



Literature



READING: Literature

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Key Ideas and Details							
<input type="checkbox"/>	KRL 1.	With prompting and support, ask and answer questions about key details in a text.				Who, what, where, when questions: Who was is in the story? What was this about? What happened next? Can you ask your neighbor/partner about...?, Talk to your partner about...Where did it say that? How did you know that? Academic Vocabulary: details, questions, ask, answer, text, information, where, know, partner	
<input type="checkbox"/>	KRL 2.	With prompting and support, retell familiar stories, including key details.				Can you tell me what happened in the story? Using these pictures/cards, can you tell what happened in the story? What happened first? What was the story about? What did the character do to solve the problem? What happened at the end of the story? Can you draw a picture of what happened in the story and then tell me about it? Academic Vocabulary: retell, details, main events, story, problem, character, beginning, middle, end, resolution, solve, sequence	
<input type="checkbox"/>	KRL 3.	With prompting and support, identify characters, settings, and major events in a story.				Who are the characters in this story? Who is the story about? What happened in the story? When did the story happen? Where did the story take place? What was the problem in the story? How was the problem solved? Are the characters alike? How are they different? Can you look at the picture and tell me about...? Academic Vocabulary: identify, characters, setting/place, time, problem, solution, conclusion, events, happened	
Craft and Structure							
<input type="checkbox"/>	KRL 4.	Ask and answer questions about unknown words in a text. <u>(See grade K Language Standards 4-6 in Vocabulary Acquisition and Use for additional expectations.)</u>				Point to an unknown word on the page. What was hard about that word? Is there a chunk in that word that you know? Do you know a word like that? Can you get your mouth ready? Is there something in the picture that can help you? Academic Vocabulary: unknown word, answer, question, text	
<input type="checkbox"/>	KRL 5.	Recognize common types of texts (e.g., storybooks, poems, <u>fantasy, realistic text</u>).				What is this book about? Will this book tell us a story or help us learn something new? What helps us know that this book is a _____? Is this story real or not real? Is this a _____ or a _____? Academic Vocabulary: fiction, story, poem, fable, narrative, purpose, information, text, storybooks, rhyme, recognize	
<input type="checkbox"/>	KRL 6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.				Who wrote this story? Who drew the pictures? Can you point to the name of the author? Where can I find the name of the person who wrote this story? What does the author do? What does the illustrator do? Academic Vocabulary: author, illustrator, illustration, drawing, written by, illustrated by, book, story, name, front cover, title page	

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READING: Literature - continued

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Integration of Knowledge and Ideas							
<input type="checkbox"/>	KRL 7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).				After looking at the picture, what do you think will happen next? Why do you think the illustrator drew this picture? What can you learn about ___character's name___ by looking at the pictures? Is there anything in the picture that helps you understand the story better? Point to the picture. Say: "Tell me what is happening in the story." Picture walk through the book, before and after reading the story to help students understand what they will be reading or hearing. Academic Vocabulary: illustration, illustrator, drawing, picture, story, tell, happening, character	
<input type="checkbox"/>	KRL 8.	(Not applicable to literature)					
<input type="checkbox"/>	KRL 9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.				What adventure did ___character's name___ have in this story? How is this like another story we read? Did the same things happen to <i>character's name</i> ? How were the stories different? Can you think of another story that is like this one? Academic Vocabulary: character, story, adventures, experiences, compare, contrast, similar, different	
Range of Reading and Level of Text Complexity							
<input type="checkbox"/>	KRL 10.	Actively engage in group reading activities with purpose and understanding				Today our group is going to read about ... Working together, we will... With your partner, read about___. Listen to what I read, and be prepared to turn to a partner and retell the story in your own words. Academic Vocabulary: group, listen, purpose, understanding, books, activities, illustrations, events, content, predictions, text	
<input type="checkbox"/>	KRL 10. a	<u>Activate prior knowledge related to the information and events in texts.</u>					
<input type="checkbox"/>	KRL 10. b	<u>Use illustrations and context to make predictions about text.</u>					

Additional Notes from the Student Reading Standards K5

MEASURING TEXT COMPLEXITY: THREE FACTORS

Qualitative evaluation of the text:

Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text:

Readability measures and other scores of text complexity

Matching reader to text and task:

Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A of the California Common Core Standards.

