



*Mississippi College and Career Readiness Standards for  
English Language Arts Scaffolding Document*

***Kindergarten***



College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.R.1: Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence and when writing or speaking to support conclusions drawn from the text.**

**RL.K.1**

**With prompting and support, ask and answer questions about key details in a text.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Questions are sentences that require answers.
- Questions can be answered from text.
- Questions often begin with who, what, where, when, and why.
- With prompting and support, explain the difference between questions and answers.
- Text refers to words that are written, such as stories, poems, song lyrics, etc.
- A question mark is an end punctuation mark that tells the reader the sentence is a question.

**A student should understand  
(Conceptual Understanding)**

- Growing readers listen actively and spontaneously ask questions before, during, and after reading.
- Growing readers understand listening to others' questions inspires new questions of their own.
- Growing readers know key details are part of the story that will help them understand the story.
- Growing readers ask and answer questions to clarify meaning and focus on specific parts of the text.

**A student should be able to do  
(Evidence of Knowledge)**

- Ask and respond to questions about important details in a story.
- Decide if the answers to their questions can be found in the text or whether they need to infer and/or draw a conclusion from the text.
- Create questions and/or answers that show understanding of key details in a text.
- Ask questions as follow-ups to previous questions asked by the teacher or peers.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

questions, answer, detail, literary text, story, evidence, infer, conclusion, decide, provide, ask

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

**RL.K.2**

**With prompting and support, retell familiar stories, including key details.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- A story is an account of imaginary or real people, places, things, and/or events told for entertainment.
- Stories have characters and settings.
- Stories have a beginning, middle, and end.
- Listen to a story to learn information about the characters and setting.
- Listen to a story and determine the beginning, middle, and end.
- Readers can use what they know about a topic/subject to ask and answer questions.

**A student should understand  
(Conceptual Understanding)**

- Growing readers listen to a text or read text independently. They think about which parts of a text are the most important. They use these parts to retell familiar stories.
- Authors include key details to help the reader make sense of what they are reading.
- Growing readers know that retelling a story is when a reader tells the story again in their own words.

**A student should be able to do  
(Evidence of Knowledge)**

- Retell (orally or through writing/drawing/dictating) a story including the main character(s) and setting.
- Retell (orally or through writing/drawing/dictating) a story including the beginning, middle, and end in the order that they occurred in the text.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

detail, lesson, retelling, beginning, middle, ending, prompt, support, listen, question, character, setting, plot

College- and Career-Readiness Standards for English Language Arts

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**CCR.R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.**

**RK.1.3**

**With prompting and support, identify characters, settings, and major events in a story.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Parts of a familiar story are characters, setting, and plot.
- A character is a person or animal in a story.
- The setting is where and when a story takes place.
- Stories have a beginning, middle, and end.
- A story may have a problem and solution.
- A major event is something important that happens in the story.

**A student should understand  
(Conceptual Understanding)**

- Authors write stories that have story elements: characters, setting, and plot (major events)
- Growing readers identify and understand how story elements help them understand what is taking place in the story.
- Readers use details in the text to help them identify or infer the main events.

**A student should be able to do  
(Evidence of Knowledge)**

- Identify and name the characters in a story.
- Identify and describe the settings (when and where) in a story.
- Identify the events that occur at the beginning of the story.
- Identify the events that occur in the middle of the story.
- Identify the events that occur at the end of the story.
- Identify the problem and solution in the story.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

character, setting, major event, details, identify, story elements, problem, solution, beginning, middle, end

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

**RL.K.4**

**Ask and answer questions about unknown words in a text.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Understand that a word has meaning.
- Understand that pictures help to tell a story.
- Use the picture clues provided in the text to develop understanding of the words in a story.
- Ask and answer questions about the text.
- Identify corresponding sounds with the first and last letters of the word.
- Listen to a story to gain meaning.

**A student should understand  
(Conceptual Understanding)**

- Growing readers use strategies to help them figure out unknown words within a text.
- Growing readers use picture clues, sound clues, and the words around an unknown word to help them gain understanding.
- Growing readers ask and answer questions about an unknown word.

**A student should be able to do  
(Evidence of Knowledge)**

- Use the picture clues from the story to determine the meanings of unknown words in the text.
- Ask and answer questions about unknown words in the story.
- Reread and study visual cues in the text to unlock word meaning.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

question, answer, picture, clue, sound-symbol relationships, strategies, unknown, statement, text

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

**RL.K.5**

**Recognize common types of texts (e.g., storybooks, poems).**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Fiction texts refer to texts about imaginary people, animals, or events.
- A storybook tells a story; sometimes they contain more than one story.
- A song is a piece of music that has words called lyrics.
- A poem is a text that sometimes has rhyming words and shares an idea in fewer words.
- Informational/explanatory texts teach the reader some type of real information.

**A student should understand  
(Conceptual Understanding)**

- Authors write different types of texts to share their message.
- Some of the types of texts they write are storybooks, poems, songs, and informational texts.
- Growing readers set a purpose for reading based on the types of text they are going to read. This helps them gain deeper meaning of what they are reading.

**A student should be able to do  
(Evidence of Knowledge)**

- Demonstrate the ability to recognize and name common types of literary texts.
  - storybooks, poems, songs, and informational texts
- Differentiate between different types of texts based on formatting, style, etc.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

storybook, fiction, poem, song, informational /explanatory text, imaginary, rhyme, text, real, purpose, recognize

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

CCR.R.6: Assess how point of view or purpose shapes the content and style of a text.

**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.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- The author is the person who wrote the story.
- The illustrator is the person who created the pictures or art for the story.

**A student should understand  
(Conceptual Understanding)**

- Illustrators are the people that create the pictures that match the meaning of the words the author has written in the story.
- Illustrations are pictures, art, or graphics.
- Growing readers use the illustrations to help them make meaning of the text.
- The author's words are often represented by artwork or illustrations.

**A student should be able to do  
(Evidence of Knowledge)**

- Locate, identify, and name the author of the story.
- Locate, identify, and name the illustrator of a story.
- Explain the author's role is in telling the story.
  - The author writes the story.
- Explain the illustrator's role in telling the story.
  - The illustrator draws the pictures.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

author, illustrator, illustrations, story, role, name, locate, cover, identify, write, pictures

College- and Career-Readiness Standards for English Language Arts

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**CCR.R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

**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).**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Illustrations may be pictures, drawings, art work, paintings, sketches, and photographs.
- Describe what is pictured in an illustration.
- Anything that is visual that is NOT words can be considered illustrations.
- Story elements include the character(s), setting, problem, solution, and events.

**A student should understand  
(Conceptual Understanding)**

- Authors use illustrations to help tell their story.
- Growing readers “read” the illustrations. They are the pictures that tell more about the words the author has written.
- Illustrations help readers understand the story.
- Readers can explain how pictures help them understand the story they are reading.

**A student should be able to do  
(Evidence of Knowledge)**

- Describe how illustrations and the text (words) are related in the order they appear in the text.
- Use illustrations and text in a story to describe the characters, setting, and events.
- Present information orally or through a combination of writing and drawing gained from the illustration in the story.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

illustration, relationship, describe, characters, setting, events, pictures, art, photographs, sketches,

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.R.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

**RL.K.8**

**Not applicable to literature.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

**A student should understand  
(Conceptual Understanding)**

**A student should be able to do  
(Evidence of Knowledge)**

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

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**Kindergarten**

**CCR.R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

**RL.K.9**

**With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Characters are the people or animals in a story.
- Characters have adventures and experience in a story.
- Compare refers to things that are the same.
- Contrast refers to things that are different.

**A student should understand  
(Conceptual Understanding)**

- Authors create stories with experiences and adventurous for their characters.
- Growing readers read lots of familiar stories about characters and their experiences.
- Readers study character's actions, feelings, and motivations to deepen their understanding of a story.
- Growing readers begin to think about how characters actions, feelings, and motives are the same and different.

