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	Spanish Cognates
• details	detalles
• questions	
• ask	
• answer	
• text	texto
• information	información
• where	
• know	
• partner	

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- ✓ 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	Spanish Cognates
• details	detalles
• questions	
• ask	
• answer	
• text	texto
• information	información
• where	
• know	
• partner	

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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
  - o character
  - o setting
  - o problem
  - o resolution
  - o 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	Spanish Cognates
• retell	
• details	detalles
• main events	
• story	
• problem	problema
• character	
• beginning, middle, end	
• resolution	resolución
• solve	
• sequence	secuencia

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

Essential Skills and Concepts:
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- ❑ Sequencing/Ordering the events of the story
- ❑ Verbalizing the basic elements of the story
  - o character
  - o setting
  - o problem
  - o resolution
  - o 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?
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Academic Vocabulary	Spanish Cognates
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• main events	
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• beginning, middle, end	
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• solve	
• sequence	secuencia

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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	Spanish Cognates
• identify	identificar
• characters	personajes
• setting/place	
• time	
• problem	problema
• solution	solución
• conclusion	conclusión
• events	
• happened	

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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?
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- ✓ 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	Spanish Cognates
• identify	identificar
• characters	personajes
• setting/place	
• time	
• problem	problema
• solution	solución
• conclusion	conclusión
• events	
• happened	

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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	Spanish Cognates
• unknown word	
• answer	
• question	
• text	texto

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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.

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- ❑ Ask a question
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- ✓ 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	Spanish Cognates
• unknown word	
• answer	
• question	
• text	texto

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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	Spanish Cognates
• fiction	ficción
• story	
• poem	poema
• fable	fábula
• narrative	narrativa
• purpose	
• information	información
• text	texto
• storybooks	
• rhyme	rima
• recognize	reconocer

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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.

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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 _____?
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Academic Vocabulary	Spanish Cognates
• fiction	ficción
• story	
• poem	poema
• fable	fábula
• narrative	narrativa
• purpose	
• information	información
• text	texto
• storybooks	
• rhyme	rima
• recognize	reconocer

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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	Spanish Cognates
• author	autor
• illustrator	ilustrador
• illustration	ilustración
• drawing	
• written by	
• illustrated by	ilustrado por
• book	
• story	
• name	nombre
• front cover	
• title page	

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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	Spanish Cognates
• author	autor
• illustrator	ilustrador
• illustration	ilustración
• drawing	
• written by	
• illustrated by	ilustrado por
• book	
• story	
• name	nombre
• front cover	
• title page	

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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	Spanish Cognates
• illustration	ilustración
• illustrator	ilustrador
• drawing	
• picture	
• story	
• tell	
• happening	
• character	personaje

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

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Academic Vocabulary	Spanish Cognates
• illustration	ilustración
• illustrator	ilustrador
• drawing	
• picture	
• story	
• tell	
• happening	
• character	personaje

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

http://commoncore.teoe.org/licensing

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	Spanish Cognates
• character	personaje
• story	
• adventures	aventuras
• experiences	experiencias
• compare	comparar
• contrast	contraste
• similar	similar
• different	diferente

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

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

Essential Skills and Concepts:

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- ❑ Know that contrast means looking for differences
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- ❑ Understand the "who" of the story
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• story	
• adventures	aventuras
• experiences	experiencias
• compare	comparar
• contrast	contraste
• similar	similar
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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	Spanish Cognates
• group	grupo
• listen	
• purpose	
• understanding	
• books	
• activities	actividades
• illustrations	ilustraciones
• events	
• content	contenido
• predictions	predicciones
• text	texto

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• group	grupo
• listen	
• purpose	
• understanding	
• books	
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• events	
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• predictions	predicciones
• text	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	Spanish Cognates
• question	
• answer	
• important	importante
• details	detalles
• text	texto

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• answer	
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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.

