

Kindergarten 2022-2023 Instructional Calendar

Quarter 1: Units 1 and 2

Q1: Unit 1 Literary Reading AKS	Q1: Unit 1 Narrative Writing AKS
<p>KLA.A.1: ask and answer questions about key details in a text, such as who, what, when where, why, and how, with prompting and support</p> <p>KLA.A.2: retell stories in sequential order, including key details, with prompting and support</p> <p>KLA.A.3: describe main characters, settings, and major events in a story, with prompting and support</p> <p>KLA.A.6: name the author and illustrator of a story and define the role of each in telling the story, with prompting and support</p> <p>KLA.A.7: use illustrations and details in the text to predict and to describe the characters, settings, or events, with prompting and support</p> <p>KLA.A.7.a: tell stories using wordless picture books and picture sequences using familiar storybooks</p> <p>KLA.A.7.b: make predictions from illustrations and titles</p> <p>KLA.A.9: read and comprehend literature, including stories and poems, of appropriate complexity for kindergarten, with prompting and support</p> <p>KLA.A.9.a: recite short poems, rhymes, songs, and stories with repeated patterns</p>	<p>KLA.D.26: use a combination of drawing, dictating, and writing to narrate a single event or a short sequence of events</p> <p>KLA.D.26.a: provide a beginning for the story</p> <p>KLA.D.26.b: organize events and pages in order in which the events happened</p> <p>KLA.D.26.c: include an end page that shows what happened last in the story</p> <p>KLA.D.26.d: include pages for the beginning, middle, and end of a story</p> <p>KLA.D.26.e: tell, draw, and write stories across pages</p> <p>KLA.D.26.f: create different types of narrative writing including true stories and fictional stories</p> <p>KLA.D.27: develop and strengthen writing as needed by planning, drafting, revising, and editing, with guidance and support from peers and adults</p> <p>KLA.D.31: expand and elaborate writing appropriate to the type of writing</p> <p>KLA.D.31.c: in narrative writing, imagine or remember to include details in pictures and words about what is going on, who was there, how they felt, and the events that happened</p>

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Q1: Unit 2 Informational Reading AKS	Q1: Unit 2 Writing AKS
<p>KLA.B.10: ask and answer questions about key details in a text, such as who, what, where, when, why, and how, with prompting and support</p> <p>KLA.B.11: identify the main topic and retell key details of a text in a logical order, with prompting and support</p> <p>KLA.B.13: ask and answer questions about unknown words in an informational text and explain how to determine the meaning of unknown words, with prompting and support</p> <p>KLA.B.14: identify the text features in a text and explain the information each feature provides</p> <p>KLA.B.15: name the author and illustrator/photographer of a text and define the role and purpose of each in presenting the ideas or information in a text, with prompting and support</p> <p>KLA.B.16: describe how illustrations or photographs support the informational text, with prompting and support</p> <p>KLA.B.19: read and comprehend informational text of appropriate complexity for kindergarten, with prompting and support</p>	<p>KLA.D.27: develop and strengthen writing as needed by planning, drafting, revising, and editing, with guidance and support from peers and adults</p> <p>KLA.D.29: participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them), with guidance and support</p> <p>KLA.D.30: recall information from experiences or gather information from provided sources to answer a question, with guidance and support from adults</p> <p>KLA.D.31: expand and elaborate writing appropriate to the type of writing</p> <p>KLA.D.31.b: in informational writing, include details that teach information by answering questions such as who, what, when, where, why, and how</p>

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Q1: Reading Foundations AKS

KLA.C.20: demonstrate understanding of the organization and basic features of print

KLA.C.20.a: follow words from left to right, top to bottom, and page-by-page

KLA.C.20.b: recognize that spoken words are represented in written language by specific sequences of letters

KLA.C.20.c: understand that words are separated by spaces in print

KLA.C.20.d: name and match all upper-and lowercase letters of the alphabet out of sequence

KLA.C.21: demonstrate understanding of spoken words, syllables, and sounds (phonemes)

KLA.C.21.a: recognize and produce rhyming words

KLA.C.21.b: count, pronounce, blend, and segment syllables in spoken words

KLA.C.21.c: blend and segment onsets and rimes of single-syllable spoken words

KLA.C.21.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/.)

