



# Whiteriver Unified School District Essential Standards

## Quarterly Focus

### What is it we expect students to learn?

**Grade: Kindergarten**

**Subject: ELA**

#### First Quarter

- **K.RF.1a** Follow words from left to right, top to bottom, and page by page.
- **K.RF.1f** Recognize and name all upper and lowercase letters of the alphabet.
- **K.RF.1d** Recognize the difference between a letter and a printed word.
- **K.RI.5** Recognize common types of informational texts; identify the front cover, back cover, and title of the book.
- **K. RL.3** With prompting and support, identify characters, settings and major events in a story.
- **K.RF.3c** Read 50 common high-frequency words by sight from a research-based word list. **9 words** (*I, a, see, can, am, is, in, it, the*)

#### Second Quarter

- **K.RF.1f** Recognize and name all upper and lowercase letters of the alphabet.
- **K.RF.2a** Identify and produce sounds (phonemes) in a spoken word.
- **K.RF.2c** Count, pronounce, blend, and segment syllables, in a spoken word. Blend and segment onset and rimes of single-syllable spoken words. Blend spoken phonemes to form one-syllable words (e.g., /m/ /a/ /n/).
- **K.RF.2e** Add, substitute, and delete individual phonemes in simple, one-syllable words to make new words.
- **K.RF.1e** Understand that words are separated by spaces in print.
- **K. RL.3** With prompting and support, identify characters, settings and major events in a story.
- **K.RF.3c** Read 50 common high-frequency words by sight from a research-based word list. **14 words** (*get, and, to, you, we, he, at, be, on, me, go, like, not, look*)

#### Third Quarter

- **K. RL.3** With prompting and support, identify characters, settings and major events in a story.
- **K.RL.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- **K.RF.2c** Count, pronounce, blend, and segment syllables, in a spoken word. Blend and segment onset and rimes of single-syllable spoken words. Blend spoken phonemes to form one-syllable words (e.g., /m/ /a/ /n/).
- **K.WF.1c** Write left to right using appropriate spacing words.
- **K.RF.3c** Read 50 common high-frequency words by sight from a research-based word list. **14 words** (*was, for, this, have, from, my, one, had, by, are, but, his, what, all*)

#### Fourth Quarter

- **K.RF.2d** Isolate and pronounce the initial, medial vowel (short sounds) and final sounds (phonemes) in three-phoneme words. \*(This does not include CVCs (Consonant-Vowel-Consonant) ending with /l/, /r/, or /x/.)
- **K.RF.2e** Add, substitute, and delete individual phonemes in simple, one-syllable words to make new words.
- **K.W.3** With guidance and support from adults, 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.
- **K. RL.3** With prompting and support, identify characters, settings and major events in a story.
- **K.RF.3c** Read 50 common high-frequency words by sight from a research-based word list. **14 words** (*with, that, when, your, said, there, come, an, each, she, do, how, they, if*)