**A student should be able to do  
(Evidence of Knowledge)**

- Identify and name the characters in multiple stories.
- Identify and describe the settings (when and where) in multiple stories.
- Identify and explain the major events in multiple stories.
- Compare the adventures and experience of characters in multiple familiar stories.
- Contrast the adventures and experience of characters in multiple familiar stories.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

characters, adventures, experiences, feelings, actions, motives, events, compare, contrast, multiple, familiar

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.R.10: Read and comprehend complex literary and informational texts independently and proficiently.**

**RL.K.10**

**Actively engage in group reading activities with purpose and understanding.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Listen to and read text from a variety of text genres.

**A student should understand  
(Conceptual Understanding)**

- Growing readers participate in rich small and whole group readings activities where they focus on comprehending within and beyond the text.

**A student should be able to do  
(Evidence of Knowledge)**

- Utilize comprehension strategies to gain deeper understanding in small and large group readings. e.g.
  - activating relevant background knowledge
  - create visual images, draw inferences
  - ask questions
  - determine important ideas
  - synthesize

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

background knowledge, visual images, draw inferences, ask questions, determine importance, synthesize

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.R.1: Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence and when writing or speaking to support conclusions drawn from the text.**

**RI.K.1**

**With prompting and support, ask and answer questions about key details in a text.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Text refers to written words in a variety of forms (books, articles, emails, letters, etc.)
- Questions often begin with who, what, where, when, and why.
- A question is a sentence that requires an answer.
- Details are pieces of information that clarify information about a topic.
- With prompting and support be able to explain the difference between questions and answers.
- Questions can be generated based on the topic to help students make predictions about the text.
- A question mark is an end punctuation mark that tells the reader the sentence is a question.

**A student should understand  
(Conceptual Understanding)**

- Growing readers use their background knowledge to help them think about what they know and ask questions about information they want to know more about.
- Growing readers may ask questions before, during, and after reading.
- Readers use evidence from the text (details) to generate questions to deepen their understanding of informational text.
- Growing readers ask and answer questions to clarify meaning and make predictions focused on specific parts of the text.

**A student should be able to do  
(Evidence of Knowledge)**

- Set a purpose for reading and identify type of text (informational).
- Provide questions and answers that show understanding of key details in a text.
- Look at text and illustrations to generate questions and/or answers about the text.
- Use background knowledge and information from the text to make inferences when asking or answering questions.

## College- and Career-Readiness Standards for English Language Arts

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

questions, statement, clarify, background knowledge, details, informational text, predictions, key details, illustrations, inference, draw conclusions, evidence from the text

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

**RI.K.2**

**With prompting and support, identify the main topic and retell key details of a text.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Informational text has a main topic or main idea (what the text is mostly about).
- A key detail is a piece of information that provides more information about the main topic or main idea.
- Retell or describe details from informational read aloud.
- Types of informational texts include literary nonfiction, informational, technical texts, etc.

**A student should understand  
(Conceptual Understanding)**

- Authors of informational text write about topics.
- They include key details to help their reader better understand the topic.
- Readers use text and graphic features as sources to identify the main topic and think about key details.
- Growing readers begin to take notes using pictures or images and words. This helps them to think about what they have learned to form a retelling on a topic.

**A student should be able to do  
(Evidence of Knowledge)**

- Provide a statement of the main topic or main idea of a text.
- Identify key details that support the main topic or main idea.
- Retell the key ideas for the main topic or main idea.
- Participate in a discussion about the main topic or main idea to recall one or more details from the text.
- Respond to questions about the topic and details.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

main topic, key details, retell, informational text, images, graphics

## College- and Career-Readiness Standards for English Language Arts

### Kindergarten

**CCR.R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.**

**RI.K.3**

**With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Informational text provides information that teaches the reader about people, places, events, and ideas.
- Authors use text features such as bold words, photographs, captions, etc. to help the reader understand more about the people, places, things, or events that they are writing about.
- Use background knowledge and experiences to identify and discuss how personal experiences, ideas, or pieces of information are the same and different from a piece of text.

**A student should understand  
(Conceptual Understanding)**

- Describe means to explain or give details about a person, place, event or, ideas in a text.
- The information in the informational texts can be used to help the reader understand people, events, and ideas in a text.
- Authors sometimes make connections between two individuals, events, ideas, or pieces of informational text. This helps their reader make meaning of what they read.

**A student should be able to do  
(Evidence of Knowledge)**

- Identify and name individuals, events, and ideas or pieces of information (details) in a text.
- Provide a description of the connection between two **individuals** in a text.
- Provide a description of the connections between two **events**.
- Provide a description of the connections between two **ideas or pieces of information**.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

connection, individuals, events, ideas, information, relationship, text features, informational text

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

**RI.K.4**

**With prompting and support, ask and answer questions about unknown words in a text.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Understand that a word has meaning.
- Understand that pictures help to provide information and details in a text.
- Use the picture clues provided in the text to develop understanding of the words in a story.
- Ask and answer questions about the text.
- Identify corresponding sounds with the first and last letters of the word.
- Listen to a text to gain meaning of unknown words.

**A student should understand  
(Conceptual Understanding)**

- Growing readers actively seek meaning of unknown words and phrases by asking and answering questions to clarify meaning.
- Authors use words that create mental images to create meaning in informational text.
- Readers use a variety of print features and graphic aids (size of font, illustrations/ photographs, drawings, maps, etc.) to identify meanings of unknown words.
- Often authors give clues to help the reader determine the meaning of unknown words within a text.

**A student should be able to do  
(Evidence of Knowledge)**

- Identify unknown words in a text.
- Ask and answer questions about unknown words in a text to determine the meaning of the word.
- Listen carefully to a story being read aloud and listen for clues within the text to determine the meaning of a unknown word.
- Read and reread the visual images, print features, and other words in the text to identify context clues that aid in determining the meaning of unknown words.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

question, answer, statement, background knowledge, phrases, mental images, print features, graphic aids, context clues, vocabulary words

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

**RI.K.5**

**Identify the front cover, back cover, and title page of a book.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Identify books from other types of text.
- Books are read from front to back and left to right.
- Identify and name the parts of a book (e.g., front cover, title page, back cover).

**A student should understand  
(Conceptual Understanding)**

- Experienced readers know the front of the book contains a title and author/illustrator.
- The back cover shares a snapshot of the information contained in the book.
- The title page restates the title, author and illustrator and tells the name of the company that published the book and when the book was published.
- These elements assist readers to make predictions of what the informational text might teach them.

**A student should be able to do  
(Evidence of Knowledge)**

- Identify and name the **front cover** of a book.
- Identify and name the **back cover** of a book.
- Identify and name the **title page** of a book.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

front cover, title page, back cover, parts of a book, informational text, prediction, author, illustrator, publisher

## College- and Career-Readiness Standards for English Language Arts

### Kindergarten

**CCR.R.6: Assess how point of view or purpose shapes the content and style of a text.**

**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.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- The author of informational text chooses the ideas and/or information to be shared with their reader.
- The illustrator or photographer of informational text provides the images to help the reader make meaning of what they are reading.

**A student should understand  
(Conceptual Understanding)**

- The author is the person who writes the book or text.
- An illustrator is the person who makes or draws the pictures for the text.
- A photographer is the person that takes the photographs for the text.
- Visual images provide information or ideas in a text.
- Words and visual images work together to teach information.

**A student should be able to do  
(Evidence of Knowledge)**

- Identify the author of a text.
- Explain what the author's role is in presenting the ideas or information in that text.
- Identify the illustrator or photographer of a text.
- Explain what the illustrator's role is in presenting the ideas or information in that text.
- Explains how the words and illustrations work together to teach the reader new information.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

author, illustrator, photographer, visual images, informational text, ideas, role

## College- and Career-Readiness Standards for English Language Arts

### Kindergarten

**CCR.R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

**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).**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Authors of informational text include illustrations and photographs to teach new information.
- Photographs and illustrations build understanding of text.
- Preview a piece of text then discuss the information learned from scanning the text features.