Range of Text Types and Purposes

Literature			Informational Text
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Text
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics



Informational Text



READING: Informational Text

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Key Ideas and Details							
<input type="checkbox"/>	KRI 1.	With prompting and support, ask and answer questions about key details in a text.				What do you think was the most important thing you learned? Can you ask your partner to tell you what happened when ...? After modeling: Can you ask your partner how ...? What details are the most important to the story? Academic Vocabulary: question, answer, important, details, text	
<input type="checkbox"/>	KRI 2.	With prompting and support, identify the main topic and retell key details of a text.				What was this book/page about? Can you tell me what you learned? Can you tell me what came first? Which sentence tells what this was mostly about? What is the main topic of the text? Can you tell me some key details of the story? Academic Vocabulary: identify, main, topic, retell, key, details, text	
<input type="checkbox"/>	KRI 3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.				How are _____ and _____ connected to each other? What was his/her idea? What caused this to happen? Support your answer with events from the text. What did they do to make this happen? Can you tell what happened after ...? What information is most important? Academic Vocabulary: support, individual, events, ideas, information, connection, cause, happen	
Craft and Structure							
<input type="checkbox"/>	KRI 4.	With prompting and support, ask and answer questions about unknown words in a text. <u>(See grade K Language Standards 4-6 in for additional expectations.)</u>				Do you know something about that word that will help you? Can you get your mouth ready to say the first sound? What can you do to get help? Is there someone you can ask who might be able to help you? Is there something in the picture that can help you figure out what the word is? Academic Vocabulary: ask, answer, question, pictures, known, unknown, help, word(s), text	
<input type="checkbox"/>	KRI 5.	Identify the front cover, back cover, and title page of a book.				Show me the... Identify the ... Open your book to the title page. How would you hold this book to read it to the class? Can you identify the different parts of this book? Academic Vocabulary: front, back, identify, title, book, page, cover, different	
<input type="checkbox"/>	KRI 6.	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.				Point to the name of the ... Show me the name of ... Identify the ... What does the author do? What does the illustrator do? What is the author telling us? How do the pictures/illustrations help us learn about...? Academic Vocabulary: written by, illustrated by, drawings, identify, book, ideas, information, author, illustrator	

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Informational Text



READING: Informational Text - continued

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Integration of Knowledge and Ideas							
<input type="checkbox"/>	KRI 7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).				What can you learn from the illustrations? What do you think the writer is trying to say? What in the picture helps you think that? Why do you think the illustrator put in that picture? Does the illustration match what the writer is trying to say? Do you think the story and the picture are connected? Describe how the picture helps you understand what the author has written.	
<input type="checkbox"/>	KRI 8.	With prompting and support, identify the reasons an author gives to support points in a text.				What does the writer think about this problem? Why do you think the author wrote that? Were there any reasons why you think the author ...? What in the writing made you think that? Academic Vocabulary: reasons, author, explains, tells, writing, text, support, points	
<input type="checkbox"/>	KRI 9.	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).				Can you tell me what this text is about? Can you tell me how this picture is the same as this one? We read two books, what was different about them? We are going to compare these two books. How were they the same? We are going to fill in this chart; can you tell me how the two texts we read were different? What happened first? What happened next? Was this the same order as what we read in the other book? Academic Vocabulary: picture, illustrations, procedure, steps, first, then, next, text, topic, differences, similarities, same	
Range of Reading and Level of Text Complexity							
<input type="checkbox"/>	KRI 10.	Actively engage in group reading activities with purpose and understanding.				Remember to work together so that you can... Everyone needs to help. Talk to your partner about... Help your partner... Everyone needs to take a turn talking about what is happening on the page, in the book... Academic Vocabulary: working together, group, activities, purpose, understanding, partner, cooperate	
<input type="checkbox"/>	KRI 10.a	<u>Activate prior knowledge related to the information and events in texts.</u>					
<input type="checkbox"/>	KRI 10.b	<u>Use illustrations and context to make predictions about text.</u>					