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	Spanish Cognates
• identify	indentificar
• main	
• topic	
• retell	
• key	
• details	detalles
• text	texto

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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	Spanish Cognates
• support	
• individual	individuo
• events	eventos
• ideas	ideas
• information	información
• connection	conexión
• cause	causar
• happen	

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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

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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	Spanish Cognates
• ask	
• answer	
• question	
• pictures	
• known	
• unknown	
• help	
• word(s)	
• text	texto

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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	Spanish Cognates
• ask	
• answer	
• question	
• pictures	
• known	
• unknown	
• help	
• word(s)	
• text	texto

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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	Spanish Cognates
• front	
• back	
• identify	dentificar
• title	título
• book	
• page	página
• cover	
• different	diferente

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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	Spanish Cognates
• front	
• back	
• identify	dentificar
• title	título
• book	
• page	página
• cover	
• different	diferente

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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	Spanish Cognates
• written by	
• illustrated by	ilustrado por
• drawings	
• identify	idenificar
• book	
• ideas	ideas
• information	información
• author	autor
• illustrator	ilustrador

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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	Spanish Cognates
• written by	
• illustrated by	ilustrado por
• drawings	
• identify	idenificar
• book	
• ideas	ideas
• information	información
• author	autor
• illustrator	ilustrador

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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.

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	Spanish Cognates
• illustration	ilustración
• describe	describir
• relationship	relación
• text	texto
• person	persona
• place	
• idea	idea
• thing	
• depicts	
• shows	

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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.

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- ✓ 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	Spanish Cognates
• illustration	ilustración
• describe	describir
• relationship	relación
• text	texto
• person	persona
• place	
• idea	idea
• thing	
• depicts	
• shows	

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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	Spanish Cognates
• reasons	razones
• author	autor
• explains	explica
• tells	
• writing	
• text	texto
• support	
• points	puntos

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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:
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- ❑ 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	Spanish Cognates
• reasons	razones
• author	autor
• explains	explica
• tells	
• writing	
• text	texto
• support	
• points	puntos

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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	Spanish Cognates
• picture	
• illustrations	ilustraciones
• procedure	
• steps	
• first, then, next	
• text	texto
• topic	
• differences	diferencias
• similarities	
• same	

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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	Spanish Cognates
• picture	
• illustrations	ilustraciones
• procedure	
• steps	
• first, then, next	
• text	texto
• topic	
• differences	diferencias
• similarities	
• same	

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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	Spanish Cognates
• working together	
• group	grupo
• activities	actividades
• purpose	
• understanding	
• partner	
• cooperate	cooperar

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

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Actively engage in group reading activities with purpose and understanding.

a. **Activate prior knowledge related to the information and events on texts. CA**
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- ❑ 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

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- ✓ Remember to work together so that you can…
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- ✓ 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	Spanish Cognates
• working together	
• group	grupo
• activities	actividades
• purpose	
• understanding	
• partner	
• cooperate	cooperar

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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	Spanish Cognates
• direction	dirección
• left	
• right	
• top	
• bottom	
• page	página
• print	
• word(s)	
• sentence	

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- ✓ Point to the last word on the page.
- ✓ Point to each word as I read the sentence/page.

Academic Vocabulary	Spanish Cognates
• direction	dirección
• left	
• right	
• top	
• bottom	
• page	página
• print	
• word(s)	
• sentence	

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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	Spanish Cognates
• print	
• text	texto
• information	información
• words	
• sentence	

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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	Spanish Cognates
• print	
• text	texto
• information	información
• words	
• sentence	

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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	Spanish Cognates
• sentence	
• space	espacio
• word	
• between	
• print	
• separated	separados

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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	Spanish Cognates
• sentence	
• space	espacio
• word	
• between	
• print	
• separated	separados

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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	Spanish Cognates
• uppercase	
• lowercase	
• letters	letras
• matching	
• recognize	reconocer
• point	apuntar
• read	
• capital	
• alphabet	alfabeto
• ABC's	

