

# KINDERGARTEN

KINDERGARTEN				
LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS				
READING INFORMATION		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
KEY IDEAS & DETAILS	<b>K.RI.1:</b> With prompting and support, ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>• Texts</li> <li>• Questions</li> <li>• Answers</li> <li>• Key Details</li> <li>• Predictions</li> <li>• Inferences</li> <li>• Background knowledge</li> <li>• 5 W's + H questions (who, what, where, when, why and how)</li> </ul>	<ul style="list-style-type: none"> <li>• Authors include key details in informational texts which can help a reader ask and answer questions.</li> <li>• Good readers know a question is different from a statement and requires an answer.</li> </ul>	<p><b><i>With prompting and support....</i></b></p> <ul style="list-style-type: none"> <li>• Make reasonable predictions about text</li> <li>• Use information from the background knowledge and information from the text to make inferences</li> <li>• Ask and answer questions which begin with who, what, where, when why, and how</li> <li>• <b>Ask and answer questions about key details in a text</b></li> <li>• <b>Answer questions about key details in an informational text.</b></li> <li>• <b>Identify key details in an informational text.</b></li> </ul>
	<b>K.RI.2:</b> With prompting and support, identify the main topic and retell key details of a text.	<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• □ in topic</li> <li>• Difference between the main topic and key details</li> <li>• How to retell/restate details</li> </ul>	<ul style="list-style-type: none"> <li>• Authors of informational text(s) include key details in order to help readers make meaning of the text.</li> <li>• Good readers use key details in an informational text to identify the main topic.</li> </ul>	<p><b><i>With prompting and support....</i></b></p> <ul style="list-style-type: none"> <li>• <b>Identify and retell key details in an informational text</b></li> <li>• <b>Identify the main topic of an informational text</b></li> <li>• Describe or graphically represent the relationship between main topic and key details</li> <li>• Identify the main topic and retell key details of a text</li> </ul>
	<b>K.RI.3:</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• How to identify</li> <li>• Text features</li> <li>• Informational texts have key features such as author and title</li> </ul>	<ul style="list-style-type: none"> <li>• Authors of informational texts use text features that help readers identify the purpose of the text.</li> <li>• Good readers begin to identify text features in order to make meaning of informational texts</li> </ul>	<p><b><i>With prompting and support....</i></b></p> <ul style="list-style-type: none"> <li>• Identify text features such as author and title in informational texts</li> <li>• Recognize that informational texts have a structure</li> <li>• <b>Identify key details about an individual in an informational text</b></li> <li>• <b>Identify details about events or ideas in an informational text</b></li> <li>• <b>Discuss the connection between two individuals, events, ideas, or pieces of information</b></li> <li>• <b>Identify the relationship between elements in an informational piece</b></li> </ul>

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LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
READING INFORMATION				
CRAFT AND STRUCTURE	<b>K.RI.4:</b> With prompting and support, ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> <li>• Informational text</li> <li>• Questions</li> <li>• Answers</li> <li>• Picture/graphic clues</li> <li>• Words</li> <li>• Context clues</li> </ul>	<ul style="list-style-type: none"> <li>• Authors make purposeful language choices to create meaning in informational text(s).</li> <li>• Good readers actively seek the meaning of unknown words/phrases by asking and answering questions to clarify meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and reread other words, sentences, and non-linguistic images in the text to identify context clues</li> <li>• Use context clues to help unlock the meaning of unknown words/phrases</li> <li>• <b>Identify unknown words</b></li> <li>• <b>Recognize that a question requires an answer</b></li> <li>• <b>Ask and answer questions about unknown words in a text</b></li> </ul>
	<b>K.RI.5:</b> Identify the front cover, back cover, and title page of a book.	<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• <i>How to identify</i> Text features (e.g., front cover, back cover, title page)</li> <li>• Books are read from front to back</li> </ul>	<ul style="list-style-type: none"> <li>• Authors create books that have front covers, back covers and title pages.</li> <li>• Good readers can identify the front cover, back cover and title page of a book</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identify the front cover, back cover, and title page of a book</b></li> </ul>
	<b>K.RI.6:</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• How to define</li> <li>• Author</li> <li>• Illustrator</li> <li>• Role of an author</li> <li>• Role of an illustrator</li> </ul>	<ul style="list-style-type: none"> <li>• Authors and illustrators have different roles in creating a text.</li> <li>• The author of an informational text decides what ideas or information is presented to the reader.</li> <li>• The illustrator of an informational text helps the reader "see" the text.</li> <li>• Good readers recognize that authors and illustrators have different roles.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identify and name the author of an informational text</b></li> <li>• <b>Define what an author and illustrator do</b></li> <li>• Identify the illustrator of an informational text</li> <li>• Identify the ideas and information learned from the author</li> <li>• Identify the ideas and information learned from the illustrator</li> </ul>

