

Green Township School District
Grade: Kindergarten
English Language Arts Benchmarks

Report Card Indicators			
Progress Indicators for Reading Literature			
STANDARD:	MP #1	MP #2	MP #3
Key Ideas and Details			
RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> ● Identify key details in narrative text: character, struggle, problem, solution. ● Ask questions about key details in narrative text (Who, what, where, when) ● Answer questions about key details in narrative text (Who, what, where, when) 	<ul style="list-style-type: none"> ● Identify key details in narrative text: setting, character, struggle, problem, solution. ● Ask questions about key details in narrative text ((Who, what, where, when) ● answer questions about key details in text (who, what, where, when). 	<ul style="list-style-type: none"> ● Ask questions about key details in text using “why” and “how” to formulate questions. ● Answer “why” and “how” questions about key details in narrative text.
R.L.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> ● Retell familiar stories using who, what, where, and when as a guide to include the key details (character, struggle, problem, solution). 	<ul style="list-style-type: none"> ● Retell familiar stories using who, what, where, and when as a guide to include the key details (setting, character, struggle, problem, solution). 	<ul style="list-style-type: none"> ● Retell familiar stories using who, what, where, when, why and how as a guide to include the key details (character, struggle, problem, solution).

R.L. K. 3 With prompting and support, identify characters, settings, and major events in a story.	<ul style="list-style-type: none"> ● Identifies main character(s) (with struggle) ● Identifies one major event. 	<ul style="list-style-type: none"> ● Identifies main character (with struggle) ● Identifies setting ● Identifies major event. 	<ul style="list-style-type: none"> ● Identifies main character and minor characters, ● Identifies setting ● Identifies all major events.
Craft and Structure			
R.L.K.4. With prompting and support, ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> ● Identifies unknown words in a text. ● Asks a question about unknown words in a text 	<ul style="list-style-type: none"> ● Identifies unknown words in a text. ● Asks questions about unknown words in a text ● Answers questions about unknown words in text 	<ul style="list-style-type: none"> ● Identifies unknown words in a text. ● Asks questions about unknown words in a text ● Answers questions about unknown words in text
R.L.K.5 Recognize common types of texts (e.g., storybooks, poems).	<ul style="list-style-type: none"> ● Recognizes story books 	<ul style="list-style-type: none"> ● Recognizes poems 	<ul style="list-style-type: none"> ● Recognizes at least two common types of texts.
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.	<ul style="list-style-type: none"> ● Name the author of a book/story ● Name the illustrator of a book/story 	<ul style="list-style-type: none"> ● Understand the role of an author of a book/story ● Understand the role of an illustrator of a book/story 	<ul style="list-style-type: none"> ● Identify the author and illustrator of a story ● Make distinctions between the role of the author and illustrator 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).	<ul style="list-style-type: none"> ● Describes “relationships” ● Describes the illustrations in a story 	<ul style="list-style-type: none"> ● Describes the relationship between the illustrations and the story moment by moment in the story 	<ul style="list-style-type: none"> ● Describes the relationship between the illustrations and the story
R.L.K.8 N/A with Literature standards			

<p>RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<ul style="list-style-type: none"> ● Compares characters' adventures from familiar stories (shows relationships between the adventures of characters from different stories). ● Compares characters' experiences from familiar stories (shows relationships between the experiences of characters from different stories). 	<ul style="list-style-type: none"> ● Contrasts the adventures of characters in familiar stories (shows the distinctions between adventures of characters from different stories) ● Contrasts the experiences of characters in familiar stories (shows the distinctions between experiences of characters from different stories) 	<ul style="list-style-type: none"> ● Compares and contrasts (shows relationships and distinctions between) the adventures of characters from different stories ● Compares and contrasts (shows relationships and distinctions between) the experiences of characters from different stories
<p>Range of Reading and Level of Text Complexity</p>			
<p>RL.K.10. Actively engage in group reading activities with purpose and understanding.</p>	<ul style="list-style-type: none"> ● Engages in group reading activities 	<ul style="list-style-type: none"> ● Engages in group reading activities and understands the purpose of the activity ● Engages in group reading activities with understanding of the activity 	<ul style="list-style-type: none"> ● Engages in group reading activities and understands the purpose of the activity ● Engages in group reading activities with understanding of the activity
<p>Progress Indicators for Reading Informational Text</p>			
<p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p>	<ul style="list-style-type: none"> ● Identifies key details in informational text using who, what, where, when ● Ask questions about key details in informational text (Who, what, where, when) ● Answer questions about key details in informational text (Who, what, where, when) 	<ul style="list-style-type: none"> ● Identifies key details in informational text using who, what, where, when, why and how ● Ask questions about key details in informational text (Who, what, where, when) ● Answer questions about key details in informational text (Who, what, where, when) 	<ul style="list-style-type: none"> ● Identifies key details in informational text using who, what, where, when, why and how ● Ask questions about key details in text using “why” and “how” to formulate questions. ● Answer “why” and “how” questions about key details in narrative text.