**A student should understand  
(Conceptual Understanding)**

- Growing readers use illustrations, including photographs and drawings to help them gain new knowledge when reading informational text.
- Illustrations are pictures included in informational text.
- Readers crosscheck the details provided by the illustrator/photographer and the information the author shared.

**A student should be able to do  
(Evidence of Knowledge)**

- Identify and explain people, places, things, or ideas in a text.
- Identify people, places, things, or ideas in the text that are represented in the illustrations.
- Describe the relationship between the illustration and the text in which they appear (e.g., what person, place, thing, or idea from the text is depicted in an illustration).

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

illustrations, drawings, photographs, idea, informational text, cross-check, author, details, text features, scanning, relationship

College- and Career-Readiness Standards for English Language Arts

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**CCR.R.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

**RI.K.8**

**With prompting and support, identify the reasons an author gives to support points in a text.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Authors write informational texts about specific topics.
- Authors use key or supporting details to make their point and to provide more information about the topic.

**A student should understand  
(Conceptual Understanding)**

- Authors of informational texts use reasons and examples to provide support to their points and ideas and to provide more information about the topic.
- Growing readers identify the reasons and examples an author uses to support their points and ideas. This helps the reader make meaning of informational text.

**A student should be able to do  
(Evidence of Knowledge)**

- Identify the topic or main idea.
- Identify the points an author makes in a text.
- Identify supporting points an author makes in a text.
- Answer questions about details and how they support the points an author makes in informational text.
  - What does this sentence tell the reader about the topic?
  - What can you learn about the topic from the information the author gives in the text?
  - Why did the author include this sentence?

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

authors, informational text, key details, supporting details, point, relevant, irrelevant, reasons, examples, support

College- and Career-Readiness Standards for English Language Arts

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**CCR.R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

**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).**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Identify the topic of a multiple texts.
- Recognize texts with the same topic.
- Discuss objects that are similar or different.

**A student should understand  
(Conceptual Understanding)**

- Authors of informational text use text features (labels, illustrations, captions, etc.) to share information on their topic.
- Readers focus on text features (labels, illustrations, captions, etc.) to gain more information about the topic.
- Readers focus the words in informational texts to gain more information about the topic.
- Growing readers identify how two texts written on the same topic may be similar or different.

**A student should be able to do  
(Evidence of Knowledge)**

- Listen to or read multiple texts on the same topic.
- Identify illustrations, descriptions, procedures, or other text features presented in one text.
- Identify illustrations, descriptions, procedures, or other text features presented in other texts on the same topic.
- Provides an identification of the basic similarities and differences between two texts on the same topic.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

topic, details, similar, different, informational text, text features, labels, captions, illustrations, photographs

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.R.10: Read and comprehend complex literary and informational texts independently and proficiently.**

**RI.K.10**

**Actively engage in group reading activities with purpose and understanding.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Listen to and/or read text from a variety of text genres on a kindergarten reading level with guidance and support.
- Choose appropriate text for independent reading.

**A student should understand  
(Conceptual Understanding)**

- Growing readers understand the characteristics of informational text.
- Growing readers participate in rich small and whole group readings where they focus on comprehending within and beyond the text.

**A student should be able to do  
(Evidence of Knowledge)**

- Utilize comprehension strategies, e.g.
  - activating relevant background knowledge
  - create visual images
  - draw inferences
  - ask questions
  - determine important ideas
  - synthesize information to gain deeper understanding of text **independently** and in small and large group settings.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD**

monitor thinking, utilize prior knowledge, ask questions, visualize information, determine importance, summarize, synthesize, just right text, complex text, literary, informational, variety of genres, comprehension within/beyond the text

College- and Career-Readiness Standards for English Language Arts

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**CCR.RF.1.: Demonstrate understanding of the organization and basic features of print.**

**RF.K.1a**

**Follow words from left to right, top to bottom, and page by page.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Texts are constructed with words.
- Words are organized in an order on a page.
- Words progress in meaning from left to right, top to bottom, and page to page.
- Print on a page should be read.
- Illustrations are used to on a page to support the text.

**A student should understand  
(Conceptual Understanding)**

- Understand sentences are built to be read from left to right.
- Understand pages are designed to be read from top to bottom.
- Understand print is designed to be read from left to right, top to bottom, and page by page.
- Locating the first word on a page begins at the top left of the page.
- Reading progresses from left to right by moving across the page.
- Print continues down the page from top to bottom.
- Reading progress from page to page.

**A student should be able to do  
(Evidence of Knowledge)**

- Find the print on a page.
- Identify a word.
- Track words in print.
- Track print from left to right.
- Track print from top to bottom.
- Track print page by page.
- Use return sweeps.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

demonstrate, follow, progress, identify, track, find, words, left, right, top, bottom, page

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.RF.1.: Demonstrate understanding of the organization and basic features of print.**

**RF.K.1b**

**Recognize that spoken words are represented in written language by specific sequences of letters.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Words can be written or spoken.
- Words spoken can also be on a printed page.
- Letters are organized in specific orders to create words.

**A student should understand  
(Conceptual Understanding)**

- Letters are organized to build words.
- Words are represented by letters.
- Letters in words represent sounds of a word.
- The first letter in a word makes the initial or beginning sound.
- The last letter in the word makes the final sound.
- Sounds between the initial and end of the word are middle sounds.
- Words are organized into sentences.
- Letters are put together to build a word.

**A student should be able to do  
(Evidence of Knowledge)**

- Point to a word.
- Demonstrate understanding of letter-sound relationships.
- Begin to identify words in print such as sight words.
- Recognize words in print from letters in print.
  - Exceptions are one letter words such as I and a.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

know, recognize, understand, demonstrate, show, letters, words, spaces, separated, sequence, spoken, print, written

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.RF.1.: Demonstrate understanding of the organization and basic features of print.**

**RF.K.1c**

**Understand words are separated by spaces in print.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Realize written language corresponds with spoken language.
- Recognize a one to one correspondence for words in a sentence or on a page.
- Distinguish the difference between letters, words, and spaces.

**A student should understand  
(Conceptual Understanding)**

- Know words are put together to build a sentence.
- Know to read a sentence in a left to right progression.
- Understand when reading line by line there should be a return sweep to the progression.
- Know that there is a space between each word to separate one word from the next word.

**A student should be able to do  
(Evidence of Knowledge)**

- Place the left and right pointer finger around a word to “frame a word.”
- Sort letters with specific attributes in specific categories.
- Sort words with specific attributes in specific categories.
- Show how words are separated with spaces.
- Point out spaces between words.
- Track and count words in a sentence.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

Demonstrate, show, understand, spaces, words, letters, separated, sequence, spoken, print, written

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.RF.1.: Demonstrate understanding of the organization and basic features of print.**

**RF.K.1d**

**Recognize and name all upper- and lower-case letters of the alphabet.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Distinguish letters from shapes.
- Distinguish letters from numbers.

**A student should understand  
(Conceptual Understanding)**

- Understand capital letters are different from lowercase letters of the alphabet.
- Distinguish between letters and other printed symbols (e.g., numbers).
- Know that letters are different from punctuation.

**A student should be able to do  
(Evidence of Knowledge)**

- Point to letters while stating its name.
- Sort capital and lower case letters in appropriate categories.
- Identify and match letters to a letter grid.
- Name capital and lower case letters when prompted (e.g., using letter cards).
- Write both upper and lower case letters when prompted.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

uppercase letters, lowercase letters, show, point, sort, name

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.RF.2.: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

**RF.K.2a**

**Recognize and produce rhyming words.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Understand basic phonological awareness.
- Understand words are made up of sounds.
- Understand syllables are parts of a word.
- Understand rhyming words have the same last syllable sound or rime.
- Distinguish between onset (beginning sound) and rime (ending sounds).