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COMMON CORE STANDARDS		(Factual)	(Conceptual)
READING INFORMATION			
INTEGRATION OF KNOWLEDGE & IDEAS	<b>K.RI.7:</b> 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).	<ul style="list-style-type: none"> <li>• Topic</li> <li>• Text Details</li> <li>• Graphics/images/illustrations (e.g., photographs, diagrams, simple charts, graphs, maps)</li> </ul>	<ul style="list-style-type: none"> <li>• Authors use illustrations and details in a text to present information.</li> <li>• Good readers use illustrations to enhance their understanding of text.</li> </ul>
	<b>K.RI.8:</b> With prompting and support, identify the reasons an author gives to support points in a text.		
	<b>K.RI.9:</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• Similarities/compare</li> <li>• Differences/contrast</li> <li>• Illustrations/pictures</li> <li>• Descriptions/details</li> <li>• Procedures/steps (e.g., experiments, directions, recipes)</li> </ul>	<ul style="list-style-type: none"> <li>• Authors of informational text provide information on topics using features such as illustrations, descriptions, and procedures.</li> <li>• Good readers make meaning of informational text by identifying similarities and differences between two texts.</li> </ul>
READING RANGE	<b>K.RI.10:</b> Actively engage in group reading activities with purpose and understanding.		<ul style="list-style-type: none"> <li>• Actively engage in group reading activities with purpose and understanding.</li> <li>• Actively engage in group reading activities regarding key ideas and details</li> <li>• Actively engage in group reading activities regarding craft and structure</li> <li>• Actively engage in group reading activities regarding integration of knowledge and ideas</li> <li>• Engage in group reading activities analyzing key ideas and details</li> <li>• Engage in group reading activities analyzing craft and structure</li> <li>• Engage in group reading activities analyzing integration of knowledge and ideas</li> <li>• Apply activities that reflect purpose and understanding of text.</li> </ul>

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COMMON CORE STANDARDS				
READING LITERATURE		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
KEY IDEAS & DETAILS	<b>K.RL.1:</b> With prompting and support, ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>• Texts</li> <li>• Questions</li> <li>• Answers</li> <li>• <b>Key Details</b></li> <li>• Predictions</li> <li>• Inferences</li> <li>• Background Knowledge</li> <li>• 5W's + H questions (who, what, where, when, why and how)</li> </ul>	<ul style="list-style-type: none"> <li>• Authors include key details in literary texts which can help a reader ask and answer questions.</li> <li>• Good readers know a question is different from a statement and requires an answer.</li> </ul>	<b><i>With prompting and support...</i></b> <ul style="list-style-type: none"> <li>• Make reasonable predictions about text</li> <li>• Use information from the text and background knowledge to make inferences</li> <li>• Ask and answer questions which begin with who, what, where, when why, and how.</li> <li>• <b>Ask and answer questions about key details in a text</b></li> </ul>
	<b>K.RL.2:</b> With prompting and support, retell familiar stories, including key details.	<ul style="list-style-type: none"> <li>• Literary texts</li> <li>• Characteristics of familiar stories (e.g., beginning, middle, end)</li> <li>• Difference between important (key) and unimportant details in a story</li> <li>• Characteristics of an effective retelling/ recounting.</li> <li>• Methods for demonstrating understanding of story</li> </ul>	<ul style="list-style-type: none"> <li>• Authors of literary texts include details that help readers make sense of stories.</li> <li>• Good readers create an effective recounting or retelling of literary text(s) that includes key ideas and details.</li> </ul>	<b><i>With prompting and support...</i></b> <ul style="list-style-type: none"> <li>• <b>Recognize key details in a story</b></li> <li>• <b>Recount/retell (or graphically represent) key details from literary texts</b></li> <li>• Retell familiar stories, including key details</li> </ul>
	<b>K.RL.3:</b> With prompting and support, identify characters, settings, and major events in a story.	<ul style="list-style-type: none"> <li>• <b>Define character, setting, and major events</b></li> <li>• Literary texts</li> <li>• Major events in a story or play</li> <li>• Beginning, middle, end</li> <li>• Story &amp; play elements: Problem/Solution, Character, Setting (e.g., time, place)</li> </ul>	<ul style="list-style-type: none"> <li>• Authors write stories that have characters, settings and major events.</li> <li>• Good readers identify characters, settings and major events in a story in order to understand literary text(s).</li> </ul>	<b><i>With prompting and support...</i></b> <ul style="list-style-type: none"> <li>• Identify the major events in a story or play</li> <li>• Identify the beginning, middle and end of a story or play</li> <li>• Identify the characters in a story or play</li> <li>• Identify the setting of a story or play</li> <li>• <b>Identify characters, settings, and major events in a story</b></li> </ul>

