

Reading Standards for Literature: Kindergarten		Listening & Learning Domain												Skills Unit									
Key Ideas and Details		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
STD RL.K.1	With prompting and support, ask and answer questions about key details in a text.																						
	With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>) requiring literal recall and understanding of the details and/or facts of a fiction read-aloud	♦		♦	♦				♦	♦													
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships	♦		♦	♦				♦	♦													
	With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>) requiring literal recall and understanding of the details and/or facts of a fiction text that has been read independently																		♦	♦	♦	♦	♦
STD RL.K.2	With prompting and support, retell familiar stories, including key details.																						
	With prompting and support, retell or dramatize fiction read-alouds, including key details	♦		♦	♦	♦			♦			♦											
STD RL.K.3	With prompting and support, identify characters, settings, and major events in a story.																						
	With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction read-aloud	♦		♦	♦	♦	♦	♦			♦												
	With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently																		♦	♦	♦	♦	♦

Reading Standards for Literature: Kindergarten		Listening & Learning Domain												Skills Unit									
Craft and Structure		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
STD RL.K.4	Ask and answer questions about unknown words in a text.																						
	With prompting and support, ask and answer questions about unknown words in fiction read-alouds and discussions	♦		♦	♦				♦	♦													
	With prompting and support, ask and answer questions about unknown words and phrases from a fiction text that has been read independently																						♦
STD RL.K.5	Recognize common types of texts (e.g., storybooks, poems).																						
	Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, nursery rhymes, and poems	♦		♦	♦	♦	♦	♦	♦				♦										
STD RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.																						
	With prompting and support, describe the role of an author and illustrator in a fiction text			♦					♦														
Integration of Knowledge and Ideas		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
STD RL.K.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).																						
	With prompting and support, describe illustrations from a fiction read-aloud, using the illustrations to check and support comprehension of the read aloud	♦		♦	♦				♦	♦													
	With prompting and support, describe illustrations from a fiction text read independently, using the illustrations to check and support comprehension of the story																			♦	♦		♦
STD RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.																						
	With prompting and support, compare and contrast similarities and differences within a single fiction read-aloud or between two or more fiction read-alouds	♦		♦																			
Range of Reading and Level of Text Complexity		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
STD RL.K.10	Actively engage in group reading activities with purpose and understanding.																						
	Actively engage in fiction read-alouds	♦		♦	♦				♦	♦													
	Read aloud in a group, with a partner, or alone at least 15 minutes each day																			♦	♦	♦	♦

Reading Standards for Informational Text: Kindergarten		Listening & Learning Domain												Skills Unit									
Key Ideas and Details		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
STD RI.K.1	With prompting and support, ask and answer questions about key details in a text.																						
	With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>) requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud		♦		♦	♦	♦	♦	♦	♦	♦	♦	♦										
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships		♦		♦	♦	♦	♦	♦	♦	♦	♦	♦										
STD RI.K.2	With prompting and support, identify the main topic and retell key details of a text.																						
	With prompting and support, identify the main topic and retell key details of a nonfiction/informational read-aloud		♦		♦	♦			♦	♦	♦	♦											
STD RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.																						
	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud		♦		♦	♦	♦	♦		♦	♦	♦	♦										
Craft and Structure		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
STD RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.																						
	With prompting and support, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions		♦		♦	♦	♦	♦	♦	♦	♦	♦	♦										
STD RI.K.5	Identify the front cover, back cover, and title page of a book.																						
	Identify the parts of books and function of each part (front cover, back cover, title page, table of contents)																♦	♦	♦		♦		
	Demonstrate correct book orientation by holding books correctly and turning pages																	♦		♦			
STD RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.																						
	With prompting and support, describe the role of an author and illustrator in a nonfiction/informational text					♦					♦	♦	♦										