**A student should understand  
(Conceptual Understanding)**

- Understand words that rhyme sound the same at the end.
- Understand the ending sound of a word will help decide if the words rhyme.
- Identify similar sounds in oral speech.
- Understand which part of the word (rime) is important for rhyming.

**A student should be able to do  
(Evidence of Knowledge)**

- Match rhyming words using picture cards.
- Given a list of rhyming words, produce another word that also rhymes with the list.
- Identify two words that rhyme when a list is given orally.
- Determine if spoken pairs of words rhyme (e.g., Do these words rhyme? *ball, call*).
- Produce a spoken word with the same rhyme of a spoken word (e.g., Can you tell me a word that rhymes with ball?).
- State which spoken words rhyme (e.g., Which words in this list rhyme? ball, fall, mat).

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**  
rhyming words, sounds, ending sounds, match, sound the same

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.RF.2.: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

**RF.K.2b**

**Count, pronounce, blend, and segment syllables in spoken words.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Understand one to one correspondence of letters and words.
- There is a part to whole relationships for letters and words.
- Syllables have one vowel sound.

**A student should understand  
(Conceptual Understanding)**

- A word broken into its syllables can have its sounds blended together.
- Spoken words can be blended together to make compound words.
- Word parts can be put together to make a bigger word.
- How to segment spoken words into parts (e.g., compound words).

**A student should be able to do  
(Evidence of Knowledge)**

- Clap parts of a word.
- Use a strategy to determine the number of syllables.
- Break a word into its parts.
- Pronounce syllables in spoken words (e.g., Clap and state the parts of a word).
- Count syllables in spoken words (e.g., Clap the parts of a word and state how many parts it has).
- Blend syllables into spoken words (e.g., Put the parts together to make a whole).
- Segment spoken words into syllables (Break the word into two smaller parts).

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

count, say, pull a part, stretch, blend, pronounce, clap, break, segment

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.RF.1.: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

**RF.K.2c**

**Blend and segment onsets and rimes of single-syllable spoken words.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Make the beginning sound of a word.
- Make the ending sound of a word.

**A student should understand  
(Conceptual Understanding)**

- Words can be blended.
- Words can be broken down into parts.
- Spoken Words have initial sounds.
- How to identify initial sounds in spoken words.
- How to determine rime when onset is deleted from a given word.

**A student should be able to do  
(Evidence of Knowledge)**

- Create the beginning sound of a word and add the rime in order to blend a word together.
- Break a word apart by separating the beginning sound from the rime.
- Blend the onset and rime to state the complete word (e.g., Put the parts together to make a whole: /c/ + /at/.).
- Segment sounds of a spoken word into onset and rime (e.g., Say *cat* in two parts—the first sound then the rest of the word.).

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

make, use, sound, demonstrate, sounds, syllables, beginning sounds, ending sounds, blend, segment, rime

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.RF.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

**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/.)**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Show awareness of phonological awareness with counting words in sentences and rhyme.
- Understand letter-sound correspondence.
- Words consist of different speech sound.
- Listening to words can help one identify each individual speech sounds in a word.

**A student should understand  
(Conceptual Understanding)**

- Listen to a word to identify each individual phoneme within a word.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Demonstrate an understanding of sequence of sounds in words (first, middle, last).
- Demonstrate an understanding of words being made up of sounds.

**A student should be able to do  
(Evidence of Knowledge)**

- Isolate the initial sound in a three phoneme word.
  - What sound do you hear at the beginning of the word cat? /k/
- Isolate the medial sound in a three phoneme word.
  - What sound do you hear in the middle of the word cat? /a/
- Isolate the final sound in a three phoneme word.
  - What sound do you hear at the end of the word cat? /t/
- Pronounce the initial sound in a three phoneme word.
- Pronounce the medial sound in a three phoneme word.
- Pronounce the final sound in a three phoneme word.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

isolate, pronounce, initial sounds, medial sounds, final sounds, demonstrate, say, phoneme

## College- and Career-Readiness Standards for English Language Arts

### Kindergarten

**CCR.RF.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

**RF.K.2e**

**Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Be able to pronounce letter sounds.
- Aware of individual phonemes or sounds within words.
- Be able to identify individual phoneme in words.
- Words with the CVC pattern are constructed of individual sounds.

**A student should understand  
(Conceptual Understanding)**

- Words are made up of individual phonemes or sound.
- Listening for phonemes (sounds) within a word can help you identify or read the word.
- Blending phonemes (sounds) together creates words.
- New words can be made by adding or substituting or changing phonemes (sounds) to a given word.

**A student should be able to do  
(Evidence of Knowledge)**

- In the given word add or change the initial sound to a new phoneme and state the new word.
  - Add a /k/ to the word at. The word is cat.
  - Change the /k/ in cat to a /m/. The word is mat.
- In a given word change the medial phoneme (sound) to create a new word.
  - Change the /a/ in bat it /i/. The word is bit.
- In a given words change the final phoneme (sound) to create a new word.
  - Change the /p/ in cap to /n/. The word is can.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

add, substitute, phoneme, one-syllable words, cvc pattern

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.RF.3.: Know and apply grade-level phonics and word analysis skills in decoding words.**

**RF.K.3a**

**Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Letters are different from numbers, shapes, etc.
- Letters represent sounds.
- Letters can represent various sounds.

**A student should understand  
(Conceptual Understanding)**

- Identify and name consonants.
- Each letter can make one sound inside a word.

**A student should be able to do  
(Evidence of Knowledge)**

- Identify the name and sound of each consonant letter.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

one-to-one letter-sounds, consonants, name, sounds

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.RF.3. Know and apply grade-level phonics and word analysis skills in decoding words.**

**RF.K.3b**

**Associate the long and short sounds with common spellings (graphemes) for the five major vowels.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Letters are made of vowels and consonants.
- Vowels have specific sounds.
- Vowels can have different sounds.

**A student should understand  
(Conceptual Understanding)**

- Identify vowels.
- Name the vowels.

**A student should be able to do  
(Evidence of Knowledge)**

- Identify short vowel sounds.
- Identify long vowel sounds.
- Differentiate between long and short vowel sounds.
- Know when a given sound is a short vowel or a long vowel sound.
- Know the long and short vowel sounds for each vowel.
- Recognize how the vowel sound also represents the vowel.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

vowels, sounds, long vowel sounds, short vowel sounds

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.RF.3.: Know and apply grade-level phonics and word analysis skills in decoding words.**

**RF.K.3c**

Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Words can be learned from environmental print.
- Some words have a high frequency of use.

**A student should understand  
(Conceptual Understanding)**

- Some words do not follow the phonics rules.
- Some words are sight words or words seen frequently in text.

**A student should be able to do  
(Evidence of Knowledge)**

- Identify grade appropriate sight words.
- Differentiate between sight words and phonetic words.
- Read high frequency words when presented randomly on a kindergarten level.
- Identify or read grade appropriate sight words in print.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

words, high frequency words, sight words

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.RF.3.: Know and apply grade-level phonics and word analysis skills in decoding words.**

**RF.K.3d**

**Distinguish between similarly spelled words by identifying the sounds of the letters that differ.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Letters represent sounds in a word.
- Each word will have its own sounds based on the order of the letters.

**A student should understand  
(Conceptual Understanding)**

- Recognize and produce multiple sounds of vowels and consonants that can make several sounds.

