



SAMPLES OF STANDARDS STUDENTS ARE LEARNING THIS NINE WEEKS:

Kindergarten ELA

STANDARDS: RI.K.1, RI.K.2, RI.K.4, RL.K.3, RL.K.5, RL.K.6, W.K.5

All passages and questions should be read aloud to the student:

RI.K.1

Listen and Learn

Asking Questions



A **key detail** is an important piece of information. Asking questions helps you understand key details.

When you are reading or listening to an information book, you should ask questions. Begin each question with one of these words:

| | | |
|-------------|--------------|-------------|
| Who | Where | What |
| When | Why | How |

Finding answers to your questions helps you understand an information book.

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RI.K.4

Listen and Learn

Unknown Words



Sometimes you hear or read a word you do not know. You can ask questions about the word to find out what it means.

Here are some questions you can ask:

- What clues can I find in the other words?
- What clues can I find in the pictures?

Finding the meaning of new words can help you understand an information book.

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RL.K.3

So Much to Eat!

Martha **Duck** went to the **Farmer's Market** to buy fruit. When she got there, she saw many different kinds of fruit. She bought several kinds of fruit. When she got home she decided to eat one piece of each kind of fruit. She ate a piece of apple, mango, pear, pineapple, kiwi, watermelon, strawberry, and banana. She had so much fruit to eat that Martha Duck had to ask her neighbors to help her eat it.

What kind of animal was Martha?

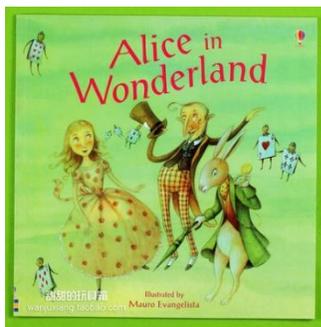
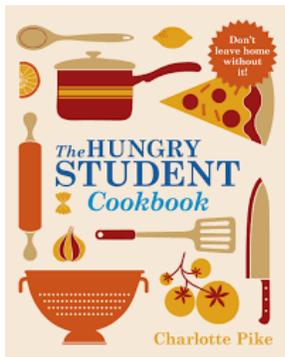
- Duck**
- Dog
- Chicken

Where did she go to buy the fruit?

- Wal-Mart
- Farmer's Market**
- Piggly Wiggly

RL.K.5

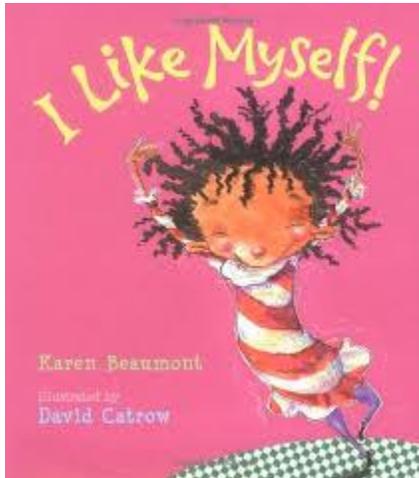
Mark the book that is a fairy tale.



Rationale: The third answer is correct because it is the only text that represents a fairy tale with make-believe characters and story line.

RL.K.6.

Look at the book below.



Who is the author of this book? **Karen Beaumont**

Who is the illustrator of this book? **David Catrow**

1. What does an illustrator do?

writes the book

draws the pictures for the book

2. What does an author do?

writes the book

draws the pictures for the book

Rationale: Students can look at the cover or title page of a book to determine the author and illustrator.

RI.K.2

Hear and Smell

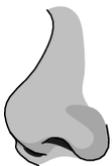
Listen and hear.

You use your ears for hearing. There is a noise. The sound goes into your ear and signals go to your brain. If you are paying attention to what you hear, your brain gives you information about what you are hearing. Ears give information about how loud a sound is. They give information about how far away or how close a sound is. They tell you what is making the sound. You can often tell whether the sound is a good sound or a bad sound. If you hear children laughing, you know they are having fun. If you hear a car horn honk, it might mean, "Come get in the car right now." If you hear a dog growling or a baby crying, your brain tells you that they are unhappy. What if you can't hear? Remember, you can get information from all of your senses.

Sniff and smell.

Your nose is for smelling. It also helps you taste. You smell something and signals go to your brain. Your brain gives you information about what you smell. We think some smells are good and some are not. The information you get from smelling can tell you whether food is good to eat or might make you sick. It can tell you what you're having for dinner. It can tell you whether someone is well or sick. A smell can make you hungry. A smell can tell you there is fire someplace. Even with your eyes closed, you might recognize your mother by the way she smells. Our senses work together to give us information about our world. This information makes life safer and more interesting.

Mark the picture of what people use for the sense of hearing.



Rationale: The second answer is correct because the text says that you use your ears for hearing.

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Classroom Pet

- Pair up with another student.
- Brainstorm what could make the best classroom pet.
- Answer the questions together.
- Write four sentences about the best classroom pet.
- Check each other's work when you're done.
- Give suggestions to each other and tell what you like about each other's work.

1. Kind of Pet

2. Name of Pet

3. Appearance of Pet

4. What should you get the pet?