<p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p>	<ul style="list-style-type: none"> ● Understands what a main topic is ● Identifies main topic of informational text 	<ul style="list-style-type: none"> ● Identifies main topic of text ● Retells key details by using who, what, where, when, why, how 	<ul style="list-style-type: none"> ● Identifies main topic of text ● Retells key details by using who, what, where, when, why, how
<p>RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<ul style="list-style-type: none"> ● Identifies individuals, events, ideas and/or pieces of information in text ● Describes connection (relationship) between two individuals in a text 	<ul style="list-style-type: none"> ● Describes the connection (relationship) between two individuals in a text. ● Describes the connection (relationship) between events in a text. 	<ul style="list-style-type: none"> ● Describes the connection (relationship) between two individuals in a text. ● Describes the connection (relationship) between events in a text. ● Describes the relationship between ideas in a text ● Describes the relationship between pieces of information in a text
<p>Craft and Structure</p>			
<p>RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.</p>	<ul style="list-style-type: none"> ● Identifies unknown words in a text. ● Asks a question about unknown words in a text 	<ul style="list-style-type: none"> ● Identifies unknown words in a text. ● Asks questions about unknown words in a text ● Answers questions about unknown words in text 	<ul style="list-style-type: none"> ● Identifies unknown words in a text. ● Asks questions about unknown words in a text ● Answers questions about unknown words in text
<p>RI.K.5. Identify the front cover, back cover, and title page of a book.</p>	<ul style="list-style-type: none"> ● Identifies the front cover of a book ● Identifies the back cover, ● Identifies the title page of a book. 	<ul style="list-style-type: none"> ● Identifies the front cover of a book ● Identifies the back cover, ● Identifies the title page of a book. 	<ul style="list-style-type: none"> ● Identifies the front cover of a book ● Identifies the back cover, ● Identifies the title page of a book.
<p>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.</p>	<ul style="list-style-type: none"> ● Names the author of a text ● Names the illustrator of a text ● Defines the role of the author in presenting the 	<ul style="list-style-type: none"> ● Names the author of a text ● Names the illustrator of a text ● Defines the role of the author in presenting the 	<ul style="list-style-type: none"> ● Names the author of a text ● Names the illustrator of a text ● Defines the role of the author in presenting both

	<p>ideas in a text.</p> <ul style="list-style-type: none"> • Defines the role of the illustrator in presenting ideas in a text 	<p>information in a text.</p> <ul style="list-style-type: none"> • Defines the role of the illustrator in presenting information in a text 	<p>the ideas and information in a text.</p> <ul style="list-style-type: none"> • Defines the role of the illustrator in presenting both the ideas and the information in a text
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Integration of knowledge and ideas

<p>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).</p>	<ul style="list-style-type: none"> • Describes “relationships” • Describes the illustrations in an informational text 	<ul style="list-style-type: none"> • Describes the relationship between the illustrations and the story moment by moment in the story 	<ul style="list-style-type: none"> • Describes the relationship between the illustrations and the story
<p>RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.</p>	<ul style="list-style-type: none"> • Identify an author’s point(s) in an informational text 	<ul style="list-style-type: none"> • Identify the reasons an author gives to support his/her points in an informational text 	<ul style="list-style-type: none"> • Identify the reasons an author gives to support his/her points in an informational text
<p>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).</p>	<ul style="list-style-type: none"> • Identifies basic similarities in (relationships between) two texts on the same topic 	<ul style="list-style-type: none"> • Identifies basic differences (distinctions) between two texts on the same topic 	<ul style="list-style-type: none"> • Identifies basic similarities in (relationships between) two texts on the same topic • Identifies basic differences (distinctions) between two texts on the same topic
<p>RI.K.10. Actively engage in group reading activities with purpose and understanding.</p>	<ul style="list-style-type: none"> • Engages in group reading activities 	<ul style="list-style-type: none"> • Engages in group reading activities and understands the purpose of the activity • Engages in group reading activities with understanding of the activity 	<ul style="list-style-type: none"> • Engages in group reading activities and understands the purpose of the activity • Engages in group reading activities with understanding of the activity

