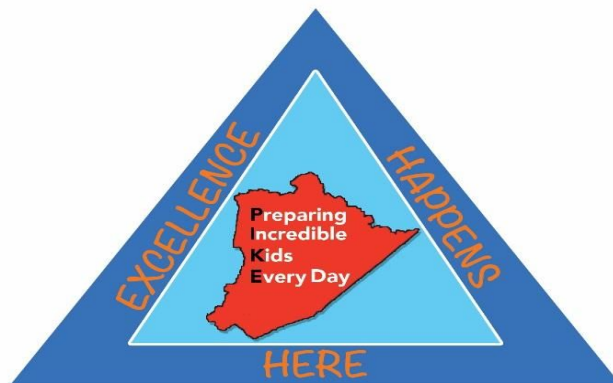

Pike County School District Standards Mastery Document

Kindergarten Reading and Writing
Revised 2019



Pike County School District
Standards Mastery Document - Revised 2019
Kindergarten Reading and Writing

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Interdisciplinary Literacy Practices

1.	Recognize that text is anything that communicates a message.
2.	Employ, develop, and refine schema to understand and create text.
3.	View literacy experiences as transactional, interdisciplinary, and transformational.
4.	Utilize receptive and expressive language arts to better understand self, others, and the world.
5.	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6.	Collaborate with others to create new meaning.
7.	Utilize digital resources to learn and share with others.
8.	Engage in specialized, discipline-specific literacy practices.
9.	Apply high level cognitive processes to think deeply and critically about text.
10.	Develop a literacy identity that promotes lifelong learning.

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Reading Standards for Literature – Grade K

KEY IDEAS AND DETAILS	
RL.K.1	With prompting and support, ask and answer explicit questions about key ideas and details and make logical inferences to construct meaning from text.
RL.K.2	With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story.
RL.K.3	With prompting and support, identify characters, settings and major events in a story in order to make meaning of the story development.
CRAFT	
RL.K.4	With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.K.5	Recognize common structures of poems, stories, and dramas.
RL.K.6	With prompting and support, identify the author and illustrator of a story and explain how each tells the story.
INTEGRATION OF KNOWLEDGE AND IDEAS	
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear.
RL.K.8	(Not applicable to literature)
RL.K.9	With prompting and support, compare/contrast the adventures and experiences of characters in stories.
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
RL.K.10	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.

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Reading Literature

Guiding Principle 1: Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

Standard: **RL.K.1** With prompting and support, ask and answer **explicit** questions about key **ideas** and details in a text **and make logical inferences to construct meaning from the text.**

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Questions➤ Key details➤ Inferences	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Ask and answer questions about key ideas details.➤ Formulate inferences from the text.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ Students will accurately ask and answer questions about key ideas and details in the text and formulate inferences to construct meaning.
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Reading Literature

Guiding Principle 2: Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

Standard: RL.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Retell➤ Key details	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Retell/summarize stories to demonstrate understanding of the lesson learned in the story.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will demonstrate mastery by retelling/summarizing stories to demonstrate understanding of the lesson learned in the story.</p>
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Reading Literature

Guiding Principle 3: Students will analyze how and why individuals, events, and ideas develop and interact over the course of text.

Standard: RL.K.3 With prompting and support, identify characters, settings, and major events in order to make meaning of the story development.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Character➤ Setting➤ Events	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Students will identify the characters, settings, and events in the story.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will demonstrate by identifying the characters, setting, and events of the story to make meaning of the story development.</p>
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Guiding Principle 4: Students will 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.

Standard: RL.K.4 With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Words that suggest feelings➤ Five Senses	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Identify words and phrases in stories and poems that suggest feelings or appeal to senses.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately identify words and phrases in a story or poem that suggests feelings or appeals to the senses.</p>
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Guiding Principle 5: Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

Standard: RL.K.5 Recognize common structures of poems, stories, and dramas.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <p>➤ Difference between types of text, (poems, stories, and dramas.)</p>	<p>Do: <i>What skill must the student demonstrate?</i></p> <p>➤ Recognize structures of poems, stories, and dramas.</p>	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately recognize structures of poems, stories, and dramas.</p>
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Guiding Principle 6: Students will analyze how point of view, perspective and purpose shape the content and style of a text.