KLA.C.23: read emergent-reader texts, with purpose and understanding

Q1: Language AKS

KLA.F.39.a: print legibly all upper- and lowercase letters and first and last names

KLA.F.39.b: use frequently occurring nouns and verbs

KLA.F.39.d: understand and use question words (interrogatives) (e.g., who, what, where, when, why, how)

KLA.F.42.a: sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent

KLA.F.43: use words and phrases acquired through conversations, reading and being read to, and responding to texts

Q1: Speaking and Listening AKS

KLA.E.33: participate in collaborative conversations with different partners about kindergarten topics and texts with peers and adults in small and larger groups

KLA.E.33.a: take turns speaking and listening while respectfully agreeing or disagreeing about the topics and texts under discussion

KLA.E.34: confirm understanding of written texts 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

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Quarter 2: Units 3 and 4

Q2: Unit 3 Literary Reading AKS	Q2: Unit 3 Narrative Writing AKS
<p>KLA.A.1: ask and answer questions about key details in a text, such as who, what, when where, why, and how, with prompting and support</p> <p>KLA.A.2: retell stories in sequential order, including key details, with prompting and support</p> <p>KLA.A.3: describe main characters, settings, and major events in a story, with prompting and support</p> <p>KLA.A.4: ask and answer questions about unknown words in a text and explain how to determine the meaning of the unknown words, with prompting and support</p> <p>KLA.A.5: recognize common types of texts (e.g., storybooks, songs, poems, informational texts) and explain major differences between texts that tell stories and texts that give information</p> <p>KLA.A.8: compare and contrast the adventures and experiences of main characters in stories, with prompting and support</p> <p>KLA.A.9: read and comprehend literature, including stories and poems, of appropriate complexity for kindergarten, with prompting and support</p> <p>KLA.A.9.a: recite short poems, rhymes, songs, and stories with repeated patterns</p>	<p>KLA.D.26: use a combination of drawing, dictating, and writing to narrate a single event or a short sequence of events</p> <p>KLA.D.26.a: provide a beginning for the story</p> <p>KLA.D.26.b: organize events and pages in order in which the events happened</p> <p>KLA.D.26.c: include an end page that shows what happened last in the story</p> <p>KLA.D.26.d: include pages for the beginning, middle, and end of a story</p> <p>KLA.D.26.e: tell, draw, and write stories across pages</p> <p>KLA.D.26.f: create different types of narrative writing including true stories and fictional stories</p> <p>KLA.D.27: develop and strengthen writing as needed by planning, drafting, revising, and editing, with guidance and support from peers and adults</p> <p>KLA.D.28: use a variety of tools to produce and publish writing, including digital tools in collaboration with peers, with guidance and support from adults</p> <p>KLA.D.31.c: in narrative writing, imagine or remember to include details in pictures and words about what is going on, who was there, how they felt, and the events that happened</p> <p>KLA.D.32: produce writing that reflects the author's voice and perspective</p>

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Q2: Unit 4 Informational Reading AKS	Q2: Unit 4 Informational Writing AKS
<p>KLA.B.10: ask and answer questions about key details in a text, such as who, what, where, when, why, and how, with prompting and support</p> <p>KLA.B.11: identify the main topic and retell key details of a text in a logical order, with prompting and support</p> <p>KLA.B.12: identify and describe the connection between two individuals, events, ideas, or pieces of information in a text, with prompting and support</p> <p>KLA.B.13: ask and answer questions about unknown words in an informational text and explain how to determine the meaning of unknown words, with prompting and support</p> <p>KLA.B.14: identify the text features in a text and explain the information each feature provides</p> <p>KLA.B.19: read and comprehend informational text of appropriate complexity for kindergarten, with prompting and support</p>	<p>KLA.D.25: use a combination of drawing, dictating, and writing to compose informative/explanatory texts</p> <p>KLA.D.25.a: provide a beginning that states the topic</p> <p>KLA.D.25.b: share information in order</p> <p>KLA.D.25.c: include an end page</p> <p>KLA.D.25.d: write different information on a topic across pages</p> <p>KLA.D.25.e: tell, draw, and write information across pages</p> <p>KLA.D.25.f: create different types of informational writing including all-about books and how-to books</p> <p>KLA.D.27: develop and strengthen writing as needed by planning, drafting, revising, and editing, with guidance and support from peers and adults</p> <p>KLA.D.28: use a variety of tools to produce and publish writing, including digital tools in collaboration with peers, with guidance and support from adults</p> <p>KLA.D.29: participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them), with guidance and support</p> <p>KLA.D.30: recall information from experiences or gather information from provided sources to answer a question, with guidance and support from adults</p> <p>KLA.D.31.b: in informational writing, include details that teach information by answering questions such as who, what, when, where, why, and how</p> <p>KLA.D.32: produce writing that reflects the author's voice and perspective</p>