READING: Foundational Skills

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Print Concepts							
<input type="checkbox"/>	KRF 1	Demonstrate understanding of the organization and basic features of print.					
<input type="checkbox"/>	KRF 1a.	Follow words from left to right, top to bottom, and page by page.				Show me where I start reading. Which way do I go next? Point to the first word on this page. Point to the last word on the page. Point to each word as I read the sentence/page. Academic Vocabulary: direction, left, right, top, bottom, page, print, word(s), sentence	
<input type="checkbox"/>	KRF 1b.	Recognize that spoken words are represented in written language by specific sequences of letters.				Why do we read? Can you point to the words on the page? How can we write that? Where can we find things to read? Academic Vocabulary: print, text, information, words, sentence	
<input type="checkbox"/>	KRF 1c.	Understand that words are separated by spaces in print.				Can you point to a word? Can you draw a line between the words in the story? Can you make a circle around every word in the sentence? Can you count the words in the sentence? How many words do you see in the title? Can you show me the first word in the sentence? Academic Vocabulary: sentence, space, word, between, print, separated	
<input type="checkbox"/>	KRF 1d.	Recognize and name all upper- and lowercase letters of the alphabet.				Can you show me an uppercase ____? Can you name this/these letters ____? (While pointing to an upper- or lowercase letter) Can you find a letter that looks like this? Tell me the name of each letter as I point to it. Point to and read these letters. Match capital letters to the lowercase letters. Academic Vocabulary: uppercase, lowercase, letters, matching, recognize, point, read, capital, alphabet, ABCs	
Phonological Awareness							
<input type="checkbox"/>	KRF 2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).					
<input type="checkbox"/>	KRF 2a.	Recognize and produce rhyming words.				What do you notice about these words? Do these words sound the same? Does this word rhyme with ____? Can you name/say another word that sounds like this one? Do these words end the same, or are they different? Academic Vocabulary: sound, ending, rhyme, same, different	
<input type="checkbox"/>	KRF 2b.	Count, pronounce, blend, and segment syllables in spoken words.				How many sounds do you hear? Where do you hear that sound? What do you hear first? Repeat these sounds. Listen as I say these sounds slowly. Say them with me. Let's say them fast. Listen to this word. Say the sounds slowly. Use Elkonian/sound boxes. Academic Vocabulary: sound, count, first, last, blend, segment, take apart, repeat	
<input type="checkbox"/>	KRF 2c.	Blend and segment onsets and rimes of single-syllable spoken words.				How many parts do you hear in these words? What word do you get when you put this sound with this chunk? What word do you get when you add ____ to ____ (ex. /m/ to /at/)? How many syllables does this word have? When you take apart this word, do you see another word? Academic Vocabulary: blend, segment, take apart, onset, syllables, parts	

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READING: Foundational Skills - continued

