What did you learn when we read this book?
- ✓ What do you think the author/film/illustrator is trying to tell us?
- ✓ Repeat the two things I just asked you to do.
- ✓ What steps did the author say we needed to do?

**Academic Vocabulary**

- information
- presented
- ask
- help
- understanding
- media

**Spanish Cognates**

- información
- presentado/a
- medios

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**Academic Vocabulary**

- information
- presented
- ask
- help
- understanding
- media

**Spanish Cognates**

- información
- presentado/a
- medios

**Anchor Standard**

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

**SL.K.3**

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**Essential Skills:**

- Have a basic understanding of what is being said
- Ask questions
- Answer questions
- Recognize that their understanding is not complete
- Ask for additional information

**Question Stems and Prompts:**

- ✓ What did they say?
- ✓ Can you ask them to tell you more?
- ✓ What can you say if you don’t understand?
- ✓ What was the most important part that you heard?
- ✓ Did you understand what he/she was telling you?
- ✓ Can you tell me what they said about...?
- ✓ Excuse me; can you tell me that part again?

**Academic Vocabulary**

- ask
- answer
- question
- information
- more
- understand
- excuse me

**Spanish Cognates**

información  
más

**Anchor Standard**

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**Academic Vocabulary**

- ask
- answer
- question
- information
- more
- understand
- excuse me

**Spanish Cognates**

información  
más

**Anchor Standard**

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**SL.K.4**

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**Essential Skills:**

- Use descriptive words
- Understand what an event is
- Recognize that a place can be a building, city, space, or location
- Know and use positional words
- Know and use sensory words

**Question Stems and Prompts:**

- ✓ Can you tell me what it looked like?
- ✓ Where did that happen?
- ✓ What happened when?
- ✓ What was special about that?
- ✓ What does a person, such as a doctor or teacher, do?
- ✓ Tell your neighbor what a \_\_\_\_\_ looks like.
- ✓ Is there anymore that you can say about...?
- ✓ What else can you tell about...?
- ✓ Describe \_\_\_\_\_ to me.

**Academic Vocabulary      Spanish Cognates**

- |                     |           |
|---------------------|-----------|
| • people            |           |
| • community workers |           |
| • places            |           |
| • things            |           |
| • animals           | animales  |
| • describe          | describir |
| • events            |           |
| • happened          |           |

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| • happened          |           |



**Anchor Standard**

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**SL.K.5**

Add drawings or other visual displays to descriptions as desired to provide additional detail.

**Essential Skills:**

- Choose a topic to speak about
- Be able to use adjectives to describe the topic
- Draw a picture that shows what they are saying
- Use magazine pictures, drawings, or clip art to make posters to support what they are saying

**Question Stems and Prompts:**

- ✓ What will you be speaking about today?
- ✓ I want you to draw a picture that will help us understand what you are saying.
- ✓ Can you find a picture that shows what you will share?
- ✓ Can you tell us more about your picture?
- ✓ Does your drawing help add more details?

**Academic Vocabulary**

- drawing
- visual display
- describe
- description
- topic
- same
- more
- additional
- details
- describing words

**Spanish Cognates**

describir  
descripción  
  
más  
adicional  
detalles

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**Academic Vocabulary**

- drawing
- visual display
- describe
- description
- topic
- same
- more
- additional
- details
- describing words

**Spanish Cognates**

describir  
descripción  
  
más  
adicional  
detalles

**Anchor Standard**

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**SL.K.6**

Speak audibly and express thoughts, feelings, and ideas clearly.

**Essential Skills:**

- Talk to the audience
- Speak loudly without yelling
- Plan what they will say
- Use words like happy, unhappy, like, dislike to express feelings
- Choose one or two ideas to talk about
- Stay on the chosen topic

**Question Stems and Prompts:**

- ✓ What will you share with us today?
- ✓ Who would like to share today?
- ✓ Talk to your partner about how you felt when...
- ✓ Remember to speak loudly enough so everyone can hear you.
- ✓ Think about what you will share today.
- ✓ Don't forget to tell if this made you feel happy or sad, mad, or scared.

**Academic Vocabulary**

- audience
- topic
- share
- talk
- loudly
- speaking
- hear
- think

**Spanish Cognates****Anchor Standard**

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**Academic Vocabulary**

- audience
- topic
- share
- talk
- loudly
- speaking
- hear
- think

**Spanish Cognates**

**Anchor Standard**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.K.1**

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- 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.