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Q2: Reading Foundations AKS

- KLA.C.20: demonstrate understanding of the organization and basic features of print
- KLA.C.21: demonstrate understanding of spoken words, syllables, and sounds (phonemes)
 - KLA.C.21.a: recognize and produce rhyming words
 - KLA.C.21.b: count, pronounce, blend, and segment syllables in spoken words
 - KLA.C.21.c: blend and segment onsets and rimes of single-syllable spoken words
 - KLA.C.21.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/.)
 - KLA.C.21.e: add, substitute, or delete individual sounds (phonemes) in simple, one-syllable words to make new words
- KLA.C.22: know and apply grade-level phonics and word analysis skills in decoding words
 - KLA.C.22.a: demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant
 - KLA.C.22.b: demonstrate basic knowledge of long and short sounds for the five major vowels
- KLA.C.23: read emergent-reader texts, with purpose and understanding
 - KLA.C.23.a: read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)

Q2: Language AKS

- KLA.F.39.a: print legibly all upper- and lowercase letters and first and last names
- KLA.F.39.c: form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) when speaking
- KLA.F.39.e: use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)
- KLA.F.39.f: produce and expand complete sentences in shared language activities
- KLA.F.40.a: capitalize the first word in a sentence and the pronoun I
- KLA.F.40.b: recognize and name end punctuation
- KLA.F.40.c: write a letter or letters for most consonant and short-vowel sounds (phonemes)
- KLA.F.40.d: spell simple words phonetically, drawing on knowledge of sound-letter relationships
- KLA.F.43: use words and phrases acquired through conversations, reading and being read to, and responding to texts

Q2: Speaking and Listening AKS

- KLA.E.33.b: continue conversations and revisit topics to contribute new ideas and questions
- KLA.E.34: confirm understanding of written texts 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
- KLA.E.35: ask and answer questions in order to seek help, get information, or clarify something that is not understood
- KLA.E.36.a: provide additional detail orally with prompting and support
- KLA.F.37: create drawings to support or extend the description of people, places, things, and events
- KLA.F.38: speak audibly and express thoughts, feelings, and ideas clearly

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Quarter 3: Units 5 and 6

Q3: Unit 5 Literary Reading AKS	Q3: Unit 5 Narrative Writing AKS
<p>KLA.A.1: ask and answer questions about key details in a text, such as who, what, when where, why, and how, with prompting and support</p> <p>KLA.A.2: retell stories in sequential order, including key details, with prompting and support</p> <p>KLA.A.3: describe main characters, settings, and major events in a story, with prompting and support</p> <p>KLA.A.4: ask and answer questions about unknown words in a text and explain how to determine the meaning of the unknown words, with prompting and support</p> <p>KLA.A.8: compare and contrast the adventures and experiences of main characters in stories, with prompting and support</p> <p>KLA.A.9: read and comprehend literature, including stories and poems, of appropriate complexity for kindergarten, with prompting and support</p> <p>KLA.A.9.a: recite short poems, rhymes, songs, and stories with repeated patterns</p>	<p>KLA.D.26: use a combination of drawing, dictating, and writing to narrate a single event or a short sequence of events</p> <p>KLA.D.26.a: provide a beginning for the story</p> <p>KLA.D.26.b: organize events and pages in order in which the events happened</p> <p>KLA.D.26.c: include an end page that shows what happened last in the story</p> <p>KLA.D.26.d: include pages for the beginning, middle, and end of a story</p> <p>KLA.D.26.e: tell, draw, and write stories across pages</p> <p>KLA.D.26.f: create different types of narrative writing including true stories and fictional stories</p> <p>KLA.D.27: develop and strengthen writing as needed by planning, drafting, revising, and editing, with guidance and support from peers and adults</p> <p>KLA.D.28: use a variety of tools to produce and publish writing, including digital tools in collaboration with peers, with guidance and support from adults</p> <p>KLA.D.31.c: in narrative writing, imagine or remember to include details in pictures and words about what is going on, who was there, how they felt, and the events that happened</p> <p>KLA.D.32: produce writing that reflects the author's voice and perspective</p>