**A student should be able to do  
(Evidence of Knowledge)**

- Identify a given vowel sound that has been changed from the original word. (e.g., *mat* changed to *mitt*)
- Identify sounds changed on words that are spelled similarly.
- Identify sound consonants changes in the spelling of similar word. (e.g. *rat* changed to *cat*)

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

letter sounds, identify, vowel, consonant

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.RF.4.: Read emergent-reader texts with purpose and understanding.**

**RF.K.4**

**Read emergent-reader texts with purpose and understanding.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Meaning and understanding should be gained from reading text.
- Use one to one matching which connects spoken and written words.
- Possess control over most consonant sounds.
- Recognize the difference between letters and words.
- Track words from left to right.
- Identify onset and rimes of simple words.
- Identify grade appropriate sight words.
- Blend words with cvc patterns.
- Understand that pictures can help readers understand the text.

**A student should understand  
(Conceptual Understanding)**

- Beginning readers can read simple text by identifying sight words.
- Beginning readers can read simple text by blending the letters to make simple words (words with cvc pattern) to make sense out of text.
- Beginning readers can read by looking for the repetitive patterns of words of simple text.

**A student should be able to do  
(Evidence of Knowledge)**

- Use picture clues to help in comprehending text.
- Use word skills to begin to read text.
- Read grade appropriate sight words in emergent-readers texts.
- Blend simple words to read words in emergent-readers texts.
- Tell about the story from emergent-readers text.
  - Tell who is in the story.
  - Tell what happened in the story.
  - Answer simple questions about the story.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

read, emergent-reader, text, purpose, understanding, questions, characters, setting, plot

**College- and Career-Readiness Standards for English Language Arts**

**Kindergarten**

**CCR.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.**

**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., *My favorite book is...*).**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- An opinion tells what someone likes or thinks.
- A preference is choosing the thing one likes better when offered choices.
- Opinions on a topic can be shared orally or through drawing and/or writing.
- There must be reasons that support the opinion.
- Add details to drawings to provide more information for the reader.

**A student should understand  
(Conceptual Understanding)**

- Growing writers can identify and share their opinions or preference.
- Growing writers can identify the opinion of the author by looking for clues in the text.
- Growing writers include the topic or name of the book they are writing about when sharing their opinion.
- Authors share their opinions through talking, drawing, or in writing.
- Growing writers begin with a draft, reread to add and/or delete details.
- Growing writers learn how to write from other writers.

**A student should be able to do  
(Evidence of Knowledge)**

- Using a combination of drawing, dictating, and writing to:
  - Name the topic.
    - My Favorite Animal
  - State an opinion or preference about a topic or book.
    - I like apples.
    - My favorite \_\_\_\_ is....
  - Identify how the author feels about a topic based on clues from the text.
    - Ex.: The author likes dogs because he says dogs make good pets.
  - Add pictures, words, phrases, or sentences (details) to make writing more interesting for the reader.
    - I like apples. They taste good. I eat them every day.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

opinion, fact, introduction, support, topic, reasons, details, conclusion, compose, dictating, preference, opinion,

## College- and Career-Readiness Standards for English Language Arts

### Kindergarten

**CCR.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

**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.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Informational texts convey facts or information about a topic.
- Explanatory texts explain how something works, or how to do something.
- Informative and explanatory writing teaches the reader about a topic.
- Labels for drawing can add important information to writing.
- Sketches or draws information learned from a piece of text.
- There are different types of informational/ explanatory writing (e.g., labels, procedures, friendly letters).

**A student should understand  
(Conceptual Understanding)**

- Growing writers write books or short pieces that are enjoyable for the reader plus teach the reader about a new topic.
- Authors of informational text use text features (labels, illustrations, labels, captions, etc.) to provide information to their reader.
- Writers convey main idea using supporting details to help their reader understand the topic.

**A student should be able to do  
(Evidence of Knowledge)**

- Use a combination of drawing, dictating, and writing to:
- State the topic.
  - Frogs
- Explain about the topic.
  - Frogs are amphibians.
- Provide information about the topic.
  - Frogs live in the water and on land.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

informational text, explanatory text, facts, details, topic, labels, drawing, sketches, information, procedures, nonfiction, beginnings, endings, notes, compose, topic

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.**

**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.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Narrative writing is a story or an account (small moment) of a series of events, real or imagined.
- Pre-telling and drawing serve as graphic organizers.
- Events usually occur in a sequence that includes a beginning, middle, and an ending.
- Stories should be important to the writer.
- Simple words show the passage of time (then, after).

**A student should understand  
(Conceptual Understanding)**

- Authors provide some descriptive details to make their story more interesting for their reader.
- Writers tell stories from their own life that is often based on a memory.
- Growing writers express their feelings, actions, and thoughts before, during, and after an event using words or pictures.
- Growing writers tell then write stories across several pages to develop the story or idea.

**A student should be able to do  
(Evidence of Knowledge)**

- Tell a narrative story about a real or imaginary person, place, or thing using pictures, writing, or dictating.
- Tell a story describing events that occurred in his/her life.
- Create a made-up story about a person, place, or thing.
- Describe a single moment or sequence of events in different ways and elaborates on what happens during the event(s)

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

personal narrative, story, small moment, pre-telling, drawing, dictating, writing, events, details, authors, feelings, order, sequence, beginning, middle, end

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

**W.K.4**

Begins in grade 3.

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

**A student should understand  
(Conceptual Understanding)**

**A student should be able to do  
(Evidence of Knowledge)**

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD**

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

**W.K.5**

**With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Revision is making changes to a piece of writing.
- Revision suggestions may come from peers and/or adults.
- Follow agreed upon rules for discussion (e.g., listening to others with care, speaking one at a time about topics under discussion).
- Details help readers understand the author's thoughts, feelings, and actions.

**A student should understand  
(Conceptual Understanding)**

- Growing writers work with peers and adults to revise their work by adding details (thoughts, feelings, actions). These details help their reader create mental images.
- Writers make revisions to their writing to improve their word and message. The final step is to edit capitalization, punctuation, and spelling errors.

**A student should be able to do  
(Evidence of Knowledge)**

- Provide a response to questions and suggestions from adults and peers about a piece of writing.
- Make revisions to drafts to help the reader fully understand events or ideas.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

revise, revision, edit, details, thoughts, feelings, actions, mental images, rewrite, draft, punctuation, capitalization, spelling

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

**W.K.6**

**With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Digital tool may be used to produce and publish writing (e.g., paint programs, word processing, podcasts).
- Digital tools may be used for communication (e.g., texting, email, blogging, twitter, digital images).

**A student should understand  
(Conceptual Understanding)**

- Writers use digital tools to enhance their writing (e.g., word processing, paint programs, cameras, and audio recordings, podcasts)
- Authors determine the digital tools to be utilized based on the task or purpose (e.g., blog, text, power-point, back-channel, audio track, etc.)

**A student should be able to do  
(Evidence of Knowledge)**

- Use a variety of digital tools (e.g., storytelling software, drawing software, voice recording software, word processing, etc.) to produce, share, and publish writing.
- Collaborate with peers and adults to produce, share, and publish writing, using a variety of digital tools.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

digital tools, word processing, paint programs, digital images, audio recordings, podcasts, blogging, email, twitter, text, power-point, backchannel, audio tracks, produce, publish, collaborate, draft, revise, edit

## College- and Career-Readiness Standards for English Language Arts

### Kindergarten

**CCR.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

<u><b>W.K.7</b></u>	<b>Desired Student Performance</b>		
<p><b>Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</b></p>	<p><b>A student should know (Prerequisite Knowledge)</b></p> <ul style="list-style-type: none"> <li>• Research is the process of collecting information, facts, and data.</li> <li>• Participate in conversations with peers and adults with an agreed set of rules for discussion (e.g. listening to others with care, speaking one at a time about topics under discussion).</li> </ul>	<p><b>A student should understand (Conceptual Understanding)</b></p> <ul style="list-style-type: none"> <li>• Authors read and take notes from text and visual images through drawings and in writing to hold onto the information they learn about their topic.</li> <li>• Writers can share their research in a variety of ways (e.g., photographs with captions and labels, cutaways, sequence of events, maps, etc.)</li> <li>• Growing writers decide which important information should be included in their research project.</li> </ul>	<p><b>A student should be able to do (Evidence of Knowledge)</b></p> <ul style="list-style-type: none"> <li>• Using drawing, writing or dictating to:</li> <li>• Listen to different texts or books about a topic and use the information to write about the topic</li> <li>• Watch videos or digital clips such as those from the Internet to research a topic and then write about the topic.</li> <li>• Look at pictures, diagrams, or other graphic aids to gain information about a text to writing about the topic.</li> <li>•</li> </ul>
<p><b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> research, writing project, collecting information, facts, data, notes, text features (e.g., photographs, captions, labels, etc.), discussion</p>			

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

**W.K.8**

**With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Information is found in a source (e.g., book, magazine, internet, etc.) or from a person's experiences.
- A question is a statement that asks for information.
- Answers provide the information to answer a question.
- Past experiences may be important when answering a question.