**Essential Skills and Concepts:**

- Be able to recognize upper and lowercase letters
- Correctly form upper and lowercase letters
- Know that nouns are words that name people, places, things and ideas
- Know that verbs describe actions
- Know that many singular nouns can become plurals by adding *s* or *es*
- Form questions using *who, what, where, when, why* and *how*
- Know that the position of objects can be described by using words like *to, from, in, on, etc.*
- Know how to speak in complete sentences
- Know that you can expand a sentence by adding adjectives (color words) and prepositional phrases (in the room)

**Question Stems and Prompts:**

- ✓ Can you write your ABC's?
- ✓ Can you write the letter \_\_\_\_\_?
- ✓ Can you write the uppercase letter?
- ✓ What does this letter look like in the lowercase?
- ✓ Can you make the capital letter \_\_\_\_\_?
- ✓ Which of these words are nouns?
- ✓ Can we come up with some names of ...?
- ✓ A noun is a person, place, thing or idea.
- ✓ Which words tell what the people are doing?
- ✓ Can you tell what he/she is doing?
- ✓ Which word is the action word in the sentence?
- ✓ How can we change this word so that it shows that there is more than one?
- ✓ Is \_\_\_\_\_ plural or singular?

**Anchor Standard**

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Is \_\_\_\_\_ plural or singular?

**L.K.1 – (Continued)**

- ✓ Can you ask your partner who was ...?
- ✓ Where is the ...?
- ✓ If you add color words, your sentence will be longer.
- ✓ Make your sentence interesting by telling us where it was happening.

**Academic Vocabulary**

- uppercase
- lowercase
- capital
- letters
- nouns
- verb
- plural
- singular
- sentence
- who
- what
- when
- where
- why
- how

**Spanish Cognates**

letras

verbo

plural

singular

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**Spanish Cognates**

letras

verbo

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singular

**Anchor Standard**

Demonstrate command of the conventions of standard English, capitalization, punctuation, and spelling when writing.

**L.K.2**

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- 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.

**Essential Skills and Concepts:**

- Use phonetic spelling when writing
- Name the period, question mark, and exclamation point
- Know when to use a period, question mark or exclamation point in writing
- Know and write a sentence
- Know that a sentence begins with a capital letter
- Know that a sentence needs some type of ending punctuation
- Understand the relationship between a letter and the sounds it makes
- Be able to retrieve the appropriate letter when they identify the sound
- Be able to form the appropriate letter to represent the sound(s) they hear

**Question Stems and Prompts:**

- ✓ Did you remember to capitalize and punctuate your sentence?
- ✓ What sound did you hear and where did you hear it?
- ✓ Can you write the letters you hear when you say that word?
- ✓ Does your sentence need a period or a question mark?
- ✓ Can you write the letter(s) that make that sound?
- ✓ Use of Elkonian boxes
- ✓ Should there be a capital letter at the beginning of this sentence?

**Academic Vocabulary**

- letters
- sound
- period

**Spanish Cognates**

- letras
- sonido

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- letters
- sound
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**Spanish Cognates**

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**L.K.2 – (Continued)****Academic Vocabulary****Spanish Cognates**

- question mark
- exclamation point
- sentence
- hear
- write
- spell
- capitalize
- upper case
- lower case

**L.K.2 – (Continued)****Academic Vocabulary****Spanish Cognates**

- question mark
- exclamation point
- sentence
- hear
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- spell
- capitalize
- upper case
- lower case

Standard – L.3 not Applicable to Language.

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**Anchor Standard**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**L.K.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.

- 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., *-ed, -s, re-, un- pre-, -ful, -less*) as a clue to the meaning of an unknown word.

**Essential Skills and Concepts:**

- Recognize that a word is unknown
- Know many common and familiar words
- Know that some words have other meanings
- Use context and/or pictures to help determine a new meaning for a known word
- Know that parts can be added to a word to change its meaning
- Use the familiar and new meanings correctly

**Question Stems and Prompts:**

- ✓ What happens to the word *cat* when we add *s* and make it *cats*?
- ✓ The author used the word \_\_\_\_\_. Do you know another way to use that word?
- ✓ When I use the word \_\_\_\_\_ in this sentence, what does it mean?
- ✓ Can you use this word in a sentence?
- ✓ Can you draw a picture of what this word means?
- ✓ Which of these pictures shows ...?