Reading Standards for Informational Text: Kindergarten		Listening & Learning Domain												Skills Unit									
Integration of Knowledge and Ideas		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
STD RI.K.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).																						
	With prompting and support, describe illustrations from a nonfiction/informational read-aloud, using the illustrations to check and support comprehension of the read-aloud		♦		♦	♦	♦	♦	♦	♦	♦	♦	♦										
STD RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.																						
	With prompting and support, identify the reasons or facts an author gives to support points in a nonfiction/informational read-aloud								♦		♦		♦										
STD RI.K.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).																						
	With prompting and support, compare and contrast similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds		♦		♦	♦	♦					♦	♦	♦									
Range of Reading and Level of Text Complexity		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
STD RI.K.10	Actively engage in group reading activities with purpose and understanding.																						
	Actively engage in nonfiction/informational read-alouds		♦		♦	♦	♦	♦	♦	♦	♦	♦	♦										
Reading Standards for Foundational Skills: Kindergarten		Listening & Learning Domain												Skills Unit									
Print Concepts		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
STD RF.K.1	Demonstrate understanding of the organization and basic features of print.																						
STD RF.K.1a	Follow words from left to right, top to bottom, and page by page.																						
	Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to a text read aloud																	♦	♦	♦	♦		
	Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back)																	♦	♦				
	Establish bodily and spatial awareness																	♦					
STD RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.																						
	Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds																	♦	♦	♦	♦	♦	
STD RF.K.1c	Understand that words are separated by spaces in print.																						
	Point to each word in a line of print while reading aloud																			♦		♦	
STD RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.																						
	Recognize and name the 26 letters of the alphabet in their upper- and lowercase forms																			♦	♦	♦	♦

Reading Standards for Foundational Skills: Kindergarten		Listening & Learning Domain												Skills Unit									
Phonological Awareness		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
STD RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).																						
	Identify environmental sounds													♦									
	Count the number of environmental sounds heard (e.g., clapping, rhythm band instruments)													♦									
	Identify whether environmental sounds are the same or different													♦									
	Segment spoken sentences into words													♦									
STD RF.K.2a	Recognize and produce rhyming words.																						
	Recognize and produce rhyming words																		♦		♦		
STD RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words.																						
	Blend syllables to form words														♦								
STD RF.K.2c	Blend and segment onsets and rimes of single-syllable spoken words.																						
	NOTE: CKLA FOCUSES ON THE INDIVIDUAL PHONEME AS THE UNIT OF SOUND, NOT ONSETS AND RIMES; SEE OBJECTIVES UNDER RF.K.2.d																						
STD RF.K.2d	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/).																						
	Segment a spoken word into phonemes, e.g., given <i>bat</i> , produce the segments /b/ /a/ /t/															♦	♦				♦		♦
	Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/															♦	♦	♦			♦		♦
	Indicate whether a target phoneme is present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of <i>mat</i> and /g/ at the end of <i>bag</i>															♦	♦	♦			♦		♦
	Listen to one-syllable words and tell the beginning or ending sounds, e.g., given <i>dog</i> , identify initial /d/ or final /g/														♦	♦					♦		
	Orally blend sounds to form words, e.g., given the sounds /k/ . . . /a/ . . . /t/, blend to make <i>cat</i>														♦	♦				♦			♦
STD RF.K.2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.																						
	Add or substitute phonemes to spoken one-syllable words														♦								♦