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COMMON CORE STANDARDS				
READING LITERATURE		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
CRAFT AND STRUCTURE	<b>K.RL.4:</b> Ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> <li>Literary Text</li> <li>Questions</li> <li>Answers</li> <li>Picture clues</li> <li>Words</li> <li>Context clues</li> <li>Simple literary devices (e.g., alliteration, repetition, rhythm, rhyme)</li> </ul>	<ul style="list-style-type: none"> <li>Authors make purposeful language choices to create meaning in stories, poems, and songs.</li> <li>Good readers actively seek the meaning of unknown words/phrases by asking and answering questions to clarify meaning.</li> </ul>	<ul style="list-style-type: none"> <li><b>Identify unknown words in a text</b></li> <li><b>Recognize that a question requires an answer</b></li> <li>Read and reread other words, sentences, and non-linguistic images (e.g., illustrations) in the text to identify context clues</li> <li><b>Formulate a question about unknown words in text</b></li> <li><b>Use resources/strategies to answer questions about unknown words in text.</b></li> <li>Use context clues to help unlock the meaning of unknown words/phrases</li> <li>Identify simple literary devices</li> <li>Ask and answer questions about unknown words</li> </ul>
	<b>K.RL.5:</b> Recognize common types of texts (e.g., storybooks, poems).	<ul style="list-style-type: none"> <li>Literary text</li> <li>Types of text (e.g., storybooks, poems)</li> <li>General features of a storybook (e.g., characters, setting, events)</li> <li>General features of a poem (e.g., rhyme, shorter text)</li> </ul>	<ul style="list-style-type: none"> <li>Authors write different types of texts.</li> <li>Good readers understand that storybooks and poems have different features.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize a storybook</li> <li>Recognize a poem</li> </ul>
	<b>K.RL.6:</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<ul style="list-style-type: none"> <li>Define author's purpose</li> <li>Define illustrators purpose</li> </ul>		<ul style="list-style-type: none"> <li>Name the author and the illustrator</li> </ul>