**Academic Vocabulary**

- determine
- choose
- meaning
- familiar words

**Spanish Cognates**

determinar

**Anchor Standard**

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- ✓ Which of these pictures shows ...?

**Academic Vocabulary**

- determine
- choose
- meaning
- familiar words

**Spanish Cognates**

determinar





**Anchor Standard**

Demonstrate understanding of word relationships and nuances in word meanings.

**L.K.5**

With guidance and support from adults, explore word relationships and nuances in word meanings.

- 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., *walk, march, strut, prance*) by acting out the meanings.

**Essential Skills and Concepts:**

- Group objects by colors, sizes, shape
- Sort given objects into groups
- Sort pictures into categories and label the categories
- Understand what an opposite is
- Distinguish written messages
- Know and use basic verbs

**Question Stems and Prompts:**

- ✓ Put these into groups please.
- ✓ Can you tell me about the groups you made?
- ✓ Can you and your partner sort these pictures into groups?
- ✓ Do you know another way to say that?
- ✓ Listen to all the words the author uses that mean \_\_\_\_\_.
- ✓ Let's make a describing map to think of ways to say \_\_\_\_\_.
- ✓ We are going to brainstorm ways to say...
- ✓ The opposite of \_\_\_\_\_ is \_\_\_\_\_.
- ✓ If it is not \_\_\_\_\_; it is \_\_\_\_\_.
- ✓ Can you show me what **march** looks like?
- ✓ Show me the difference between **talk** and **whisper**.

**Anchor Standard**

Demonstrate understanding of word relationships and nuances in word meanings.

**L.K.5**

With guidance and support from adults, explore word relationships and nuances in word meanings.

- 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., *walk, march, strut, prance*) by acting out the meanings.

**Essential Skills and Concepts:**

- Group objects by colors, sizes, shape
- Sort given objects into groups
- Sort pictures into categories and label the categories
- Understand what an opposite is
- Distinguish written messages
- Know and use basic verbs

**Question Stems and Prompts:**

- ✓ Put these into groups please.
- ✓ Can you tell me about the groups you made?
- ✓ Can you and your partner sort these pictures into groups?
- ✓ Do you know another way to say that?
- ✓ Listen to all the words the author uses that mean \_\_\_\_\_.
- ✓ Let's make a describing map to think of ways to say \_\_\_\_\_.
- ✓ We are going to brainstorm ways to say...
- ✓ The opposite of \_\_\_\_\_ is \_\_\_\_\_.
- ✓ If it is not \_\_\_\_\_; it is \_\_\_\_\_.
- ✓ Can you show me what **march** looks like?
- ✓ Show me the difference between **talk** and **whisper**.

**L.K.5 – (Continued)****Academic Vocabulary**

- partner
- author
- describing
- brainstorm
- group
- verb
- adjective
- opposite
- sort
- show me
- difference

**Spanish Cognates**

autor  
describiendo  
grupo  
verbo  
adjetivo  
opuesto  
  
diferencia

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**Anchor Standard**

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering and unknown term important to comprehension or expression.

**L.K.6**

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**Essential Skills and Concepts:**

- Know how to sustain a conversation
- Know the rules of speaking with others
- Talking about ideas or events in a story
- Responding to ideas they have heard or read about
- Respond in sentences or phrases
- Use new vocabulary in conversations about what you have learned or read

**Question Stems and Prompts:**

- ✓ How would you respond to \_\_\_\_\_?
- ✓ How should you ask for \_\_\_\_\_?
- ✓ What type of vocabulary would be best for this situation?
- ✓ When you had a conversation with \_\_\_\_\_, what did you share?
- ✓ What did you share with your group when you talked with them?
- ✓ What great ideas did you read about?

**Academic Vocabulary**

- respond
- talk
- vocabulary
- conversation
- ideas

**Spanish Cognates**

- responder
- vocabulario
- conversación
- ideas

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**Academic Vocabulary**

- respond
- talk
- vocabulary
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- ideas

**Spanish Cognates**

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