**A student should understand  
(Conceptual Understanding)**

- Researchers gather information to help answer a question. They take notes using pictures and words.
- Authors use and cite multiple sources to gather information so they will have accurate information.
- Writers review the information they collect to come up with the most accurate answer to their question.

**A student should be able to do  
(Evidence of Knowledge)**

- Respond to a question using drawing, writing, or dictating....
- Tell about an experience to answer a question.
- Gathers information from provided print and digital sources to answer a question in a product that includes drawing dictation, and/or writing.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**  
information, recall, question, answer, sources, accurate

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.**

**W.K.9**

**Begins in grade 4.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

**A student should understand  
(Conceptual Understanding)**

**A student should be able to do  
(Evidence of Knowledge)**

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD**

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

**W.K.10**

Begins in grade 3.

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

**A student should understand  
(Conceptual Understanding)**

**A student should be able to do  
(Evidence of Knowledge)**

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD**

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.SL.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.**

**SL.K.1a**

**Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Rules help everyone play fair.
- Discussions are when two people talk about a topic or a text.

**A student should understand  
(Conceptual Understanding)**

- Understand the class rules for discussions.
- Understand the proper expectations for follow the agreed-upon rules for classroom discussions.

**A student should be able to do  
(Evidence of Knowledge)**

- Listen to classmates share and discuss a topic.
- Wait one's turn to speak.
- Provide information about a topic to peers in a group discussion when prompted by the teacher.
- Respond to questions or prompts when prompted by the teacher.
- Respond to peers' responses when discussing a topic.
- Share about their knowledge of a given topic when prompted by the teacher.
- Stop talking and listen when others are speaking.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

class rules, discussions, expectations, share, talk about, peers

## College- and Career-Readiness Standards for English Language Arts

### Kindergarten

**CCR.SL.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.**

**SL.K.1b**

**Continue a conversation through multiple exchanges.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Rules help everyone play fair.
- Discussions are when two people talk about a topic or a text.

**A student should understand  
(Conceptual Understanding)**

- Understand how to listen to a peer's comments on a given topic and then continue the discussion by providing more information.
- Understand how to listen to a peer's comments on a given topic and then continue the discussion by restating what has been shared.
- Listen to others' discussion in a group and wait to respond when a turn arises.

**A student should be able to do  
(Evidence of Knowledge)**

- Listen to peers comments during a discussion.
- Consider what to share during the discussion.
- Ask questions to further the discussion.
- Share information about the topic during the discussion.
- Decide as the discussion continues if he/she can share more information.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

listen, peer, comment, given topic, provide more, restate, wait

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR. SL.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

**SL.K.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.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Know when information is presented, understanding should take place.
- Know questions can be asked when one does not understand the information.
- Listen to text read aloud to gain meaning.

**A student should understand  
(Conceptual Understanding)**

- Understand how to share what is understood from a read aloud or information presented orally or through other media.
- Understand how to ask questions about key details needing clarification from a read aloud or information presented orally or through other media.
- Understand how to answer questions about key details needing clarification from a read aloud or information presented orally or through other media.

**A student should be able to do  
(Evidence of Knowledge)**

- Share what is understood from a read aloud or information presented orally or through other media.
- Ask questions about key details needing clarification from a read aloud or information presented orally or through other media.
- Answer questions about key details needing clarification from a read aloud or information presented orally or through other media.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

share, ask, answer, clarification

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.SL.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.**

**SL.K.3**

**Ask and answer questions in order to seek help, get information, or clarify something that is not understood.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Know when information is presented, understanding should take place.
- Know questions can be asked when you do not understand information.

**A student should understand  
(Conceptual Understanding)**

- Understand how to ask others for help when clarification is needed.
- Understand how to ask others for more information to clarify when something is not understood.
- Understand how to ask for clarification when something is not understood.
- Understand how to answer others when they request clarification.

**A student should be able to do  
(Evidence of Knowledge)**

- Ask others for help when clarification is needed.
- Ask others for more information to clarify when something is not understood.
- Ask for clarification when something is not understood.
- Answer others when they request clarification.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

ask, clarification, answer, questions,

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR. SL. 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

**SL.K.4**

**Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Experiences from our lives can be described using words.
- Adjectives help to describe people, places, things, and event.
- Understand that to describe a person, place, thing, or event, specific details will need to be given in order to help others understand.

**A student should understand  
(Conceptual Understanding)**

- Use their memories to think about a person, place, thing, or event.
- Tell about the person, place, thing, or event to describe it.
- Use adjectives to describe the person, place, thing, or event.
- Listen to questions asked by teacher to help provide additional information.

**A student should be able to do  
(Evidence of Knowledge)**

- When prompted by the teacher...
  - Describe a familiar person
  - Describe a familiar place
  - Describe a specific thing
  - Describe familiar event
- When prompted by the teacher add additional information
  - Tell more about.....
  - What color is it.....
  - Who was there.....
  - What else happened...
  - How did you feel when....
  - What happened first...
  - What happened next...
  - What happened last...

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

familiar, adjectives, describe, people, places, things, event, prompting, support additional details

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

**SL.K.5**

**Add drawings or other visual displays to descriptions as desired to provide additional detail.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Pictures can help tell a story.
- Pictures can be used to tell stories about people, places, things, or events that are familiar to students.
- Illustrators draw pictures for books to help the author tell a story.

**A student should understand  
(Conceptual Understanding)**

- Understand drawings help someone understand what is happening in text.
- Understand visual displays help someone understand what is happening in text.

**A student should be able to do  
(Evidence of Knowledge)**

- Draw what is described in print.
- Add visuals to information described in print.
- Add drawings to give more details to what has been described.
- Use drawings to tell a story about a person, place, thing, or event that is familiar to the student.
- Use pictures to explain or tell about a nonfiction topic.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

draw, add visuals, detail

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.SL.6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate**

**SL.K.6**

**Speak audibly and express thoughts, feelings, and ideas clearly.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Understand conversations help express thoughts clearly.
- Understand conversations help express thoughts clearly.

**A student should understand  
(Conceptual Understanding)**

- Understand that in order to express a thought to others, thoughts need to be communicated, sometimes through speech.
- Understand that in order to express something one must express thoughts, feelings, and ideas in a way for others to understand the thought.

**A student should be able to do  
(Evidence of Knowledge)**

- Verbally express thoughts to others.
- Verbally express thoughts, feelings, and ideas in a way for others to understand the thoughts.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

Speak, listen, share, ideas, feelings, conversations

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**L.K.1a**

**Print many upper- and lowercase letters.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Letters can be written in upper and lowercase.
- Distinguish between letters and shapes.

**A student should understand  
(Conceptual Understanding)**

- The alphabet is made up of letters that can be printed in upper- and lowercase.
- Letters look different when printed in upper- versus lowercase.
- Letters make up words.
- The printed alphabet has a standard form that is universally used.
- Printing letters correctly allows the reader to understand what has been written.
- Printing letters correctly allows the student to write using Standard English.

