

# Kindergarten Standards Alignment Chart

## Color Key



The following Tables of Content pages include the coordinating standards addressed in each lesson in all Sections. The lessons are color-coded as follows:

### Red

R - reading anchor standard

### Purple

RL - reading literature

### Black

RI - reading information

### Pink

W - writing

### Green

SL - speaking and listening

### Dark Blue

L - language

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All templates and student pages are available for print and/or projection from the following link:

<https://empoweringwriters.com/toolbox/grade-k-student-pages/>

Both English and Spanish Student Pages are included.

Translated pages will be designated by the following symbol in the lower corner of each page:



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## Foundational Skills:

- ☐ Can identify and distinguish between narrative and informational/expository texts **R.K.5**
- ☐ Can summarize a story using the story summary template **R.K.2**
- ☐ Can summarize an informational/expository text using the summary template **R.K.2**
- ☐ Participates in collaborative conversations about topics and texts **SL.K.1**

## Narrative Writing:

- ☐ Recognizes the Simplified Narrative Diamond **W.K.3**
- ☐ Understands the concept of beginning, middle, end **W.K.3**
- ☐ Can summarize a story using the terms beginning, middle, end **W.K.3 R.K.2**
- ☐ Identifies story critical elements: characters, settings, objects **RL.K.1, 2, 3**
- ☐ Distinguishes between the five senses **R.K.4 L.K.5**
- ☐ Participates in teacher-directed modeling of elaborative detail **SL.K.1**
- ☐ Writes an elaborative detail segment **W.K.3**
- ☐ Identifies “what feelings look like” **W.K.3**
- ☐ Writes a label or lists the description for “what feelings look like” **W.K.3**
- ☐ Identifies a suspenseful story segment **R.K.1**
- ☐ Participates in teacher-directed modeling of suspenseful segments **SL.K.1**
- ☐ Writes a suspenseful segment or riddle **W.K.3**
- ☐ Uses a variety of sentence starters to create sentence variety (oral/written) **L.K.1, 2**
- ☐ Uses a combination of drawing and writing to compose a narrative story with a beginning, middle, and end **W.K.3**
- ☐ Uses a combination of drawing and writing to compose a narrative with a beginning, middle, and end with some specific elaborative detail that includes “what feelings look like” **W.K.3**

## Informational/Expository Writing:

- ☐ Recognizes the Simplified Informational/Expository Pillar **W.K.2**
- ☐ Identifies the topic of informative texts **R.K.1**
- ☐ Can sort information into categories **W.K.2**
- ☐ Identifies details in informative texts **R.K.1**
- ☐ Recognizes and uses a variety of text features **W.K.2 R.K.1**
- ☐ With teacher direction, uses digital sources to find information **W.K.7**
- ☐ Participates in teacher-directed modeling of informational/expository texts **SL.K.1**
- ☐ Uses a combination of drawing and writing to compose informational/expository texts **W.K.2**
- ☐ Participates in shared research projects using digital tools in the classroom **W.K.7**

## Opinion Writing:

- ☐ Recognizes the Simplified Opinion Pillar **W.K.1**
- ☐ Understands that everyone has an opinion **W.K.1**
- ☐ Recognizes differing points of view – pro/con **W.K.1**
- ☐ Participates in teacher-directed modeling of opinion pieces **SL.K.1**
- ☐ Uses a combination of drawing and writing to share an opinion on an issue, topic, or book **W.K.1 L.K.1, 2**