Standard: RL.K.6 With prompting and support, identify the author and illustrator of a story and explain how each tells the story.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Know author and illustrator➤ Know the purpose of each.	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Describe the role of the author and illustrator.➤ Explain how each tells the story.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately identify the role of the author and illustrator and explain how each tells the story.</p>
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Reading Literature

Guiding Principle 7: Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

Standard: RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Identify Illustrations➤ Know how to describe	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ With prompting and support, describe a moment in the story using the illustrations that depict it.➤ With prompting and support, describe how the illustrations and story are related as they appear.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students demonstrate this skill when they correctly describe a moment in the story using the illustrations.</p>
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Guiding Principle 8: Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

Standard: RL.K.8- Not applicable to literature.

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Reading Literature

Guiding Principle 9: Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Standard: RL.K.9 With prompting and support, compare /contrast the adventures and experiences of characters in familiar stories.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ compare and contrast➤ characters➤ events	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Students can compare and contrast characters.➤ Students can compare and contrast events in a story.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will demonstrate by successfully describing how characters and events are the same and how they are different.</p>
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Reading Literature

Guiding Principle 10: Students will read, comprehend and analyze complex literary texts independently and proficiently.

Standard: RL.K.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <p>➤ A variety of comprehension strategies.</p>	<p>Do: <i>What skill must the student demonstrate?</i></p> <p>➤ Use appropriate comprehension strategies when reading grade level text.</p>	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately read grade level texts with comprehension using a variety of comprehension strategies.</p>
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Reading Standards for Informational Text – Grade K

KEY IDEAS AND DETAILS	
RI.K.1	With prompting and support, ask and answer explicit questions about key concepts and details and make logical inferences to construct meaning from text.
RI.K.2	With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.
RI.K.3	With prompting and support, identify individuals, events, ideas, or pieces of information presented over the course of a text.
CRAFT	
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.5	Identify the front cover, back cover and title page of a book.
RI.K.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.
INTEGRATION OF KNOWLEDGE AND IDEAS	
RI.K.7	With prompting and support, describe the relationship between visuals and the text.
RI.K.8	With prompting and support, identify the claim and the reasons an author gives to support claims in a text.
RI.K.9	With prompting and support, identify information from two or more texts on similar themes or topics.
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
RI.K.10	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.

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Reading Informational Text

Guiding Principle 1: Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

Standard: RI.K.1 With prompting and support, ask and answer explicit questions about key concepts and details and make logical inferences to construct meaning from the text.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Explicit questions ➤ Key details ➤ Logical inferences 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Ask and answer explicit questions about key details and make logical inferences to construct meaning. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately ask and answer questions about key detail and make logical inferences to construct meaning from the text.</p>
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Guiding Principle 2: Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

Standard: RI.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Central idea ➤ Key details 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Identify the central idea and key details in the text. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will demonstrate by answering questions or identify the central idea and key details.</p>
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Guiding Principle 3: Students will analyze how and why individuals, events, and ideas develop and interact over the course of text.

Standard: RI.K.3 With prompting and support, identify the individuals, events, ideas, or pieces of information presented over the course of a text.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ How to identify➤ Distinguish between individuals, events, ideas, and information.	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Identify individuals, events, ideas, or pieces of information over the course of the text.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately identify individuals, events, ideas, or pieces of information over the course of the text.</p>
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Guiding Principle 4: Students will 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.

Standard: RI.K.4 With prompting and support, ask and answer questions about unknown words in text.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ vocabulary➤ meanings➤ ask questions➤ answer questions➤ what is an unknown word	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Ask and answer questions about unknown words	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>
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Reading Informational Text

Guiding Principle 5: Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

Standard: RI.K.5 Identify the front cover, back cover, and title page of a book.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Front cover➤ Back cover➤ Title page	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Identify the front cover, back cover, and title page of a book.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately identify the front cover, back cover, and title page of a book.</p>
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Reading Informational Text

Guiding Principle 6: Students will analyze how point of view, perspective and purpose shape the content and style of a text.