**A student should be able to do  
(Evidence of Knowledge)**

- Distinguish the difference between upper- and lowercase letters.
- Write in standard print many upper- and lowercase letters.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

alphabet, uppercase, lowercase, print, standard form, distinguish, write, letters, words, demonstrate, command, conventions, standard English, grammar, usage, writing, speaking

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**L.K.1b**

**Use frequently occurring nouns and verbs.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Letters make up words.
- Words in sentences can be classified into different groups.
- Words in sentences serve different purposes.

**A student should understand  
(Conceptual Understanding)**

- Nouns name something such as people, places, or things.
- Verbs express an action, occurrence, or state of being.
- Words can be classified as nouns and verbs.
- Nouns and verbs are used for different purposes.
- The classification of a word as a noun or verb determines how it will be used in a sentence.

**A student should be able to do  
(Evidence of Knowledge)**

- Identify and name nouns.
- Identify and name verbs.
- Use nouns and verbs in sentences when speaking and writing.
- Explain the difference between a noun and a verb.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

Frequently, nouns, verbs, classification, purposes, identify, difference, demonstrate, command, conventions, standard English, grammar, usage, writing, speaking

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**L.K.1c**

**Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Singular means one.
- Plural means more than one.
- Nouns name people, places, or things.
- Some nouns can become plural by adding /s/ or /es/ to the end of the word (pre-K standard).

**A student should understand  
(Conceptual Understanding)**

- Nouns can be singular or plural.
- Some nouns can become plural by adding /s/ or /es/ to the end of the word.
- Pictures of nouns can show both singular and plural nouns.

**A student should be able to do  
(Evidence of Knowledge)**

- Distinguish the difference between singular and plural nouns.
- Identify regular nouns and irregular nouns.
- Add /s/ or /es/ to regular singular nouns to make them plural.
- Identify and name singular nouns and their plurals.
- Identify and name plural nouns in isolation from the singular form of the word.
- Sort nouns by singular or plural categories using words or pictures.
- Identify pictures that represent singular and plural nouns.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

regular nouns, singular nouns, plural nouns, orally, explain, add, demonstrate, command, conventions, standard English, grammar, usage, writing, speaking, distinguish, identify, difference

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**L.K.1d**

**Understand and use question words (interrogatives (e.g., who, what, where, when, why, how)).**

**Desired Student Performance**

**A student should know (Prerequisite Knowledge)**

- Certain words are used to ask questions.
- There is a difference between questions and statements.
- A statement is a telling sentence and a question is an asking sentence.

**A student should understand (Conceptual Understanding)**

- Certain words are used at the beginning of sentences to ask questions.
- Interrogatives are used for specific purposes (i.e. ask different types of questions).
- Interrogatives are used to help create question sentences.

**A student should be able to do (Evidence of Knowledge)**

- Identify all question words (interrogatives: who, what, where, when, why, how).
- Understand the difference among interrogatives (knowing when to use who vs. what and when vs. where).
- Listen to questions with interrogatives and identify the interrogative words within the sentence.
- Use interrogatives to ask questions.
- Correctly answer a question posed with an interrogative.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

understand, use, interrogatives, question, purposes, difference, ask, questions, demonstrate, command, conventions, standard English, grammar, usage, writing, speaking, identify, answer

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**L.K.1e**

Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Prepositions are used to describe.
- Prepositions can be used to show location (in, out, on, off).

**A student should understand  
(Conceptual Understanding)**

- Prepositions are used with a noun or pronoun to show direction, location, or time.
- Prepositions can help clarify when used in a sentence.

**A student should be able to do  
(Evidence of Knowledge)**

- Identify and name frequently occurring prepositions.
- Explain how and why prepositions are used.
- Use frequently occurring prepositions in written and spoken sentences.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

preposition, noun, pronoun, direction, location, time, identify, explain, speaking, writing, use, frequently, sentences, demonstrate, command, conventions, standard English, grammar, usage, writing, speaking

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**L.K.1f**

**Produce and expand complete sentences in shared language activities.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Complete sentences can be formed while speaking during shared language activities (student to student, student to teacher).
- Complete sentences contain a subject and verb.

**A student should understand  
(Conceptual Understanding)**

- Sentences are made up of, at minimum, a subject and a verb.
- Subjects can be nouns or pronouns.
- Subjects and verbs must agree.
- A verb is the action or the state of being in the sentence.

**A student should be able to do  
(Evidence of Knowledge)**

- Write and speak complete sentences in collaboration with other students and the teacher.
- Expand upon basic sentences in collaboration with other students and the teacher.
- Add descriptive words to expand sentences with teacher guidance during a shared language lesson.
  - The dog barks.
  - The black dog barked.
  - The large black dog barked.
  - The large black dog barked loudly.
  - The large black dog barked loudly all night.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

produce, expand, complete sentences, collaboration, subject, verb, agree, demonstrate, command, conventions, standard English, grammar, usage, writing, speaking

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**L.K.2a**

**Capitalize the first word in a sentence and the pronoun *I*.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Write one's first name capitalizing the first letter.
- Differentiate between an upper- and lower-case letter.

**A student should understand  
(Conceptual Understanding)**

- The first word of a sentence is always capitalized.
- The pronoun *I* is always capitalized in a sentence.

**A student should be able to do  
(Evidence of Knowledge)**

- Identified capitalized words in text.
- Choose a correctly capitalized sentence (first word and *I*).
- Write a sentence capitalizing the first word.
- Write a sentence capitalizing the pronoun *I*.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

capitalize, first word, sentence, pronoun, *I*, choose, demonstrate, command, conventions, standard English, capitalization, punctuation, spelling, writing

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**L.K.2b**

**Recognize and name end punctuation.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Sentences have end punctuation.
- All sentences have end punctuation.
- End punctuation alerts the reader that the sentence is complete.

**A student should understand  
(Conceptual Understanding)**

- A sentence is a complete thought.
- Each end punctuation mark serves a different purpose.
- A period comes at the end of a telling or declarative sentence.
- A question mark comes at the end of an asking or integrative sentence.
- An exclamation mark comes at the end of an exclamatory sentence.

**A student should be able to do  
(Evidence of Knowledge)**

- Recognize the different types of end punctuation.
- Name the different types of end punctuation.
- Differentiate between the types of end punctuation.
- Explain why certain end punctuation marks are used.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

recognize, name, end punctuation, sentences, demonstrate, command, conventions, standard English, capitalization, punctuation, spelling, writing

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**L.K.2c**

**Write a letter or letters for most consonant and short-vowel sounds (phonemes).**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Letters and sounds have a relationship.
- Letter(s) can show the sound a consonant and vowel makes.

**A student should understand  
(Conceptual Understanding)**

- Letters represent sounds.
- Consonants are non-vowels.
- Vowels can have short or long sounds.

**A student should be able to do  
(Evidence of Knowledge)**

- Recognize the sounds that letters make.
- Distinguish between consonants and vowels.
- Distinguish between short and long vowel sounds.
- Write a letter or letters for most consonant sounds.
- Write a letter or letters for short-vowel sounds.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

write, letter(s), consonant, short-vowel, long-vowel, phonemes, relationship, sounds, recognize, distinguish, demonstrate, command, conventions, standard English, capitalization, punctuation, spelling, writing

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**L.K.2d**

Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Letters and sounds have a relationship.

**A student should understand  
(Conceptual Understanding)**

- Letters represent sounds.
- Some words can be spelled when you know the sounds the letters make.