# Narrative Book Analysis Form

**Use this teacher resource to assess instructional opportunities in the books you read.**

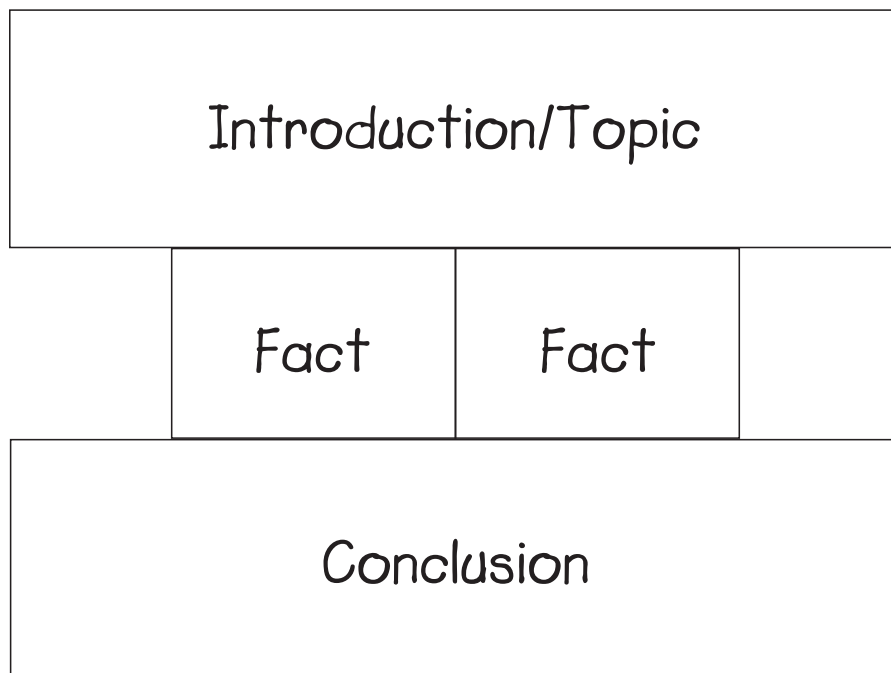
1. Title/Author/Publisher of book **R.K.6** \_\_\_\_\_.
2. Summary of book: **R.K.3**  
This story is about \_\_\_\_\_.  
The problem/experience was \_\_\_\_\_.  
The problem was solved/experience concluded when \_\_\_\_\_.
3. Challenge: Locate an informational/expository companion book for a side-by-side lesson. **R.K.5, 6**
4. List WHO, WHERE, WHAT(story critical character, setting, object). **R.K.1, 3, 7**  
\_\_\_\_\_  
\_\_\_\_\_
5. Select a character, setting, object, or situation that students can express/write an opinion about: **W.K.1** \_\_\_\_\_.
6. Write a research question that relates to some aspect of the story.  
**W.K.7**  
\_\_\_\_\_  
\_\_\_\_\_
7. Pick out, read, and analyze sections of elaborative detail that highlight sensory details.  
(Mark with sticky notes) **R.K.4, 5**
8. Identify “No Go” words. **L.K.5**
9. Identify “Put said to bed” words. **L.K.5**
10. What do feelings look like? Find examples. **R.K.4**
11. Identify adverbs (or an activity that can be described with an adverb). **L.K.5**
12. Identify a suspenseful section. **R.K.1, 4**
13. Find word referents in the story. **L.K.5**
14. Identify character traits. **R.K.3**
15. Which art, game, or extension activities does this book inspire? **W.K.7 R.K.7**



**Informational/Expository Book Analysis Form**

**Use this teacher resource to assess instructional opportunities in the books you read.**

1. Title/Author/Publisher of book **R.K.6** \_\_\_\_\_.
2. Summary of book: **W.K.2 R.K.2**  
This book gives information about \_\_\_\_\_ (topic)  
Facts:
  - \_\_\_\_\_.
  - \_\_\_\_\_.
  - \_\_\_\_\_.
3. Challenge: Locate a narrative story book for a side by side lesson. **W.K.3 R.K.5, 6**
4. Sorting Details – list facts highlighted in the text. **W.K.1, 2 R.K.2**
5. Arrange facts on the simplified pillar.



**Using sticky notes, mark the following:**

- Diagram: List possibilities for a diagram/labeling exercise. W.K.2 R.K.7
- Write a research question(s) that explores and expands on this topic. W.K.7
- Identify word referents in the text. L.K.5
- Identify an issue, or other aspect of this text about which students may express - write an opinion. W.K.1
- Which art, game, or extension activities does this topic inspire? W.K.7 R.K.7