Progress Indicators for Reading Foundation Skills

<p>RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <p>A.1 Follow words from left to right, A.2 Follows words from top to bottom A.3 Follows text page by page B:Recognize that spoken words are represented in written language by specific sequences of letters. C: Understand that words are separated by spaces in print. D.1:Recognize and names all uppercase letters in the Alphabet D.2 Recognizes and names all lowercase letters in the alphabet</p>	<ul style="list-style-type: none"> ● Recognizes and names all uppercase letters in the alphabet ● Recognizes and names all lowercase letters in the alphabet ● Recognize that spoken words are represented in written language by specific sequences of letters. ● Understand that words are separated by spaces in print. ● Follow words from left to right, ● Follows text page by page ● Follows words from top to bottom 	<ul style="list-style-type: none"> ● Follow words from left to right ● Follows text page by page ● Follows words from top to bottom ● Recognize that spoken words are represented in written language by specific sequences of letters. 	<p>At this point, all skills in this standard should be mastered.</p>
<p>Phonological Awareness</p>			
<p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>A.1: Recognize when words rhyme A.2 Can produce rhyming words. B.1 Count syllables in spoken words. B.2 Pronounce syllables in spoken words. B.3 Blend syllables in spoken words. B.4 Segment syllables in spoken words.</p>	<ul style="list-style-type: none"> ● Recognize when words rhyme ● Pronounce syllables in spoken words. ● Blend syllables in spoken words. ● Blend onset and rime of a single syllable word and identify the word 	<ul style="list-style-type: none"> ● Can produce rhyming words. ● Count syllables in spoken words. ● Blend onset and rime in a single syllable word and identify the word. 	<ul style="list-style-type: none"> ● Segment syllables in spoken words. ● Segment onsets and rimes of single syllable spoken word and identify the word.

<p>C.1: Blend onsets and rimes of single-syllable spoken words. [Student should be able to identify onset, rime, and the word] C.2: Segment onsets and rimes of single-syllable spoken words. [Student should be able to identify onset, rime, and the word]</p>			
<p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. C. Read high-frequency and sight words with automaticity. D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p>	<ul style="list-style-type: none"> ● Demonstrate knowledge of one-to one-letter-sound correspondence by producing the sounds of all consonants. ● Know 20/40 pre-primer high frequency words with automaticity 	<ul style="list-style-type: none"> ● Associate short vowel sounds with the five major vowels ● Know all pre-primer high frequency words and 26/52 primer high frequency words with automaticity 	<ul style="list-style-type: none"> ● Associate short and long vowel sounds with the five major vowels ● Know all pre-primer and primer high frequency words with automaticity ● Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
<p>RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. A. Read emergent-readers with purpose and understanding. B. Read grade level text for</p>	<ul style="list-style-type: none"> ● Read emergent text (at a B level or above) with one-to-one correspondence to develop fluency and comprehension skills. ● Read B level text for purpose and understanding. 	<ul style="list-style-type: none"> ● Read emergent text (at a B or C level or above) with one-to-one correspondence to develop fluency and comprehension skills. ● Read B or C level text or above for purpose and understanding. 	<ul style="list-style-type: none"> ● Read emergent text (at a C level or above) with one-to-one correspondence to develop fluency and comprehension skills. ● Read C level or above text for purpose and understanding.

purpose and understanding.			
Progress Indicators for Writing			
Text types and purposes			
<p>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...).</p>	<p>Although students are exposed to writing genres throughout the school year, this genre is assessed in MP 3</p>	<p>Although students are exposed to writing genres throughout the school year, this genre is assessed in MP 3</p>	
<p>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.</p>	<p>Although students are exposed to writing genres throughout the school year, this genre is assessed in MP 2</p>		<p>Although students are exposed to writing genres throughout the school year, this genre is assessed in MP 2</p>
<p>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.</p>		<p>Although students are exposed to writing genres throughout the school year, this genre is assessed in MP 1</p>	<p>Although students are exposed to writing genres throughout the school year, this genre is assessed in MP 1</p>
Production and Distribution of Writing			
W.K.4. (Begins in grade 3)			

