

Kindergarten English Language Arts

Pacing Guide

2017-2018

Term 1 Pacing

Report Card

- ID Uppercase Letters
- ID Lowercase Letters
- ID Letter Sounds
- ID Concepts of Print
- Writes First Name
- Follows 1 or 2 Step Directions
- Speaks in Comp. Sentences

Journeys Unit 1 Benchmark Test-(SBT)

- *Ask and Answer Questions
- *Retell Familiar Stories
- *ID Character, settings, events
- *Rhyme Recognition
- *ID Beginning Sounds: m, s
- *Read Common Sight Words

Term 1

Term 1 Journey's Lessons

Lesson 1	What Makes a Family?	Informational Text
Lesson 2	How Do Dinosaurs Go to School?	Literature
Lesson 3	Please, Puppy, Please	Literature
Lesson 4	Everybody Works	Informational Text
Lesson 5	The Handiest Things in the World	Informational Text
Lesson 6	My Five Senses	Informational Text

Term 1

Reading Foundational Skills

Print Concepts

RF.K.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.
- RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.
- RF.K.1c Understand that words are separated by spaces in print.
- RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

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

- RF.K.2a Recognize and produce rhyming words.
- RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.
- RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.
- RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)

Phonics and Word Recognition

RF.K.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 sound or many of the most frequent sounds for each consonant. (*Term 1 Report Card*)
- RF.K.3b Associate the long and short sounds with the common spellings for the five major vowels.
- RF.K.3c Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

Reading Literature

Key Ideas and Details

- RL.K.1 With prompting and support, ask and answer questions about key details in a text.
- RL.K.2 With prompting and support, retell familiar stories, including key details
- RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

- RL.K.5 Recognize common types of texts (e.g., storybooks, poems).

Integration of Knowledge and Ideas

- 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).
- RL.K.10 Actively engage in group reading activities with purpose and understanding.

Reading Informational Text

Key Ideas and Details

- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

Integration of Knowledge and Ideas

- 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).

Range of Reading and Level of Text Complexity

- RI.K.10 Actively engage in group reading activities with purpose and understanding.

Writing

Text Types and Purposes

- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Speaking and Listening

Comprehension and Collaboration

- SL.K.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).

Presentation of Knowledge of Ideas

- SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Language

Conventions of Standard English

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking.

- L.K.1a Print many upper- and lowercase letters.
- L.K.1b Use frequently occurring nouns and verbs.
- L.K.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

L.K.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.
- L.K.2b Recognize and name end punctuation.

Vocabulary Acquisition and Use

L.K.5 With guidance and support from adults, explore 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.
- L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Term 2 Pacing

Report Card

- ID Uppercase Letters
- ID Lowercase Letters
- ID Letter Sounds
- Discriminates Beginning Sounds
- Reads Basic Sight Words
- Expresses Ideas in Group
- Comprehends and Retells Story
- Writes correctly
- Follows 1 or 2 Step Directions

Journeys Unit 3 Benchmark Test-(SBT)

- *Blend Phonemes
- *ID Letter for Sound Given
- *ID Final Sounds
- *Read Common Sight Words
- *Read CVC Words
- *ID CVC Words
- *Listening Comp. Inform.
- *Write to Narrate

Term 2

Term 2 Journey's Lessons

Lesson 7	Mice Squeak, We Speak	Literature
Lesson 8	Move!	Informational Text
Lesson 9	What Do Wheels Do All Day?	Informational Text
Lesson 10	Mouse Shapes	Informational Text
Lesson 11	Jump into January	Informational Text
Lesson 12	Snow	Literature
Lesson 13	What Do You Do With a Tail Like This?	Informational Text
Lesson 14	Turtle Splash!	Informational Text
Lesson 15	What a Beautiful Sky!	Informational Text

Term 2

Reading Foundational Skills

Print Concepts

RF.K.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.
- RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

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

- RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.
- RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)

Phonics and Word Recognition

RF.K.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 sound or many of the most frequent sounds for each consonant.
- RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

Reading Literature

Key Ideas and Details

- RL.K.1 With prompting and support, ask and answer questions about key details in a text.
- RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

- 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

Integration of Knowledge and Ideas

- 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).
- RL.K.10 Actively engage in group reading activities with purpose and understanding.

Reading Informational Text

Key Ideas and Details

- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

Craft and Structure

- RI.K.5 Identify the front cover, back cover, and title page of a book.
- 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.

Integration of Knowledge and Ideas

- 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).

Range of Reading and Level of Text Complexity

- RI.K.10 Actively engage in group reading activities with purpose and understanding.

Writing

Text Types and Purposes

- 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.
- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Research to Build Knowledge

- W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

Comprehension and Collaboration

- SL.K.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).
- 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.

Presentation of Knowledge and Ideas

- SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Language

Conventions of Standard English

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking.

- L.K.1a Print many upper- and lowercase letters.
- L.K.1b Use frequently occurring nouns and verbs.
- L.K.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- L.K.1f Produce and expand complete sentences in shared language activities.

L.K.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.
- L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).

Vocabulary Acquisition and Use

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- L.K.4b 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.