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COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
READING LITERATURE				
INTEGRATION OF KNOWLEDGE & IDEAS	<b>K.RL.7:</b> 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).	<ul style="list-style-type: none"> <li>How to describe</li> <li>Illustrations (e.g., photos, pictures, drawings)</li> <li>Story details (e.g., character, setting, events)</li> </ul>	<ul style="list-style-type: none"> <li>Authors use illustrations and details in a text to tell a story.</li> <li>Good readers use illustrations/pictures to enhance their understanding of a story.</li> </ul>	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>Identify story details</li> <li>Describe information obtained from illustrations</li> <li>Describe the relationship between illustrations and the story in which they appear</li> <li><b>Describe a moment in a story using illustrations</b></li> <li><b>Identify the purpose of illustrations.</b></li> <li><b>Describe how illustrations and story are related</b></li> </ul>
	<b>K.RL.9:</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<ul style="list-style-type: none"> <li><b>Recognize characters in familiar stories</b></li> <li><b>Determine similarities and differences of adventures and experiences in familiar stories</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Compare the adventures and experiences</b></li> <li><b>Contrast the adventures and experiences</b></li> </ul>	<ul style="list-style-type: none"> <li>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</li> </ul>
READING RANGE	<b>K.RL.10:</b> Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Understand that activities that reflect purpose and understanding of text</li> </ul>	<ul style="list-style-type: none"> <li><b>Actively engage in group reading activities with purpose and understanding.</b></li> <li><b>Actively engage in group reading activities regarding key ideas and details</b></li> <li><b>Actively engage in group reading activities regarding craft and structure</b></li> <li><b>Actively engage in group reading activities regarding integration of knowledge and ideas</b></li> <li>Engage in group reading activities analyzing key ideas and details</li> <li>Engage in group reading activities analyzing craft and structure</li> <li>Engage in group reading activities analyzing integration of knowledge and ideas</li> <li><b>Apply activities that reflect purpose and understanding of text.</b></li> </ul>

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COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
SPEAKING & LISTENING				
COMPREHENSION & COLLABORATION	<b>K.SL.1:</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	<ul style="list-style-type: none"> <li>Identify key ideas from kindergarten topics and texts</li> <li>Identify agreed-upon rules for discussion</li> <li>Recognize how others listen</li> <li>Recognize how others move conversation along</li> </ul>	<ul style="list-style-type: none"> <li>Determine comments and questions appropriate to the topic of discussion</li> <li>Observe if agreed-upon discussion rules are being followed</li> </ul>	<ul style="list-style-type: none"> <li>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</li> <li>Follow agreed-upon rules for discussion</li> <li>Listen while others are speaking</li> <li>Listen and respond to continued conversations with peers and adults</li> </ul>
	<b>K.SL.2:</b> 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.	<ul style="list-style-type: none"> <li>Identify key ideas from text read aloud or presented orally through other media</li> <li>Ask and answer questions about key details from a text read aloud</li> <li>Ask and answer questions about key details from information presented orally or through other media</li> </ul>		<ul style="list-style-type: none"> <li>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.</li> <li>Ask for clarification of key details not understood from text read aloud or through other media</li> <li>Answer questions about key details from information presented orally or through other media</li> <li>Ask questions about key details from information presented orally</li> </ul>
	<b>K.SL.3:</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> <li>Recognize that asking questions is an appropriate strategy to further understanding</li> <li>Identify questions and answers</li> <li>Identify situations in which help is needed.</li> <li>Identify situations in which information is needed</li> <li>Identify situations in which clarification is necessary</li> </ul>	<ul style="list-style-type: none"> <li>Formulate appropriate questions to seek help, information, or clarification.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> <li>Ask questions to seek help, information, or clarification</li> <li>Answer questions in order to seek help</li> <li>Answer questions to get information</li> <li>Answer questions for clarification.</li> </ul>
PRESENTATION OF KNOWLEDGE	<b>K.SL.4:</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<ul style="list-style-type: none"> <li>Identify familiar people, places, things, events or details.</li> </ul>	<ul style="list-style-type: none"> <li>Determine relevant, descriptive details describing people, places, things, and events.</li> </ul>	<ul style="list-style-type: none"> <li>Orally perform clear presentations that describe people, places, things, and events.</li> <li>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> </ul>
	<b>K.SL.5:</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.	<ul style="list-style-type: none"> <li>Know what visual displays are</li> <li>Identify details of a drawing or visual display</li> </ul>		<ul style="list-style-type: none"> <li>Add drawings or other visual displays to descriptions as desired to provide additional detail.</li> </ul>
	<b>K.SL.6:</b> Speak audibly and express thoughts, feelings, and ideas clearly.			<ul style="list-style-type: none"> <li>Express thoughts, feelings, and ideas clearly.</li> <li>Speak using appropriate volume for the situation</li> </ul>