☐	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Phonological Awareness - continued							
☐	KRF 2d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. ¹ (This does not include CVCs ending with /l/, /r/, or /x/.)				I will say a word; tell me what sound you hear first. In the word _____, what is the beginning sound? I will say a word, what sound do you hear at the end? Say the word with me. What sound did you make first/last? Listen as I say the word. What sound do you hear in the middle? What vowel do you hear in the middle of the word ____? In the word _____, what vowel sound do you hear? Academic Vocabulary: sound, beginning, middle, vowel, identify, tell, hear, word, end	
☐	KRF 2e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.				What sounds do you hear? The word is _____. What word would you have if you took away the ____ and added ____? (The word is <i>rat</i> . What new word would you have if you took away the /r/ and added /m/?) What word would you have if you added ____ to ____? (What word would you have if you added /p/ to <i>in</i> ?) Academic Vocabulary: sounds, new word, added, took away	
☐	KRF 2f.	<u>Blend two to three phonemes into recognizable words.</u>				Today we will put together sounds to make up words. Listen to the sounds; how many do you hear? Listen to the sounds; blend the sound to say the whole word. Blend the word parts together, and say the whole word. Academic Vocabulary: blend, sound, phoneme, whole word, parts, put together	
Phonics and Word Recognition							
☐	KRF 3	Know and apply grade-level phonics and word analysis skills in decoding words <u>both in isolation and in text.</u>				When I point to a letter, tell me the sound that it makes. When I say a sound, write the letter/letters that make that sound. When I say ___ <i>hat</i> __, what letter do you hear in the middle? How would you spell the word _____? Which vowel do you hear, when I say _____? As you point to a list of high frequency words, " <i>Can you read these words for me?</i> " I will say two words; tell me if they are the same or different? Academic Vocabulary: sound, word, same, different, letter, read, spell, vowels, sight word	
☐	KRF 3a.	Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.					
☐	KRF 3b.	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels (Aa, Ee, Ii, Oo, Uu) and know the long and short of each vowel. More complex long vowel graphemes and spellings are targeted in Grade 1 phonics standards.)					
☐	KRF 3c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).					
☐	KRF 3d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.					
Fluency							
☐	KRF 4	Read emergent-reader texts with purpose and understanding.				Can you read this book for me? What can you do when you get to a word you don't know? Is this book going to tell you a story, or is it going to help you learn about something? What is this book about? What do you think the author is trying to tell you? Academic Vocabulary: purpose, author, expression, understanding, purpose, punctuation, period, message, story	



Opinion/Argument



WRITING: Opinion/Argument

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Text Types and Purposes							
<input type="checkbox"/>	KW 1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).				What are you writing about? Which is your favorite (animal, book, food)? Don't forget to put that in your writing. How will you start your writing? Can you tell me what you like, and I will write down what you say? Can you tell me about your picture, and I will help you write about your picture? Can you use this frame to start your writing? My favorite _____ is _____, or I like _____ because _____. Start your writing by using this sentence starter... The name of my favorite book is _____. Can you tell why you like this book, animal, color...? Academic Vocabulary: draw, tell, writing, favorite, book title, sentence frame, sentence starter, reason, like, dislike, opinion	

Informative/Explanatory



WRITING: Informative/Explanatory

<input type="checkbox"/>	KW 2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.				What are you writing about? How will you start your writing? Can you tell me what you like, and I will write down what you say? Can you tell me about your picture, and I will help you write about your picture? Can you tell some more about...? Why don't you tell what it looks like and what it does? Academic Vocabulary: inform, explain, write, details, tell about, compose, topic, name	
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Narrative



WRITING: Narrative

<input type="checkbox"/>	KW 3	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.				What will you draw and write about today? We all went to the _____. Today you will write a story about what happened and what we did. After reading a book or story, today we are going to write about this book! I want you to draw a picture of your favorite part; then you will come and tell me about what you drew. Draw a picture that shows how you feel, and then tell about what you drew. Academic Vocabulary: combine, draw, retell, events, order, happen, reaction	
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WRITING: All Genres