Standard: RI.K.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

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Know author and illustrator➤ Know the purpose of each	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Describe the role of the author and illustrator.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Student will demonstrate by naming the author and illustrator and describe their role in presenting the information in a text.</p>
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Reading Informational Text

Guiding Principle 7: Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

Standard: RI.K.7 With prompting and support, describe the relationship between **visuals** and the text.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Identify visuals➤ Know how to describe	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Describe the relationship between the visuals and the text.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately describe the relationships between the visuals and the text.</p>
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Reading Informational Text

Guiding Principle 8: Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

Standard: RI.K.8 With prompting and support, identify the claim and the reasons an author gives to support claims in the text.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Author➤ Claims➤ Reasons➤ Support	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Identify the claim and reasons the author gives to support the claim.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately identify the claim and reasons the author gives to support the claim.</p>
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Reading Informational Text

Guiding Principle 9: Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Standard: RI.K.9 With prompting and support, identify information from two or more texts on similar themes and topics.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <p>➤ Identify</p>	<p>Do: <i>What skill must the student demonstrate?</i></p> <p>➤ Identify information from two or more texts on similar themes and topics.</p>	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately identify information from two or more texts on similar themes and topics.</p>
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Reading Informational Text

Guiding Principle 10: Students will read, comprehend and analyze complex informational text independently and proficiently.

Standard: RI.K.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <p>➤ A variety of comprehension strategies.</p>	<p>Do: What skill must the student demonstrate?</p> <p>➤ Use appropriate comprehension strategies when reading grade level text.</p>	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately read grade level texts with comprehension using a variety of comprehension strategies.</p>
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Reading Foundations – Grade K

Print Concepts	
RF.K.1	<p>Demonstrate understanding of the organization and basic features of print to aid in comprehension.</p> <p>A. Follow words from left to right, top to bottom, and page by page.</p> <p>B. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>C. Recognizes that words are separated by spaces in print.</p> <p>D. Recognize and name all upper- and lowercase letters of the alphabet.</p>
Phonological Awareness	
RF.K.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>A. Recognize and orally produce rhyming words.</p> <p>B. Count, pronounce, blend and segment syllables in spoken words.</p> <p>C. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>D. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words.</p> <p>E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>
Phonics and Word Recognition	
RF.K.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight.</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
Fluency	
RF.K.4	<p>Read fluently (accuracy, speed, and prosody) on grade-level to support comprehension.</p>

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Standard: RF.K.1 Demonstrate understanding of the organization and basic features of print to aid in comprehension.

- 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. **Recognizes** that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ How to track print ➤ Spoken words are sequence of letters ➤ Words are separated by spaces ➤ Capital Letters and Lowercase Letters 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Track print from left to right and top to bottom. ➤ Identify words and spaces. ➤ Name all upper and lowercase letters. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Performance Assessment</p> <p>Student can accurately track print and recognizes word, spaces, and letters.</p>
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Reading Foundations

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

- a. Recognize and orally 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 words.
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Rhyming Words ➤ Count, pronounce, and blend and segment syllables ➤ Blend and segment onset and rime ➤ Letter Sounds ➤ Initial, medial and final sounds 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Identify rhyming words. ➤ Produce rhyming words. ➤ Count and pronounce syllables. ➤ Blend and segment onsets and rimes. ➤ Identify the beginning, medial, and ending sounds. ➤ Sound out CVC words. ➤ Substitute sounds to make new words. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately produce and identify rhyming words. Students will pronounce and count syllables. Students will blend onsets and rimes. Performance Assessment Students will identify the beginning, medial, and ending sounds. Students will sound out CVC words and substitute sounds to make new words.</p>
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Reading Foundations

Standard: RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- 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 common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight.
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Letter sounds ➤ Long and Short vowels ➤ High Frequency words 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Identify the sound of each letter. ➤ Name the vowels. ➤ Identify the short and long vowel sounds ➤ Read common high frequency words by sight. ➤ Identify letter sounds that differ in similarly spelled words. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ Students will accurately identify the sound of each letter including the vowels and identify the long and short sound of each vowel ➤ Students will distinguish between similarly spelled words by identifying the sounds of letters that differ.
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Reading Foundations