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LANGUAGE		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
CONVENTIONS OF	<p><b>K.L.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>K.L.1a:</b> Print many upper- and lowercase letters.</p> <p><b>K.L.1b:</b> Use frequently occurring nouns and verbs</p> <p><b>K.L.1d:</b> Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p><b>K.L.1e:</b> Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p><b>K.L.1f:</b> Produce and expand complete sentences in shared language activities.</p>	<ul style="list-style-type: none"> <li>Recognize many of the letters of the alphabet</li> <li>Recognize that letters can be both upper- and lowercase</li> <li>Recognize nouns and verbs</li> <li>Recognize that nouns can be singular and plural</li> <li>Knowing the meaning of question words (interrogatives)</li> <li>Recognize and produce a complete sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate command of the English grammar conventions when writing to expand sentences.</li> <li>Demonstrate command of English grammar conventions and distinguish between upper- and lowercase letters</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate command of standard English grammar and usage when speaking</li> <li>Demonstrate the ability to print many upper- and lowercase letters</li> <li>Use regular plural nouns</li> <li>Form regular plural nouns orally using /s/ and /es/</li> <li>Use question words when speaking</li> <li>Use frequently occurring prepositions while speaking</li> <li>Speak in complete sentences</li> <li>Expand complete sentences</li> </ul>
	<p><b>K.L.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>K.L.2a:</b> Capitalize the first word in a sentence and the pronoun I.</p> <p><b>K.L.2b:</b> Recognize and name end punctuation.</p> <p><b>K.L.2c:</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p><b>K.L.2d:</b> Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<ul style="list-style-type: none"> <li>Apply correct capitalization when writing</li> <li>Apply correct punctuation when writing</li> <li>Apply correct spelling when writing</li> <li>Capitalize the first word in a sentence and the pronoun I</li> <li>Recognize and name end punctuation</li> <li>Match the sound and letter for most consonant and short vowel sounds</li> <li>Use sound-letter awareness to spell simple words phonetically</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between letters</li> </ul>	<ul style="list-style-type: none"> <li>Write a letter of letter combinations for most consonant and short vowel sounds (phonemes)</li> </ul>



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LANGUAGE		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
VOCABULARY ACQUISITION & USE	<p><b>K.L.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p><b>K.L.4a:</b> Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p><b>K.L.4b:</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.</p>	<ul style="list-style-type: none"> <li>Recognize that some words and phrases have multiple meanings</li> <li>Identify frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less)</li> </ul>	<ul style="list-style-type: none"> <li>Identify new meanings for familiar words</li> <li>Apply the appropriate meaning for the word within the context</li> <li>Apply knowledge of frequently occurring inflections and affixes to determine the meaning of a word</li> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	<p><b>K.L.5:</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p><b>K.L.5a:</b> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p><b>K.L.5b:</b> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p><b>K.L.5c:</b> Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p><b>K.L.5d:</b> Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<ul style="list-style-type: none"> <li>Identify common objects</li> <li>Identify categories</li> <li>Know verbs</li> <li>Know adjectives</li> <li>Know opposites</li> <li>Identify real-life connections</li> <li>Distinguish shades of meaning among verbs describing the same action</li> </ul>	<ul style="list-style-type: none"> <li>Sort common objects into categories</li> <li>Relate verbs and adjectives to their opposites</li> <li>Identify real-life connections between words and their use</li> <li>Determine ways to act out verbs</li> </ul>	<ul style="list-style-type: none"> <li>Act out meanings of verbs</li> </ul>
	<p><b>K.L.6:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<ul style="list-style-type: none"> <li>Acquire words and phrases through conversations, reading and being read to, and responding to texts</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish if a word or phrase should be used when responding</li> </ul>	<ul style="list-style-type: none"> <li>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</li> </ul>