<p>W.K.5. With guidance and support from adults, strengthen writing through response and self reflection using questions and suggestions from peers (e.g., adding details).</p>	<ul style="list-style-type: none"> ● Strengthen writing through response using questions from peers ● Strengthen writing through response using suggestions from peers ● Strengthen writing through self-reflection using questions from peers ● Strengthen writing through self-reflection using suggestions from peers 	<ul style="list-style-type: none"> ● Strengthen writing through response using questions from peers ● Strengthen writing through response using suggestions from peers ● Strengthen writing through self-reflection using questions from peers ● Strengthen writing through self-reflection using suggestions from peers 	<ul style="list-style-type: none"> ● Strengthen writing through response using questions from peers ● Strengthen writing through response using suggestions from peers ● Strengthen writing through self-reflection using questions from peers ● Strengthen writing through self-reflection using suggestions from peers
<p>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.</p>	<ul style="list-style-type: none"> ● Explore a variety of digital tools to produce writing including in collaboration with peers ● Explore a variety of digital tools to publish writing including in collaboration with peers 	<ul style="list-style-type: none"> ● Explore a variety of digital tools to produce writing including in collaboration with peers ● Explore a variety of digital tools to publish writing including in collaboration with peers 	<ul style="list-style-type: none"> ● Explore a variety of digital tools to produce writing including in collaboration with peers ● Explore a variety of digital tools to publish writing including in collaboration with peers
<p>Research to Build and Present Knowledge</p>			
<p>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)</p>	<ul style="list-style-type: none"> ● Participate in shared research ● Participate in shared writing 	<ul style="list-style-type: none"> ● Participate in shared research ● Participate in shared writing 	<ul style="list-style-type: none"> ● Participate in shared research ● Participate in shared writing
<p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> ● Recall information from experiences to answer a question ● Gather information from provided sources to answer a question 	<ul style="list-style-type: none"> ● Gather information from provided sources to answer a question 	<ul style="list-style-type: none"> ● Recall information from experiences to answer a question ● Gather information from provided sources to answer a question

W.K.9. (Begins in grade 4)			
W.K.10. (Begins in grade 3)			
Progress Indicators for Speaking and Listening			
Comprehension and Collaboration			
<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>B. Continue a conversation through multiple exchanges.</p>	<ul style="list-style-type: none"> ● Participates in one-on-one conversations with adults about Kindergarten topics and texts. ● Participates in collaborative partner conversations with peers. ● Follows discussion guidelines 	<ul style="list-style-type: none"> ● Participates in conversations with adults about Kindergarten topics and texts ● Participates in collaborative conversations with peers in small group settings. ● Follows discussion guidelines ● Continues conversations through multiple exchanges 	<ul style="list-style-type: none"> ● Participates in conversations with adults about Kindergarten topics and texts ● Participates in collaborative conversations with peers in partners, small groups, and larger groups. ● Follows discussion guidelines ● Continues conversations through multiple exchanges
<p>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.</p>	<ul style="list-style-type: none"> ● Asks questions orally about key details of text to confirm understanding. ● Ask questions orally about information presented orally to confirm understanding. ● Asks questions orally about information presented through media to confirm understanding. 	<ul style="list-style-type: none"> ● Asks questions orally about key details of text to confirm understanding. ● Ask questions orally about information presented orally to confirm understanding. ● Asks questions orally about information presented through media to confirm understanding. ● Requests clarification if something is not understood. 	<ul style="list-style-type: none"> ● Asks questions orally about key details of text to confirm understanding. ● Ask questions orally about information presented orally to confirm understanding. ● Asks questions orally about information presented through media to confirm understanding. ● Requests clarification if something is not understood.

<p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<ul style="list-style-type: none"> ● Asks questions to seek help 	<ul style="list-style-type: none"> ● Asks questions to seek help ● Asks questions to get information 	<ul style="list-style-type: none"> ● Asks questions to seek help ● Asks questions to get information ● Asks questions to clarify something that is not understood
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Presentation of Knowledge and Ideas

<p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<ul style="list-style-type: none"> ● Orally describe familiar people ● Orally describe familiar places ● Orally describe familiar things ● Orally describe familiar events ● Orally provides additional detail 	<ul style="list-style-type: none"> ● Orally describe familiar people ● Orally describe familiar places ● Orally describe familiar things ● Orally describe familiar events ● Provide additional detail 	<ul style="list-style-type: none"> ● Orally describe familiar people ● Orally describe familiar places ● Orally describe familiar things ● Orally describe familiar events ● Provide additional detail
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<p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<ul style="list-style-type: none"> ● Adds drawings to descriptions to provide additional detail 	<ul style="list-style-type: none"> ● Adds drawings to descriptions to provide additional detail ● Adds visual displays to provide additional detail 	<ul style="list-style-type: none"> ● Adds drawings to descriptions to provide additional detail ● Adds visual displays to provide additional detail
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<p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly</p>	<ul style="list-style-type: none"> ● Speaks audibly ● Orally expresses thoughts ● Orally expresses feelings ● Orally expresses ideas 	<ul style="list-style-type: none"> ● Speaks audibly ● Orally expresses thoughts clearly ● Orally expresses feelings clearly ● Orally expresses ideas clearly 	<ul style="list-style-type: none"> ● Speaks audibly ● Orally expresses thoughts clearly ● Orally expresses feelings clearly ● Orally expresses ideas clearly
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Progress Indicators for Language

Conventions of Standard English

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 A. Print many upper- and lowercase letters.
 B. Use frequently occurring nouns and verbs.
 C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
 D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
 E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
 F. Produce and expand complete sentences in shared language activities.