Standard: RF.K.4 Read **fluently (accuracy, speed, and prosody) on grade-level to support comprehension.**

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Understand and correctly use the skills in standards 1-3.➤ Accuracy, speed, and prosody.	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Read fluently on grade-level to support comprehension.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will read fluently on grade-level to support comprehension.</p>
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Handwriting

Standard: HW.K.1 Print all uppercase and lowercase letters and numerals.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Letters➤ numbers	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Print all uppercase and lowercase letters and numerals.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately print all uppercase and lowercase letters and numerals.</p>
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Composition Standards– Grade K

Text Types and Purposes	
C.K.1	<p>Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. (Note: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources)</p> <ol style="list-style-type: none"> a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and /or pictures as needed. b. Introduce the topic. c. Provide reasons with details to support the opinion. d. Use grade-appropriate transitions. e. Provides a concluding idea. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
C.K.2	<p>Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ol style="list-style-type: none"> a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Supply information to develop the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Provide a concluding idea. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
C.K.3	<p>Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ol style="list-style-type: none"> a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Recount a single event. c. Include details which describe actions, thoughts, emotions.

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	<p>d. Create a sense of closure.</p> <p>e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>
Production and Distribution	
C.K.4	With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers.
Research to Build and Present Knowledge	
C.K.5	With guidance and support, participate in shared research and writing projects.
C.K.6	With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.
Range of Writing	
C.K.7	Begins in grade 3.

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Composition

Guiding Principles 1: Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Standard: C.K.1 Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.

(Note: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources)

- a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and /or pictures as needed.
- b. Introduce the topic.
- c. Provide reasons with details to support the opinion.
- d. Use grade-appropriate transitions.
- e. Provides a concluding idea.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <p>➤ What is an opinion?</p>	<p>Do: <i>What skill must the student demonstrate?</i></p> <p>➤ Write or dictate a piece that states an opinion and provides a concluding idea.</p>	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately write or dictate a piece that states an opinion and provides a concluding idea.</p>
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Composition

Guiding Principles 2: Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

Standard: C.K.2 Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- b. Introduce the topic.
- c. Supply information to develop the topic.
- d. Use grade-appropriate conjunctions to develop text structure within sentences.
- e. Use grade-appropriate transitions to develop text structure across paragraphs.
- f. Provide a concluding idea.
- g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ What is the topic? ➤ What are details? ➤ What is explanatory text? ➤ Grade level transitions ➤ Concluding idea 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Write or dictate a piece that names a topic and gives information/details about that topic and a concluding idea. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately write or dictate a piece that names a topic and gives information/details about that topic and a concluding idea.</p>
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Composition

Guiding Principles 1: Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

Standard: C.K.3 Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- b. Recount a single event.
- c. Include details which describe actions, thoughts, emotions.
- d. Create a sense of closure.
- e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ What are narratives? ➤ What are events? ➤ What is sequence? 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Write a piece that tells about an event in order and provides a reaction to what happened. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will write a piece that tells about an event in order and provides a reaction to what happened.</p>
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Composition

Guiding Principles 4: Students will use digital resources to create and publish products as well as to interact and collaborate with others.

Standard: C.K.4 With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ What are digital tools?➤ What is publishing?	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Use a variety of digital tools to produce writing.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will use digital tools to produce writing in collaboration with peers.</p>
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Guiding Principles for Composition 5: Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Standard: C.K.5 With guidance and support, participate in shared research and writing projects.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ What is the process of adding details?➤ How to peer edit and revise.	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Add details and edit writing based on suggestions from peers to strengthen writing.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will strengthen writing by adding details, editing, and revising work based on questions and peer suggestions.</p>
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Composition

Guiding Principles 6: Students will gather relevant information and accuracy of each source and integrate the information for the purpose of analysis, reflection and research while avoiding plagiarism.