# KINDERGARTEN

KINDERGARTEN				
LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
WRITING				
TEXT TYPES & PURPOSES	<b>K.W.1:</b> 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., My favorite book is...).	<ul style="list-style-type: none"> <li>How to persuade</li> <li>Opinion</li> <li>Preference</li> <li>Topic(s)</li> <li>Book title(s)</li> <li>Reason(s)</li> <li>Example(s)/fact(s)</li> </ul>	<ul style="list-style-type: none"> <li>Good persuasive writers address the needs of the audience by giving reasons to support an opinion or preference.</li> <li>Good authors use model/examples texts to guide them as they compose their own persuasive pieces.</li> </ul>	<ul style="list-style-type: none"> <li>With prompting and support...tell about a topic or name a book state an opinion or preference about a book or topic combine drawing, dictating and writing to create an opinion piece</li> <li>Support the opinion or preference with reason(s), example(s), and/or fact(s)</li> <li>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</li> </ul>
	<b>K.W.2:</b> 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.	<ul style="list-style-type: none"> <li>Informative/explanatory writing, drawing, dictating</li> <li>Topic</li> <li>Information/facts/examples</li> <li>Beginning, middle, end</li> <li>Closure/ending/conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Good informative/ explanatory authors provide information to help the reader understand a topic.</li> <li>Good authors use informative/explanatory writing to communicate information related to real-world tasks.</li> <li>Good authors use model/example texts to guide them as they compose informative/expository texts.</li> <li>Good readers and writers write to make meaning of what they read.</li> </ul>	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>Select/name an interesting topic for writing</li> <li>Provide some information about the topic</li> <li>Organize writing with a beginning, middle and end, sequencing the ideas most of the time</li> <li>Provide some closure/ ending</li> <li>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</li> </ul>
	<b>K.W.3:</b> 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.	<ul style="list-style-type: none"> <li>Narrative writing, drawing, dictating</li> <li>Event(s) (topic and situation-what happened. For example, "my dog" is a topic; "my dog ate my homework" is an event)</li> <li>Relevant details/examples (e.g., how things look, feel, smell, sound, taste)</li> <li>Reaction (e.g., How did the event make you feel?)</li> <li>Order of events (e.g., beginning, middle, end)</li> <li>Closure/ending/conclusion</li> <li>Forms (e.g., stories and story boards, journal entries)</li> </ul>	<ul style="list-style-type: none"> <li>Good authors of narrative writing inform and entertain the reader by using descriptive words, putting them in the midst of the action.</li> <li>Good authors use model/example texts to guide them as they compose their own narrative pieces.</li> </ul>	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>Select/identify an event or several loosely linked events to tell about</li> <li>Select a form for the narrative</li> <li>Provide some details about the event</li> <li>Organize writing in the order in which the events occurred</li> <li>Provide a reaction to the event(s)</li> <li>Provide some closure/ ending</li> <li>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</li> </ul>

## KINDERGARTEN

LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
WRITING				
PRODUCTION & DISTRIBUTION	<b>K.W.5:</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<ul style="list-style-type: none"> <li>Recognize how to respond to questions and suggestions from peers.</li> <li>Recognize how to add details to strengthen writing as needed.</li> </ul>		<ul style="list-style-type: none"> <li>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</li> <li>Develop writing by responding to questions and suggestions from peers.</li> <li>Develop writing by adding details to strengthen writing as needed.</li> </ul>
	<b>K.W.6:</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing; including in collaboration with peers.			<ul style="list-style-type: none"> <li>With guidance and support from adults, explore a variety of digital tools to produce and publish writing; including in collaboration with peers.</li> <li>Use basic technology skills.</li> <li>Select digital tools for producing and publishing writing.</li> <li>Use technology to produce and publish writing individually and with peers.</li> </ul>
RESEARCH TO BUILD AND PRESERVE KNOWLEDGE	<b>K.W.7:</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).			<ul style="list-style-type: none"> <li>Identify sources and tools for shared research.</li> <li>Determine appropriate sources and tools to conduct shared research.</li> <li>Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</li> </ul>
	<b>K.W.8:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> <li>Recall information from experience.</li> <li>Identify credible source</li> </ul>		<ul style="list-style-type: none"> <li>With guidance and support from adults, recall information from experiences or gather information from more than one provided sources to answer a question.</li> </ul>