**A student should be able to do  
(Evidence of Knowledge)**

- Recognize the relationship between letters and sounds.
- Say the sound(s) letters make.
- Spell simple words phonetically, using sound and letter relationships.
- Distinguish the difference between words that can be spelled phonetically and those that cannot.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

spell, simple words, phonetically, sound-letter relationships, recognize, demonstrate, command, conventions, standard English, capitalization, punctuation, spelling, writing, distinguish, difference, say

College- and Career-Readiness Standards for English Language Arts

<b>Kindergarten</b>			
<b>CCR.L.3</b>			
<b>L.K.3</b>  Begins in grade 2.	<b>Desired Student Performance</b>		
	<b>A student should know (Prerequisite Knowledge)</b>	<b>A student should understand (Conceptual Understanding)</b>	<b>A student should be able to do (Evidence of Knowledge)</b>
<b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD</b>			

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**

**L.K.4a**

**Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- All words have meaning.
- Some words have more than one meaning.
- New meanings can be applied for familiar words with prompting and support in a pre-K text.
- Unknown and multiple meaning words can be explored with prompting and support in a pre-K text.

**A student should understand  
(Conceptual Understanding)**

- Words can be classified into larger groups.
- Words can have more than one meaning.

**A student should be able to do  
(Evidence of Knowledge)**

- Determine or clarify new meanings for familiar words.
- Apply new meanings for familiar words accurately.
- Look at pictures to determine the meaning of a multiple meaning word.
  - E.g. Show students a picture of duck as an animal and a picture of a person ducking. Have students determine which picture goes with each definition.
- Listen to a story with the word and determine which meaning is used of a multiple meaning word.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

identify, familiar words, apply, classified, groups, meaning, words, determine, clarify, new, unknown words, multiple-meaning words, phrases, context clues, analyzing, word parts, consulting, reference materials

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**

<b><u>L.K.4b</u></b>	<b>Desired Student Performance</b>		
<p><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.</b></p>	<p><b>A student should know (Prerequisite Knowledge)</b></p> <ul style="list-style-type: none"> <li>• Meaning of unknown words with inflections and affixes can be determined with prompting and support in a pre-K text.</li> <li>• All words have meaning.</li> <li>• An affix is an additional element placed at the beginning or end of a root, stem, or word.</li> <li>• An inflection is a change in the form of a word (typically the ending) to express a grammatical function or attribute such as tense, mood, person, number, case, and gender.</li> </ul>	<p><b>A student should understand (Conceptual Understanding)</b></p> <ul style="list-style-type: none"> <li>• Sometimes word parts are added to words.</li> <li>• Word parts can be added to the beginning or end of words.</li> <li>• These word parts have meaning.</li> <li>• Word parts are affixes known as prefixes or suffixes.</li> <li>• Knowing the meaning of inflections and affixes can help determine the meaning of an unknown word.</li> </ul>	<p><b>A student should be able to do (Evidence of Knowledge)</b></p> <ul style="list-style-type: none"> <li>• Name and define most frequently occurring inflections and affixes.</li> <li>• Determine or clarify the meaning of an unknown word by using the most frequently occurring inflections and affixes as clues to the meaning of those words.</li> <li>• Look at words and sort words with similar affixes.</li> <li>• Listen to words in a story and select word with affixes.</li> <li>• Identify affixes within a text either during read alouds or words in print.</li> <li>• Orally separate a word and its affix.</li> </ul>

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

use, inflections, affixes, clue, meaning, determine, clarify, new, unknown words, multiple-meaning words, phrases, context clues, analyzing, word parts, consulting, reference materials

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

**L.K.5a**

Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Objects can be sorted into categories based on similarities and differences.
- Categories for kindergarten can be types of nouns, noun and verbs, singular and plural, same colors, types of food, same shapes, letters and numbers, etc.

**A student should understand  
(Conceptual Understanding)**

- Sorting objects into categories helps to gain a sense of the concept the categories represent.
- Gaining a sense of the concept categories represent helps in the understanding of word relationships and nuances in word meanings.
- Categories represent similarities among objects.

**A student should be able to do  
(Evidence of Knowledge)**

- Identify categories that objects will be sorted into.
- Sort objects into categories.
- Identify how objects were selected to be sorted into each category.
- Use picture cards or word cards to sort words into categories.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

sort, common, objects, categories, shapes, foods, sense, concepts, represent, shows, understanding, word relationships, nuances, word meanings, demonstrate, figurative language

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

**L.K.5b**

**Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- All words have meaning.
- An antonym is a word that means the opposite of another word.
- Frequently occurring verbs and adjectives (run/walk, hard/soft) have opposites (antonyms).

**A student should understand  
(Conceptual Understanding)**

- Some words have meaning that can be different from or opposite to another word.
- These words are known as antonyms.
- Some verbs and adjectives have antonyms.

**A student should be able to do  
(Evidence of Knowledge)**

- Identify frequently occurring verbs and adjectives.
- Name their opposites (antonyms).
- Listen to a story and identify a verb and give or identify its opposite.
- Use picture cards to match a word to its antonym.
- Orally give the antonym of a verb or adjective.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

Demonstrate, understanding, frequently occurring, verbs, adjectives, opposites, antonyms, shows, word relationships, nuances, word meanings, relating, figurative language

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

**L.K.5c**

**Identify real-life connections between words and their use (e.g., note places at school that are colorful).**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Know that all words have meaning.
- Words are a part of their daily lives.
- Know the connection between words and their use (i.e. describe things that are smooth).
- Know that there are objects in their environments that relate to words they are learning.

**A student should understand  
(Conceptual Understanding)**

- Words are useful when describing things in real-life scenarios.
- Words should be used in the context of a real life situation.

**A student should be able to do  
(Evidence of Knowledge)**

- Identify the meaning of words and find objects at home or school that represents the word.
  - Ex: round
  - Students can name things at their homes or in their class that are round.
- Identify common nouns and/or adjectives.
  - Find someone or something that represents a noun at home or school. Ex. My teacher, mother, sister, and grandmother are girls.
  - List people, places, or things that relate to the adjectives. Ex. My ball, toy truck, coat, and desk are brown.

## College- and Career-Readiness Standards for English Language Arts

			<ul style="list-style-type: none"> <li>Use these adjectives to describe objects (i.e things that are fast, things in the classroom that are round, etc.)</li> </ul>
<p><b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b>  identify, real-life, connections, words, use, context, shows, understanding, word relationships, nuances, word meanings, demonstrate, figurative language, adjectives</p>			

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

**L.K.5d**

Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Verbs describe actions.
- Some words mean the same thing but to varying degrees.
- Words can be sorted into categories known as parts of speech.

**A student should understand  
(Conceptual Understanding)**

- Verbs represent words that show actions or something that a person or thing can do.
- Verbs can have the same general action but have subtle differences.

**A student should be able to do  
(Evidence of Knowledge)**

- Identify verbs that have the same general action.
- Listen to stories or sentences and determine the action verb.
- Act out the meaning of these verbs to show the difference among them.
- Look at pictures and determine the verb.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

distinguish, shades of meaning, verbs, describing, same, general action, shows, understanding, word relationships, nuances, word meanings, acting out, demonstrate, figurative language, identify, difference

College- and Career-Readiness Standards for English Language Arts

**Kindergarten**

**CCR.L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

**L.K.6**

**Use words and phrases acquired through conversations, reading and being read to, and responding to texts.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- With prompting and support, use words and phrases acquired through conversations, experiences, shared reading, being read to, and responding to texts.

**A student should understand  
(Conceptual Understanding)**

- Words and phrases that have been learned can be applied to new situations.
- Expanding one's vocabulary can provide for rich dialogue when speaking, rich text when writing, and increased reading comprehension and enjoyment.

**A student should be able to do  
(Evidence of Knowledge)**

- Acquire new words and phrases through conversations, reading and being read to, and responding to texts.
- Use these new words and phrases (through speaking and/or writing) in a different context or scenario.
- Use knowledge of words and phrases that have been acquired to decipher the meaning of unknown vocabulary in text.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

use, words, phrases, acquire, conversations, reading, being read to, responding to texts, shows, understanding, newly acquired vocabulary