Standard: C.K.6 With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <p>➤ Generate questions</p>	<p>Do: <i>What skill must the student demonstrate?</i></p> <p>➤ Generate and answer questions.</p>	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will use experiences to generate and answer questions.</p>
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Composition

Guiding Principles 7: Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

Standard: C.K.7- Not applicable to composition.

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Language Standards Grade K

Conventions of Standard English	
L.K.1	When writing or speaking, demonstrate appropriate use of: <ol style="list-style-type: none"> a. common nouns and verbs. b. regular plural nouns by orally adding /s/ or /es/. c. interrogative sentences using who, what, where, when, why and how. d. sentences using common prepositions. e. complete sentences.
L.K.2	When writing: <ol style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
Knowledge of Language	
L.K.3	Begins in grade 2.
Vocabulary Acquisition and Use	
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. <ol style="list-style-type: none"> a. Identify homophones. b. Identify common affixes and how they change the meaning of a word. c. Use words and phrases acquired through conversations, reading and being read to, and responding to text.
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings. <ol style="list-style-type: none"> a. Sort common objects into categories (e.g. shapes, foods) to gain sense of the concepts the categories represent. b. Demonstrate understanding of verbs and adjectives and their antonyms. c. Demonstrate understanding of verbs and adjectives and their synonyms.

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Language

Guiding Principles 1: Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

Standard: L.K.1 When writing or speaking, demonstrate appropriate use of:

- a. common nouns and verbs.
- b. regular plural nouns by orally adding /s/ or /es/.
- c. interrogative sentences using who, what, where, when, why and how.
- d. sentences using common prepositions.
- e. complete sentences.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Nouns and verbs ➤ Plural nouns with s and es ➤ Question words ➤ Frequently occurring prepositions ➤ Complete sentences 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Students will identify nouns and verbs. ➤ Make nouns plural by adding s and es. ➤ Identify question words. ➤ Produce and expand complete sentences. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ Students will identify nouns and verbs. ➤ Students will make nouns plural by adding s and es. ➤ Students will Identify question words. ➤ Students will produce and expand complete sentences.
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Language

Guiding Principles 2: Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Standard: L.K.2 When writing:

- a. Capitalize the first word in a sentence and the pronoun I.
- b. Recognize and name end punctuation.
- c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Capital letters at the beginning of a sentence and I. ➤ Period, question mark, exclamation point ➤ Short vowel sounds ➤ Letter sounds 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Use a capital letter for the first word in a sentence and I. ➤ Name ending punctuation. ➤ Write letters for sounds. ➤ Spell simple words phonetically. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately:</p> <ul style="list-style-type: none"> ➤ Use a capital letter for the first word in a sentence and I. ➤ Name ending punctuation. ➤ Write letters for sounds. ➤ Spell simple words phonetically.
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Language

Guiding Principles 3: Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

Standard: L.K.3- Not applicable to language

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Language

Guiding Principles 4: Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

Standard: L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- a. Identify homophones.
- b. Identify common affixes and how they change the meaning of a word.
- c. Use words and phrases acquired through conversations, reading and being read to, and responding to text.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Homophones ➤ -ed –s re- un- pre- ➤ -ful-less 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Recognize that some words and phrases have multiple meanings ➤ Identify frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately:</p> <ul style="list-style-type: none"> ➤ Identify new meanings for familiar words. ➤ Use inflections and affixes as a clue to the meaning of unknown words.
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Language

Guiding Principles 5: Students will demonstrate understanding of word relationships and nuances in word meanings.

Standard: 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 sense of the concepts the categories represent.
- b. Demonstrate understanding of verbs and adjectives and their antonyms.
- c. Demonstrate understanding of verbs and adjectives and their **synonyms**.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ sorting, categories ➤ verbs and adjectives ➤ antonyms ➤ synonyms 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Sort objects into categories. ➤ Understand verbs and adjectives as related to opposites. ➤ Understand verbs and adjectives as related to synonyms. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately:</p> <ul style="list-style-type: none"> ➤ Sort objects into categories. ➤ Understand verbs and adjectives as related to opposites. ➤ Understand verbs and adjectives as related to synonyms.
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