



<b>READING: Word recognition, Fluency &amp; Vocabulary (WRFV)</b>	<b>Standard</b>	<b>Core Concepts</b>	<b>Key terms</b>
LA.K.WRFV.1	Identify the front cover, back cover, and title page of a book.		
LA.K.WRFV.2	Follow words from left to right and from top to bottom on the printed page.	<ul style="list-style-type: none"><li>• Rules and conventions help readers and writers understand what is being communicated.</li></ul>	
LA.K.WRFV.3	Understand that printed materials provide information.	<ul style="list-style-type: none"><li>• Reading is a lifelong skills that enhances learning and provides enjoyment.</li><li>• Literature is a tool that expands our understanding of the world.</li><li>• Reading serves different purposes.</li></ul>	
LA.K.WRFV.4	Recognize that sentences in print are made up of separate words.	<ul style="list-style-type: none"><li>• Rules and conventions help readers understand what is being communicated.</li></ul>	
LA.K.WRFV.5	Distinguish letters from words.	<ul style="list-style-type: none"><li>• Letters are isolated symbols of language.</li><li>• Words are composed of two or more letters.</li></ul>	



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LA.K.WRFV.6	Recognize and name all capital and lowercase letters of the alphabet.	<ul style="list-style-type: none"><li>• Letters are isolated symbols of language.</li><li>• There are 26 letters of the alphabet, each expressed by 2 unique symbols with the same identifiable "name"</li></ul>	
LA.K.WRFV.7	Listen to two or three phonemes (sounds) when they are read aloud, and tell the number of sounds heard, whether they are the same or different, and the order.	<ul style="list-style-type: none"><li>• Words are made up of different sounds.</li><li>• There is a structure that governs language, which allows us to communicate our message clearly.</li><li>• Active listening helps us navigate and understand our world.</li></ul>	
LA.K.WRFV.8	Listen and say the changes in spoken syllables (a word or part of a word that contains one vowel sound) and words with two or three sounds when one sound is added, substituted, omitted, moved, or repeated.	<ul style="list-style-type: none"><li>• Reading includes active listening and independent application of skills.</li><li>• Syllables and words with sounds are essential to spoken language.</li></ul>	
LA.K.WRFV.9	Blend consonant-vowel-consonant (cvc) sounds aloud to make words.		
LA.K.WRFV.10	Say rhyming words in response to an oral prompt.		



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LA.K.WRFV.11	Listen to one-syllable words and tell the beginning or ending sounds.		
LA.K.WRFV.12	Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in the words.	<ul style="list-style-type: none"><li>• Reading includes active listening and independent application of skills.</li></ul>	
LA.K.WRFV.13	Count the number of sounds in a syllable; count the number of syllables in words.		
LA.K.WRFV.14	Match all consonant sounds (mad, red, pin, top, sun) to appropriate letters.	<ul style="list-style-type: none"><li>• Each letter of the alphabet has its own sound(s).</li></ul>	
LA.K.WRFV.15	Read one-syllable and high-frequency (often-heard) words by sight.	<ul style="list-style-type: none"><li>• Reading is a lifelong skills that enhances learning and provides enjoyment.</li><li>• Literature is a tool that expands our understanding of the world.</li><li>• Reading with accuracy and fluency aids in comprehension.</li></ul>	



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LA.K.WRFV.16	Use self-correcting strategies when reading simple sentences.	<ul style="list-style-type: none"><li>• Reading is a lifelong skills that enhances learning and provides enjoyment.</li><li>• Literature is a tool that expands our understanding of the world.</li><li>• Reading with accuracy and fluency aids in comprehension.</li><li>• Effective readers monitor their understanding of text by adjusting their strategies.</li><li>• Readers use language structure and context clues to identify the intended meaning of words and phrases they read in text.</li></ul>	
LA.K.WRFV.17	Read their own names.	<ul style="list-style-type: none"><li>• Reading serves different purposes.</li></ul>	
LA.K.WRFV.18	Understand the alphabetic principle, which means that as letters in words change, so do the sounds.	<ul style="list-style-type: none"><li>• Rules and conventions help readers.</li></ul>	



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LA.K.WRFV.19	Learn and apply knowledge of alphabetical order when using a classroom or school library/media center.		
LA.K.WRFV.20	Identify and sort common words in basic categories.		
LA.K.WRFV.21	Identify common signs and symbols.		
LA.K.WRFV.22	Listen to stories read aloud and use the vocabulary in those stories in oral language		



<b>READING: Comprehension (c)</b>	<b>Standard</b>	<b>Core Concepts</b>	<b>Key terms</b>
LA.K.RC.1	Locate the title and name of the author of a book.		
LA.K.RC.2	Use picture clues and context to aid comprehension and to make predictions about story content.		
LA.K.RC.3	Connect the information and events in texts to life experiences.		
LA.K.RC.4	Retell familiar stories.		
LA.K.RC.5	Identify and summarize the main ideas and plot of a story.		



<b>READING: Literacy Response and Analysis (LRA)</b>	<b>Standard</b>	<b>Core Concepts</b>	<b>Key terms</b>
LA.K.LRA.1	Distinguish fantasy from reality.		
LA.K.LRA.2	Identify types of everyday print materials.		
LA.K.LRA.3	Identify characters, settings, and important events in a story.		
LA.K.LRA.4	Identify favorite books and stories.		
LA.K.LRA.5	Understand what is heard or seen by responding to questions (who, what, where)		



<b>WRITING: Writing Process (WP)</b>	<b>Standard</b>	<b>Core Concepts</b>	<b>Key terms</b>
LA.K.WP.1	Discuss ideas to include in a story.		
LA.K.WP.2	Tell a story that the teacher or some other person will write.		
LA.K.WP.3	Write using pictures, letters, and words.		
LA.K.WP.4	Write phonetically spelled words (words that are written as they sound) and consonant-vowel-consonant words (demonstrating the alphabetic principle).		
LA.K.WP.5	Write by moving from left to right and from top to bottom.		
LA.K.WP.6	Ask how and why questions about a topic of interest		
LA.K.WP.7	Identify pictures and charts as sources of information and begin gathering information from a variety of sources (books, technology)		
LA.K.WP.8	Organize and classify information into categories of how and why or by color and size.		





<b>WRITING: Writing Applications (WA)</b>	<b>Standard</b>	<b>Core Concepts</b>	<b>Key terms</b>
LA.K.WA.1	Draw pictures and write words for a specific reason.		
LA.K.WA.2	Draw pictures and write for specific people or persons.		
<b>WRITING: English Language Conventions (ELC)</b>	<b>Standard</b>	<b>Core Concepts</b>	<b>Key terms</b>
LA.K.ELC.1	Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters.		
LA.K.ELC.2	Spell independently using an understanding of the sounds of the alphabet and knowledge of letter names.		



<b>Listening and Speaking (LS)</b>	<b>Standard</b>	<b>Core Concepts</b>	<b>Key terms</b>
LA.K.LS.1	Understand and follow one- and two-step spoken directions.		
LA.K.LS.2	Share information and ideas, speaking in complete, coherent sentences.		
LA.K.LS.3	Describe people, places, things (including their size, color, and shape), locations, and actions.		
LA.K.LS.4	Recite short poems, rhymes, and songs.		
LA.K.LS.5	Tell an experience or creative story in a logical sequence.		