Reading Standards for Foundational Skills: Kindergarten		Listening & Learning Domain												Skills Unit											
Phonics and Word Recognition		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10		
STD RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.																								
STD RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.																								
	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or basic code sound for every consonant 'b', 'bb' > /b/; 'd', 'dd' > /d/; 'f', 'ff' > /f/; 'g', 'gg' > /g/; 'h' > /h/; 'j' > /j/; 'c', 'k', 'ck', 'cc' > /k/; 'l', 'll' > /l/; 'm', 'mm' > /m/; 'n', 'nn' > /n/; 'p', 'pp' > /p/; 'r', 'rr' > /r/; 's', 'ss' > /s/; 't', 'tt' > /t/; 'v' > /v/; 'w' > /w/; 'x' > /x/; 'y' > /y/; 'z', 'zz', 's' > /z/; 'ch' > /ch/; 'sh' > /sh/; 'th' > /th/ (<i>thin</i>); 'th' > /th/ (<i>then</i>); 'qu' > /qu/; 'ng', 'n' > /ng/																	♦	♦	♦		♦	♦	♦	
STD RF.K.3b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.																								
	Read and write any one-syllable short vowel CVC words, e.g., <i>sit, cat, wet, not, cup</i>																	♦	♦	♦		♦		♦	
	Read and write one-syllable short vowel words with initial or final blends/clusters, e.g., <i>tr-, fl-, sp-, -st, -nd, -lt</i> , etc. and initial or final consonant digraphs, e.g., <i>ch-, sh-, th-, -ch, -sh, -th, -ck, -ng</i>																			♦	♦	♦			
	Read and write one-syllable short vowel words containing a double consonant final spelling, e.g., <i>mess, bill, cuff</i> , etc.																					♦			
	Begin to read and write one-syllable words containing a long vowel sound with the final <i>-e</i> spelling, e.g. <i>late, bite, note</i> , and <i>cute</i>																							♦	
	Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted, e.g., <i>at > bat > bad > bid</i>																	♦	♦				♦	♦	
	Read, spell, and write chains of one-syllable short vowel words with consonant blends/clusters and/or consonant digraphs, e.g., <i>stab > slab > slap > slash</i>																					♦	♦	♦	♦
	Read, spell, and write chains of one-syllable long vowel words with the final <i>-e</i> spelling, e.g., <i>nine > line > lime > time > tame > came > cape > tape</i>																							♦	♦
STD RF.K.3c	Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).																								
	Read high-frequency words identified as tricky words: Unit 8: <i>the, a, of, all, one, from, was</i> Unit 9: <i>word, to, I, no, when, where, why, what, which, so, once, said, says, are, were, here, there</i> Unit 10: <i>he, she, we, be, me, they, their, my, by, you, your</i>																						♦	♦	♦
STD RF.K.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.																								
	Distinguish between similarly spelled words by identifying the sounds of the letters that differ, e.g., <i>peg</i> and <i>pig</i> , <i>pin</i> and <i>pen</i> , etc.																								
Fluency		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10		
STD RF.K.4	Read emergent-reader texts with purpose and understanding.																								
	Read, with purpose and understanding, decodable text that incorporates the letter-sound correspondences that have been taught with purpose and understanding																	♦	♦	♦	♦	♦	♦	♦	
	Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary																						♦	♦	

Writing Standards: Kindergarten		Listening & Learning Domain												Skills Unit										
Text Types and Purposes		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	
STD W.K.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>).																							
	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 fiction or nonfiction/informational text they are writing about and state an opinion or preference about the text			♦									♦											
STD W.K.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.																							
	Use a combination of drawing, dictating, and writing to present information from a nonfiction/informational read-aloud, naming the topic and supplying some details		♦	♦	♦		♦	♦	♦	♦	♦	♦												
STD W.K.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.																							
	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					♦			♦		♦	♦	♦											
Production and Distribution of Writing		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	
STD W.K.4	(Begins in Grade 3)																							
STD W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.																							
	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed											♦	♦	♦										
STD W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in																							
	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers								♦			♦	♦											
Research to Build and Present Knowledge		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	
STD W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).																							
	Participate in shared research and writing projects (e.g., group scientific research and writing)								♦			♦												
STD W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.																							
	With assistance, categorize and organize facts and information within a given domain to answer questions		♦				♦	♦	♦	♦	♦	♦	♦											
STD W.K.9	(Begins in Grade 4)																							
Range of Writing		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	
STD W.K.10	(Begins in Grade 3)																							

Speaking and Listening Standards: Kindergarten		Listening & Learning Domain												Skills Unit									
Comprehension and Collaboration		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
STD SLK.1	Participate in collaborative conversations with diverse partners about <i>Kindergarten topics and texts</i> with peers and adults in small and large groups																						
STD SLK.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).																						
	Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦											
STD SLK.1b	Continue a conversation through multiple exchanges.																						
	Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦											
STD SLK.2	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.																						
	Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud	♦	♦	♦	♦	♦	♦			♦	♦	♦	♦										
	Ask questions to clarify information in a fiction text																		♦	♦	♦		
STD SLK.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.																						
	Ask questions to clarify directions, exercises, and/or classroom routines									♦	♦	♦											
Presentation of Knowledge and Ideas		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
STD SLK.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.																						
	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail	♦	♦	♦		♦					♦	♦							♦	♦			
STD SLK.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.																						
	Add drawings or other visual displays to descriptions as desired to provide additional detail		♦	♦	♦		♦	♦	♦	♦	♦	♦											
STD SLK.6	Speak audibly and express thoughts, feelings, and ideas clearly.																						
	Speak audibly and express thoughts, feelings, and ideas clearly	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦					