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Q3: Unit 6 Informational Reading AKS	Q3: Unit 6 Opinion Writing AKS
<p>KLA.B.10: ask and answer questions about key details in a text, such as who, what, where, when, why, and how, with prompting and support</p> <p>KLA.B.11: identify the main topic and retell key details of a text in a logical order, with prompting and support</p> <p>KLA.B.13: ask and answer questions about unknown words in an informational text and explain how to determine the meaning of unknown words, with prompting and support</p> <p>KLA.B.14: identify the text features in a text and explain the information each feature provides</p> <p>KLA.B.16: describe how illustrations or photographs support the informational text, with prompting and support</p> <p>KLA.B.17: identify reasons an author gives to support points in a text, with prompting and support</p> <p>KLA.B.19: read and comprehend informational text of appropriate complexity for kindergarten, with prompting and support</p>	<p>KLA.D.24: use a combination of drawing, dictating, and writing to compose opinion pieces</p> <p>KLA.D.24.a: provide a beginning that shares likes and dislikes about a topic</p> <p>KLA.D.24.b: use transition words such as 'because' to say more about a topic</p> <p>KLA.D.24.c: provide a possible solution that is opinion-oriented</p> <p>KLA.D.24.d: share an opinion and state why the opinion was chosen</p> <p>KLA.D.24.e: tell, draw, and write information across pages</p> <p>KLA.D.24.f: create different types of writing including signs, speeches, posters, how-to books, or letters</p> <p>KLA.D.27: develop and strengthen writing as needed by planning, drafting, revising, and editing, with guidance and support from peers and adults</p> <p>KLA.D.28: use a variety of tools to produce and publish writing, including digital tools in collaboration with peers, with guidance and support from adults</p> <p>KLA.D.29: participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them), with guidance and support</p> <p>KLA.D.30: recall information from experiences or gather information from provided sources to answer a question, with guidance and support from adults</p> <p>KLA.D.31.a: in opinion writing, collect and provide information about the topic and the opinion for readers so that readers believe and understand the writer's feelings about the topic</p> <p>KLA.D.32: produce writing that reflects the author's voice and perspective</p>

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Q3: Reading Foundations AKS

KLA.C.21: demonstrate understanding of spoken words, syllables, and sounds (phonemes)
KLA.C.21.a: recognize and produce rhyming words
KLA.C.21.b: count, pronounce, blend, and segment syllables in spoken words
KLA.C.21.c: blend and segment onsets and rimes of single-syllable spoken words
KLA.C.21.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/.)
KLA.C.21.e: add, substitute, or delete individual sounds (phonemes) in simple, one-syllable words to make new words
KLA.C.22: know and apply grade-level phonics and word analysis skills in decoding words
KLA.C.22.a: demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant
KLA.C.22.b: demonstrate basic knowledge of long and short sounds for the five major vowels
KLA.C.22.c: distinguish between similarly spelled words by identifying the sounds of the letters that differ
KLA.C.23.a: read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)

Q3: Language AKS

KLA.F.39: demonstrate command of the conventions of standard English grammar and usage when writing or speaking
KLA.F.40: demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
KLA.F.41: determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content, with guidance and support
KLA.F.41.a: identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck)
KLA.F.41.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
KLA.F.42: explore word relationships and nuances in word meanings, with guidance and support from adults
KLA.F.42.b: demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)
KLA.F.42.c: identify real-life connections between words and their use (e.g., note places at school that are colorful)
KLA.F.43: use words and phrases acquired through conversations, reading and being read to, and responding to texts

Q3: Speaking and Listening AKS

KLA.E.33: participate in collaborative conversations with different partners about kindergarten topics and texts with peers and adults in small and larger groups
KLA.E.34: confirm understanding of written texts 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
KLA.E.35: ask and answer questions in order to seek help, get information, or clarify something that is not understood
KLA.E.36: provide details when describing people, places, things, and events
KLA.F.38: speak audibly and express thoughts, feelings, and ideas clearly