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Production and Distribution of Writing							
<input type="checkbox"/>	KW 4.	This standard is not applicable to first grade (begins in grade 2).					
<input type="checkbox"/>	KW 5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.				What will you be writing about today? What did you like the most? Can you write about that? Can you tell more about what you are writing? Be sure to write what happened first, next and last. Can you use what we have in the flow chart to write your story? Who will you write about? What will you tell about in your writing? Academic Vocabulary: topic, focus, questions, suggestions, peers, writing, details, senses	
<input type="checkbox"/>	KW 6.	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.				Can you turn on the computer? Would you like to type, or should I? Would your writing be best as on one page, or should we use the PowerPoint? How will your group decide how to present your story? Did you remember to save your work? Academic Vocabulary: mouse, PowerPoint, keyboard, typing, publishing, presenting, sharing, toolbar, font, writing, collaborate, produce	
Research to Build and Present Knowledge							
<input type="checkbox"/>	KW 7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).				What is the name of your favorite book? Who wrote that book? Would you like to read/hear another book by that author? This book _____ and this book are by the same author. Which one did you like best and why? What are some of your favorite things? Why do you like them? Which do you like better? Choose one, and give to reasons why you like it. Academic Vocabulary: reason, tell, explain, author's name, title, opinion, fact, like/dislike	
<input type="checkbox"/>	KW 8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.				Can you tell me what happened ...? After reading a text, or looking at a picture, ask; who, what, where and when questions. Did you gather information from the computer? What were the best sources you used? Did you find information in books and magazines? Where can you go to gather/collect information to help you understand? Academic Vocabulary: recall, information, gather/collect, questions, sources, computer, books, magazines, experiences, remember, learn	
<input type="checkbox"/>	KW 9.	Standard W 1.9 begins in grade 4.					
Range of Writing							
<input type="checkbox"/>	KW 10.	Standard W 1.10 begins in grade 2.					

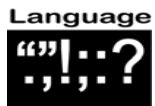


Speaking & Listening



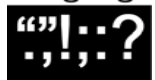
SPEAKING and LISTENING:

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Comprehension and Collaboration							
<input type="checkbox"/>	KSL 1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.				Talk to your partner about... Talk to your group about... Ask your partner _____? Tell your partner what you think about _____. Tell your partner what you have liked so far. Tell your group what you have learned about... Academic Vocabulary: conversation, partner, take turns, listen carefully, interrupting, inside voice	
<input type="checkbox"/>	KSL 1a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).					
<input type="checkbox"/>	KSL 1b.	Continue a conversation through multiple exchanges.					
<input type="checkbox"/>	KSL 2.a	Confirm understanding of a text 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. <u>Understand and follow one- and two-step oral directions.</u>				What/who was this about? How do you know what happened? What do you think this picture/video is about? If you are not sure, who can you ask for help? What did you learn when we read this book? What do you think the author/film/illustrator is trying to tell us? Academic Vocabulary: information, presented, ask, help, understanding, media	
<input type="checkbox"/>	KSL 3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.				What did they say? Can you ask them to tell you more? What can you say if you don't understand? What was the most important part that you heard? Did you understand what he/she was telling you? Can you tell me what they said about...? Excuse me; can you tell me that part again? Academic Vocabulary: ask, answer, question, information, more, understand, excuse me	
Presentation of Knowledge and Ideas							
<input type="checkbox"/>	KSL 4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.				Can you tell me what it looked like? Where did that happen? What happened when? What was special about that? What does a <u>person, such as a doctor or teacher</u> , do? Tell your neighbor what a _____ looks like. Is there anymore that you can say about...? What else can you tell about...? Academic Vocabulary: people, community workers, places, things, animals, describe, events, happened	
<input type="checkbox"/>	KSL 5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.				What will you be speaking about today? I want you to draw a picture that will help us understand what you are saying. Can you find a picture that shows what you will share? Can you tell us more about your picture? Does your drawing help add more details? Academic Vocabulary: drawing, visual display, describe, description, topic, same, more, additional, details, describing words	
<input type="checkbox"/>	KSL 6.	Speak audibly and express thoughts, feelings, and ideas clearly.				What will you share with us today? Who would like to share today? Talk to your partner about how you felt when... Remember to speak loudly enough so everyone can hear you. Think about what you will share today. Don't forget to tell if this made you feel happy or sad, mad, or scared. Academic Vocabulary: audience, topic, share, talk, loudly, speaking, hear, think	