L.K.5 With guidance and support from adults, explore 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.
- L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Term 3 Pacing

Report Card

- ID Uppercase Letters
- ID Lowercase Letters
- ID Letter Sounds
- Hears and Blends Sounds
- Uses Letter Sounds for Spelling
- Reads Basic Sight Words
- Comprehends and Retells Story
- Forms Letters Correctly
- Follows 1 or 2 Step Directions

Journeys Unit 4 Test-(SBT)

- *Blend Phonemes
- *ID Letter for Sound Given (a, n, f, b)
- *ID Middle Sounds
- *Read Common Sight Words
- *Read CVC Words
- *ID CVC Words
 - Sentence Comprehension
- *Listening Comp.-Story
- *Opinion Writing

Term 3

Term 3 Journey's Lessons

Lesson 16	What Is Science?	Poetry
Lesson 17	From Caterpillar to Butterfly	Informational Text
Lesson 18	Atlantic	Informational Text
Lesson 19	Sheep Take a Hike	Literature
Lesson 20	Curious George's Dinosaur Discovery	Literature
Lesson 21	Zin! Zin! Zin! a Violin	Poetry
Lesson 22	Leo the Late Bloomer	Literature
Lesson 23	Zinnia's Flower Garden	Informational Text

Term 3

Reading Foundational Skills

Print Concepts

RF.K.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.
- RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

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

- RF.K.2a Recognize and produce rhyming words.
- RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.
- RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.
- RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)

Phonics and Word Recognition

RF.K.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 sound or many of the most frequent sounds for each consonant.
- RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

- RF.K.4 Read emergent-reader texts with purpose and understanding.

Reading Literature

Key Ideas and Details

- RL.K.1 With prompting and support, ask and answer questions about key details in a text.
- RL.K.2 With prompting and support, retell familiar stories, including key details.
- RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

- RL.K.4 Ask and answer questions about unknown words in a text.
- RL.K.5 Recognize common types of texts (e.g., storybooks, poems).

Integration of Knowledge and Ideas

- 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).

Range of Reading and Level of Text Complexity

- RL.K.10 Actively engage in group reading activities with purpose and understanding.

Reading Informational Text

Key Ideas and Details

- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- RI.K.2 With prompting and support, identify the main topic and retell key details 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.

Craft and Structure

- RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

Integration of Knowledge and Ideas

- 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).

Range of Reading and Level of Text Complexity

- RI.K.10 Actively engage in group reading activities with purpose and understanding.

Writing

Text Types and Purposes

- 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...).
- 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.

Production and Distribution of Writing

- W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- 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.

Research to Build and Present Knowledge

- W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

Comprehension and Collaboration

- SL.K.1b Continue a conversation through multiple exchanges.
- 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.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

- SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Language

Conventions of Standard English

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking.

- L.K.1a Print many upper- and lowercase letters.
- L.K.1b Use frequently occurring nouns and verbs.
- L.K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- L.K.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- L.K.1f Produce and expand complete sentences in shared language activities.

L.K.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.
- L.K.2b Recognize and name end punctuation.
- L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Vocabulary Acquisition and Use

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- 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).

L.K.5 With guidance and support from adults, explore 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.
- L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful)..

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Term 4 Pacing

Report Card

- ID Uppercase Letters
- ID Lowercase Letters
- ID Letter Sounds
- Produces Rhyming Words
- Uses Letter Sounds for Spelling
- Reads Basic Sight Words
- Writes CVC Words
- Forms Letters Correctly
- Comprehends and Retells Story
- Follows 1 or 2 Step Directions

Journeys Unit 5 Benchmark Test-(SBT)

- *Blend Phonemes
- *ID Letter for Sound Given
- *Substitute Phonemes
- *Read Common Sight Words
- *Read CVC Words
- *ID CVC Words
- Sentence Comprehension
- *Listening Comp.-Story
- Writing to Inform

Term 4

Term 4 Journey's Lessons

Lesson 24	Chameleon, Chameleon	Informational Text
Lesson 25	Pie in the Sky	Literature
Lesson 26	Kitten's First Moon	Literature
Lesson 27	One of Three	Literature
Lesson 28	You Can Do It, Curious George!	Literature
Lesson 29	Look at Us	Informational Text
Lesson 30	Miss Bindergarten Celebrates the Last Day of Kindergarten	Literature

Reading Foundational Skills

Print Concepts

RF.K.1 Demonstrate understanding of the organization and basic features of print.

- RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

- RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)
- RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

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

- RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

- RF.K.4 Read emergent-reader texts with purpose and understanding.

Reading Literature

Key Ideas and Details

- RL.K.1 With prompting and support, ask and answer questions about key details in a text.
- RL.K.2 With prompting and support, retell familiar stories, including key details.
- RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

- RL.K.4 Ask and answer questions about unknown words in a text.
- RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
- 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.

Integration of Knowledge and Ideas

- 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).
- RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

- RL.K.10 Actively engage in group reading activities with purpose and understanding.

Reading Informational Text

Key Ideas and Details

- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- RI.K.2 With prompting and support, identify the main topic and retell key details 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.

Craft and Structure

- RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.5 Identify the front cover, back cover, and title page of a book.
- 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.

Integration of Knowledge and Ideas

- 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).
- RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
- 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).

Range of Reading and Level of Text Complexity

- RI.K.10 Actively engage in group reading activities with purpose and understanding.

Writing

Text Types and Purposes

- 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...).
- 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.
- 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.

Production and Distribution of Writing

- W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- 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.

Research to Build and Present Knowledge

- W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

Comprehension and Collaboration

- SL.K.1b Continue a conversation through multiple exchanges.
- 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.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

- SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Language

Conventions of Standard English

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking.

- L.K.1a Print many upper- and lowercase letters.
- L.K.1b Use frequently occurring nouns and verbs.
- L.K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- L.K.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- L.K.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- L.K.1f Produce and expand complete sentences in shared language activities.

L.K.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.
- L.K.2b Recognize and name end punctuation.
- L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships

Vocabulary Acquisition and Use

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- 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).
- L.K.4b 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.

L.K.5 With guidance and support from adults, explore 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.
- L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- 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.

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.