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Quarter 4: Units 7 and 8

Q4: Unit 7 Literary Reading AKS	Q4: Unit 7 Opinion Writing AKS
<p>KLA.A.1: ask and answer questions about key details in a text, such as who, what, when where, why, and how, with prompting and support</p> <p>KLA.A.2: retell stories in sequential order, including key details, with prompting and support</p> <p>KLA.A.3: describe main characters, settings, and major events in a story, with prompting and support</p> <p>KLA.A.4: ask and answer questions about unknown words in a text and explain how to determine the meaning of the unknown words, with prompting and support</p> <p>KLA.A.7: use illustrations and details in the text to predict and to describe the characters, settings, or events, with prompting and support</p> <p>KLA.A.8: compare and contrast the adventures and experiences of main characters in stories, with prompting and support</p> <p>KLA.A.9: read and comprehend literature, including stories and poems, of appropriate complexity for kindergarten, with prompting and support</p> <p>KLA.A.9.a: recite short poems, rhymes, songs, and stories with repeated patterns</p>	<p>KLA.D.24: use a combination of drawing, dictating, and writing to compose opinion pieces</p> <p>KLA.D.24.a: provide a beginning that shares likes and dislikes about a topic</p> <p>KLA.D.24.b: use transition words such as 'because' to say more about a topic</p> <p>KLA.D.24.c: provide a possible solution that is opinion-oriented</p> <p>KLA.D.24.d: share an opinion and state why the opinion was chosen</p> <p>KLA.D.24.e: tell, draw, and write information across pages</p> <p>KLA.D.24.f: create different types of writing including signs, speeches, posters, how-to books, or letters</p> <p>KLA.D.27: develop and strengthen writing as needed by planning, drafting, revising, and editing, with guidance and support from peers and adults</p> <p>KLA.D.28: use a variety of tools to produce and publish writing, including digital tools in collaboration with peers, with guidance and support from adults</p> <p>KLA.D.31.a: in opinion writing, collect and provide information about the topic and the opinion for readers so that readers believe and understand the writer's feelings about the topic</p> <p>KLA.D.32: produce writing that reflects the author's voice and perspective</p>

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Q4: Unit 8 Informational Reading AKS	Q4: Unit 8 Informational Writing AKS
<p>KLA.B.10: ask and answer questions about key details in a text, such as who, what, where, when, why, and how, with prompting and support</p> <p>KLA.B.11: identify the main topic and retell key details of a text in a logical order, with prompting and support</p> <p>KLA.B.12: identify and describe the connection between two individuals, events, ideas, or pieces of information in a text, with prompting and support</p> <p>KLA.B.13: ask and answer questions about unknown words in an informational text and explain how to determine the meaning of unknown words, with prompting and support</p> <p>KLA.B.14: identify the text features in a text and explain the information each feature provides</p> <p>KLA.B.16: describe how illustrations or photographs support the informational text, with prompting and support</p> <p>KLA.B.17: identify reasons an author gives to support points in a text, with prompting and support</p> <p>KLA.B.18: compare and contrast similarities and differences between two texts on the same topic, using examples from the texts, with prompting and support</p> <p>KLA.B.19: read and comprehend informational text of appropriate complexity for kindergarten, with prompting and support</p>	<p>KLA.D.25: use a combination of drawing, dictating, and writing to compose informative/explanatory texts</p> <p>KLA.D.27: develop and strengthen writing as needed by planning, drafting, revising, and editing, with guidance and support from peers and adults</p> <p>KLA.D.28: use a variety of tools to produce and publish writing, including digital tools in collaboration with peers, with guidance and support from adults</p> <p>KLA.D.29: participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them), with guidance and support</p> <p>KLA.D.31.b: in informational writing, include details that teach information by answering questions such as who, what, when, where, why, and how</p> <p>KLA.D.32: produce writing that reflects the author's voice and perspective</p>

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Q4: Reading Foundations AKS

KLA.C.21: demonstrate understanding of spoken words, syllables, and sounds (phonemes)
KLA.C.22: know and apply grade-level phonics and word analysis skills in decoding words
KLA.C.22.a: demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant
KLA.C.22.b: demonstrate basic knowledge of long and short sounds for the five major vowels
KLA.C.22.c: distinguish between similarly spelled words by identifying the sounds of the letters that differ
KLA.C.23.a: read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)

Q4: Language AKS

KLA.F.39: demonstrate command of the conventions of standard English grammar and usage when writing or speaking
KLA.F.40: demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
KLA.F.41: determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content, with guidance and support
KLA.F.42: explore word relationships and nuances in word meanings, with guidance and support from adults
KLA.F.42.d: begin to distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings
KLA.F.43: use words and phrases acquired through conversations, reading and being read to, and responding to texts

Q4: Speaking and Listening AKS

KLA.E.33: participate in collaborative conversations with different partners about kindergarten topics and texts with peers and adults in small and larger groups
KLA.E.34: confirm understanding of written texts 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
KLA.E.35: ask and answer questions in order to seek help, get information, or clarify something that is not understood
KLA.E.36: provide details when describing people, places, things, and events
KLA.F.37: create drawings to support or extend the description of people, places, things, and events
KLA.F.38: speak audibly and express thoughts, feelings, and ideas clearly