Language Standards: Kindergarten		Listening & Learning Domain												Skills Unit									
Conventions of Standard English		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
STD L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																						
STD L.K.1a	Print many upper- and lowercase letters.																						
	Hold a writing utensil with a tripod (or pincer) grip and make marks on paper													♦	♦	♦	♦	♦	♦				
	Trace, copy, and write from memory the letters of the alphabet accurately in upper- and lowercase form															♦	♦	♦	♦				♦
	Write from left to right leaving spaces between words, and top to bottom using return sweep																	♦					
	Write own name																	♦					
STD L.K.1b	Use frequently occurring nouns and verbs.																						
	Use frequently occurring nouns and verbs in oral language	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦										
STD L.K.1c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog</i> , <i>dogs</i> ; <i>wish</i> , <i>wishes</i>).																						
	Use regular plural nouns orally by adding /s/, /z/, or /es/																						♦
STD L.K.1d	Understand and use question words (interrogatives) (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i>).																						
	Ask questions beginning with <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , or <i>how</i>			♦			♦			♦	♦												♦
STD L.K.1e	Use the most frequently occurring prepositions (e.g., <i>to</i> , <i>from</i> , <i>in</i> , <i>out</i> , <i>on</i> , <i>off</i> , <i>for</i> , <i>of</i> , <i>by</i> , <i>with</i>).																						
	Use spatial words: <i>there</i> , <i>here</i> ; <i>in</i> , <i>on</i> ; <i>in front of</i> , <i>behind</i> ; <i>at the top of</i> , <i>at the bottom of</i> ; <i>under</i> , <i>over</i> ; <i>above</i> , <i>below</i> ; <i>next to</i> , <i>in the middle of</i> ; <i>near</i> , <i>far</i> ; <i>inside</i> , <i>outside</i> ; <i>around</i> , <i>between</i> ; <i>up</i> , <i>down</i> ; <i>high</i> , <i>low</i> ; <i>left</i> , <i>right</i> ; <i>front</i> , <i>back</i>																	♦	♦	♦	♦	♦	
STD L.K.1f	Produce and expand complete sentences in shared language activities.																						
	Answer questions orally in complete sentences	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦										
	Produce and expand complete sentences in shared language activities	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦										
STD L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.																						
STD L.K.2a	Capitalize the first word in a sentence and the pronoun <i>I</i> .																						
	Capitalize the first word in a sentence and the pronoun <i>I</i>																						♦
STD L.K.2b	Recognize and name end punctuation.																						
	Name and use commas and end punctuation while reading orally																		♦	♦	♦		♦
STD L.K.2c	Write a letter or letters for most consonant and short vowel sounds (phonemes).																						
	Recognize, isolate, and write the spellings for short vowel sounds																		♦	♦			♦
	Recognize, isolate, and write single letter, double letter, and digraph spellings for consonant sounds																		♦	♦	♦		♦
STD L.K.2d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.																						
	Spell and write any CVC, CCVC, CVCC, or CCVCC word that uses the letter-sound correspondences taught in Kindergarten																					♦	♦
	Begin to write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge, e.g., write <i>won</i> for <i>one</i> , <i>sum</i> for <i>some</i> , etc.																					♦	
Knowledge of Language		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
STD L.K.3	(Begins in grade 2)																						

Language Standards: Kindergarten		Listening & Learning Domain												Skills Unit									
Vocabulary Acquisition and Use		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
STD L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.																						
STD L.K.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).																						
	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>)	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦											
STD L.K.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.																						
	Use the inflections <i>-s</i> , <i>-es</i> , and <i>-ed</i> as a clue to the meaning of an unknown word																				♦		
STD L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.																						
STD L.K.5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.																						
	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent		♦		♦																		
STD L.K.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).																						
	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)		♦						♦	♦	♦	♦	♦										
STD L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).																						
	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>)	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦											
STD L.K.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.																						
	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		♦									♦											
STD L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.																						
	Use words and phrases acquired through conversations, being read to, and responding to texts	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦											
	Learn the meaning of common sayings and phrases	♦	♦	♦	♦	♦	♦		♦		♦	♦											

Key To Listening & Learning Domain Numbers:
1 Nursery Rhymes and Fables
2 The Five Senses
3 Stories
4 Plants
5 Farms
6 Native Americans
7 Kings and Queens
8 Seasons and Weather
9 Columbus and the Pilgrims
10 Colonial Towns and Townspeople
11 Taking Care of the Earth
12 Presidents and American Symbols