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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	Spanish Cognates
• uppercase	
• lowercase	
• letters	letras
• matching	
• recognize	reconocer
• point	apuntar
• read	
• capital	
• alphabet	alfabeto
• ABC's	

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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

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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?
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Academic Vocabulary Spanish Cognates

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

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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

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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

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• count	contar
• first	
• last	
• blend	
• segment	segmento
• take apart	
• repeat	repetir

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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	Spanish Cognates
• blend	
• segment	segmentar
• take apart	
• onset	
• syllables	sílibas
• parts	partes

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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	Spanish Cognates
• blend	
• segment	segmentar
• take apart	
• onset	
• syllables	sílibas
• parts	partes

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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	Spanish Cognates
• sound	sonido
• beginning	
• middle	medio
• vowel	vocal
• identify	identificar
• tell	
• hear	
• word	
• end	

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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	Spanish Cognates
• sound	sonido
• beginning	
• middle	medio
• vowel	vocal
• identify	identificar
• tell	
• hear	
• word	
• end	

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Anchor Standard

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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

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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

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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	Spanish Cognates
• blend	
• sound	sonido
• phoneme	
• whole word	
• parts	
• put together	

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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	Spanish Cognates
• blend	
• sound	sonido
• phoneme	
• whole word	
• parts	
• put together	

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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**

- **a.** 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.
- **b.** 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**
- **c.** Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does).*
- **d.** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

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.

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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**

- **a.** 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.
- **b.** 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**
- **c.** Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does).*
- **d.** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

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.

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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	Spanish Cognates
• sound	sonido
• word	
• same	
• different	diferente
• letter	letra
• read	
• spell	
• vowels	vocales
• sight word	

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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 _____?
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Academic Vocabulary	Spanish Cognates
• sound	sonido
• word	
• same	
• different	diferente
• letter	letra
• read	
• spell	
• vowels	vocales
• sight word	

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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	Spanish Cognates
• purpose	
• author	autor
• expression	expresión
• understanding	
• purpose	
• punctuation	puntuación
• period	
• message	mensaje
• story	

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Anchor Standard

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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	Spanish Cognates
• purpose	
• author	autor
• expression	expresión
• understanding	
• purpose	
• punctuation	puntuación
• period	
• message	mensaje
• story	

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Grade K –Reading Standards: Foundational Skills

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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	Spanish Cognates
• draw	
• tell	
• writing	
• favorite	favorito/preferido
• book title	título
• sentence frame	
• sentence starter	
• reason	razón
• like	
• dislike	
• opinion	opinión

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Anchor Standard
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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	Spanish Cognates
• draw	
• tell	
• writing	
• favorite	favorito/preferido
• book title	título
• sentence frame	
• sentence starter	
• reason	razón
• like	
• dislike	
• opinion	opinión

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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	Spanish Cognates
• inform	informar
• explain	explicar
• write	
• details	detalles
• tell about	
• compose	componer
• topic	
• name	nombre

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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	Spanish Cognates
• inform	informar
• explain	explicar
• write	
• details	detalles
• tell about	
• compose	componer
• topic	
• name	nombre

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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	Spanish Cognates
• combine	combinar
• draw	
• retell	
• events	
• order	orden
• happen	
• reaction	reacción

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

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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	Spanish Cognates
• combine	combinar
• draw	
• retell	
• events	
• order	orden
• happen	
• reaction	reacción

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

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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	Spanish Cognates
• topic	
• focus	
• questions	
• suggestions	
• peers	
• writing	
• details	detalles
• senses	sentidos

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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	Spanish Cognates
• topic	
• focus	
• questions	
• suggestions	
• peers	
• writing	
• details	detalles
• senses	sentidos

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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	Spanish Cognates
• mouse	
• PowerPoint	
• keyboard	
• typing	
• publishing	publicación
• presenting	presentar
• sharing	
• toolbar	
• font	
• writing	
• collaborate	colaborar
• produce	producir