LANGUAGE: Conventions

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Conventions of Standard English							
<input type="checkbox"/>	KL 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				Can you write your ABCs? Can you write the letter ____? Can you write the uppercase letter? What does this letter look like in the lowercase? Can you make the capital letter ____? Which of these words are nouns? Can we come up with some names of ...? A noun is a person, place, thing or idea. Which words tell what the people are doing? Can you tell what he/she is doing? Which word is the action word in the sentence? How can we change this word so that it shows that there is more than one? Is ____ plural or singular? Can you ask your partner who was ...? Where is the ...? If you add color words, your sentence will be longer. Make your sentence interesting by telling us where it was happening. Academic Vocabulary: uppercase, lowercase, capital, letters, nouns, verb, plural, singular, sentence, who, what, when, where, why, how	
<input type="checkbox"/>	KL 1a.	Print many upper- and lowercase letters.					
<input type="checkbox"/>	KL 1b.	Use frequently occurring nouns and verbs.					
<input type="checkbox"/>	KL 1c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).					
<input type="checkbox"/>	KL 1d.	Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).					
<input type="checkbox"/>	KL 1e.	Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).					
<input type="checkbox"/>	KL 1f.	Produce and expand complete sentences in shared language activities.					
<input type="checkbox"/>	KL 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				Did you remember to capitalize and punctuate your sentence? What sound did you hear and where did you hear it? Can you write the letters you hear when you say that word? Does your sentence need a period or a question mark? Can you write the letter(s) that make that sound? Use of Elkonian boxes. Academic Vocabulary: letters, sound, period, question mark, exclamation point, sentence, hear, write, spell, capitalize, upper case, lower case	
<input type="checkbox"/>	KL 2a.	Capitalize the first word in a sentence and the pronoun <i>I</i> .					
<input type="checkbox"/>	KL 2b.	Recognize and name end punctuation.					
<input type="checkbox"/>	KL 2c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).					
<input type="checkbox"/>	KL 2d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
Knowledge of Language							
<input type="checkbox"/>	KL.1.3	This standard is not applicable to first grade (begins in grade 2).					



LANGUAGE: Vocabulary

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Vocabulary Acquisition and Use							
<input type="checkbox"/>	KL 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.				What happens to the word <i>cat</i> when we add <i>s</i> and make it <i>cats</i> ? The author used the word _____. Do you know another way to use that word? When I use the word _____ in this sentence, what does it mean? Can you use this word in a sentence? Can you draw a picture of what this word means? Which of these pictures shows ...? Academic Vocabulary: determine, choose, meaning, familiar words	
<input type="checkbox"/>	KL 4a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).					
<input type="checkbox"/>	KL 4b.	Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i>) as a clue to the meaning of an unknown word.					
<input type="checkbox"/>	KL 5	With guidance and support from adults, explore word relationships and nuances in word meanings.				Put these into groups please. Can you tell me about the groups you made? Can you and your partner sort these pictures into groups? Do you know another way to say that? Listen to all the words the author uses that mean _____. Let's make a describing map to think of ways to say _____. We are going to brainstorm ways to say... The opposite of _____ is _____. If it is not _____; it is _____. Can you show me what march looks like? Show me the difference between talk and whisper . Academic Vocabulary: partner, author, describing, brainstorm, group, verb, adjective, opposite, sort, show me, difference	
<input type="checkbox"/>	KL 5a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.					
<input type="checkbox"/>	KL 5b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).					
<input type="checkbox"/>	KL 5c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).					
<input type="checkbox"/>	KL 5d.	Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i>) by acting out the meanings.					
<input type="checkbox"/>	KL 6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.				How would you respond to _____? How should you ask for _____? What type of vocabulary would be best for this situation? When you had a conversation with _____, what did you share? What did you share with your group when you talked with them? What great ideas did you read about? Academic Vocabulary: respond responder, talk, vocabulary, conversation, ideas	