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Grade K – Writing Standards

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	Spanish Cognates
• mouse	
• PowerPoint	
• keyboard	
• typing	
• publishing	publicación
• presenting	presentar
• sharing	
• toolbar	
• font	
• writing	
• collaborate	colaborar
• produce	producir

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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	Spanish Cognates
• reason	razón
• tell	
• explain	explicar
• author's name	nombre del autor
• title	título
• opinion	opinión
• fact	
• like/dislike	

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• fact	
• like/dislike	

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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	Spanish Cognates
• recall	
• information	información
• gather/collect	
• questions	
• sources	
• computer	computadora
• books	
• magazines	
• experiences	experiencias
• remember	
• learn	

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

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Grade K – Writing Standards

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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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Spanish Cognates
conversación

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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	Spanish Cognates
• information	información
• presented	presentado/a
• ask	
• help	
• understanding	
• media	medios

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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	Spanish Cognates
• ask	
• answer	
• question	
• information	información
• more	más
• understand	
• excuse me	

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• ask	
• answer	
• question	
• information	información
• more	más
• understand	
• excuse me	

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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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Academic Vocabulary	Spanish Cognates
• people	
• community workers	
• places	
• things	
• animals	animales
• describe	describir
• events	
• happened	

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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	Spanish Cognates
• drawing	
• visual display	
• describe	describir
• description	descripción
• topic	
• same	
• more	más
• additional	adicional
• details	detalles
• describing words	

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Academic Vocabulary	Spanish Cognates
• drawing	
• visual display	
• describe	describir
• description	descripción
• topic	
• same	
• more	más
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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 **Spanish Cognates**
- audience
- topic
- share
- talk
- loudly
- speaking
- hear
- think

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Academic Vocabulary **Spanish Cognates**
- audience
- topic
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- talk
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- hear
- think

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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?

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6th edition, 2/2019

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	Spanish Cognates
• uppercase	
• lowercase	
• capital	
• letters	letras
• nouns	
• verb	verbo
• plural	plural
• singular	singular
• sentence	
• who	
• what	
• when	
• where	
• why	
• how	

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L.K.1 – (Continued)

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Academic Vocabulary	Spanish Cognates
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• lowercase	
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• nouns	
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• plural	plural
• singular	singular
• sentence	
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• what	
• when	
• where	
• why	
• how	

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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.

- **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.

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	Spanish Cognates
• letters	letras
• sound	sonido
• period	

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Anchor Standard
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L.K.2
Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling 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.

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	Spanish Cognates
• letters	letras
• sound	sonido
• period	

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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	

Standard – L.3 not Applicable to Language.

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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	

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

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Academic Vocabulary

- determine
- choose
- meaning
- familiar words

Spanish Cognates
determinar

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Grade K – Language Standards.

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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.***

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Anchor Standard
Demonstrate understanding of word relationships and nuances in word meanings.

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L.K.5 – (Continued)

Academic Vocabulary	Spanish Cognates
• partner	
• author	autor
• describing	describiendo
• brainstorm	
• group	grupo
• verb	verbo
• adjective	adjectivo
• opposite	opuesto
• sort	
• show me	
• difference	diferencia

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L.K.5 – (Continued)

Academic Vocabulary	Spanish Cognates
• partner	
• author	autor
• describing	describiendo
• brainstorm	
• group	grupo
• verb	verbo
• adjective	adjectivo
• opposite	opuesto
• sort	
• show me	
• difference	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	Spanish Cognates
• respond	responder
• talk	
• vocabulary	vocabulario
• conversation	conversación
• ideas	ideas

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

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- ❑ 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

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- ✓ What type of vocabulary would be best for this situation?
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- ✓ What did you share with your group when you talked with them?
- ✓ What great ideas did you read about?

Academic Vocabulary	Spanish Cognates
• respond	responder
• talk	
• vocabulary	vocabulario
• conversation	conversación
• ideas	ideas

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