- Prints many uppercase letters
- Prints many lowercase letters
- Understands question words (interrogatives) *who, what, where, when*
- Uses frequently occurring nouns
- Uses frequently occurring verbs
- Produces complete sentences in shared language activities

- Prints many uppercase letters
- Prints many lowercase letters
- Understands question words (interrogatives) *who, what, where, when,*
- Uses question words (interrogatives) *who, what, where, when,*
- Understands question words *why, and how*
- Forms regular plural nouns orally by adding /s/ or /es/
- Produces complete sentences in shared language activities

- Prints many uppercase letters
- Prints many lowercase letters
- Understands question words (interrogatives) *who, what, where, when,*
- Uses question words (interrogatives) *who, what, where, when,*
- Understands question words *why, and how*
- Uses question words *why, and how*
- Uses most frequently occurring prepositions: to, from, in, out, on, off, for, of, by, with
- Produces complete sentences in shared language activities
- Expands complete sentences in shared language activities

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 A. Capitalize the first word in a sentence and the pronoun I.
 B. Recognize and name end punctuation.
 C. Write a letter or letters for most

- Capitalize the first word in a sentence
- Capitalize the pronoun I
- Recognize end punctuation
- Write a letter for most consonant sounds
- Write a letter for most short-vowel sounds
- Spell simple words phonetically (draws on

- Capitalize the first word in a sentence
- Capitalize the pronoun I
- Recognize end punctuation
- Name end punctuation
- Write a letter (or letters) for most consonant sounds
- Write a letter (or letters) for most short-vowel sounds

- Capitalize the first word in a sentence
- Capitalize the pronoun I
- Recognize end punctuation
- Name end punctuation
- Write a letter (or letters) for most consonant sounds
- Write a letter (or letters) for most short-vowel sounds

<p>consonant and short-vowel sounds (phonemes). D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>knowledge of sound-letter relationship).</p>	<ul style="list-style-type: none"> ● Spell simple words phonetically (draws on knowledge of sound-letter relationship). 	<ul style="list-style-type: none"> ● Spell simple words phonetically (draws on knowledge of sound-letter relationship).
<p>Knowledge of Language</p>			
<p>L.K.3. (Begins in grade 2)</p>			
<p>Vocabulary Acquisition and Use</p>			
<p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p>	<ul style="list-style-type: none"> ● Identifies new meanings for familiar words ● Applies new meanings for familiar words accurately ● Uses the most frequently occurring affixes, such as <i>-ed, -s, -ing</i> 	<ul style="list-style-type: none"> ● Identifies new meanings for familiar words ● Applies new meanings for familiar words accurately ● Uses the most frequently occurring affixes, such as <i>-ed, -s, -ing</i> 	<ul style="list-style-type: none"> ● Identifies new meanings for familiar words ● Applies new meanings for familiar words accurately ● Uses the most frequently occurring affixes, such as <i>-ed, -s, -ing</i> as a clue to the meaning of an unknown word.
<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<ul style="list-style-type: none"> ● Explores word relationships ● Explores nuances in word meanings ● Sorts common objects into categories to gain a sense of the concepts the categories represent 	<ul style="list-style-type: none"> ● Identifies real-life connections between words and their uses 	<ul style="list-style-type: none"> ● Demonstrates understanding of frequently occurring verbs by relating them to opposites (antonyms) ● Demonstrates understanding of frequently occurring adjectives by

<p>B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p>(shapes, foods, etc.).</p>		<p>relating them to their opposites (antonyms)</p> <ul style="list-style-type: none"> • Distinguishes shades of meaning among verbs describing the same general action by acting out the meanings.
<p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<ul style="list-style-type: none"> • Uses words acquired through conversations • Uses phrases acquired through conversations • Uses words acquired through being read to • Uses phrases acquired through being read to 	<ul style="list-style-type: none"> • Uses words acquired through conversations • Uses phrases acquired through conversations • Uses words acquired through being read to • Uses phrases acquired through being read to • Uses words acquired through reading • Uses phrases acquired through reading 	<ul style="list-style-type: none"> • Uses words acquired through conversations • Uses phrases acquired through conversations • Uses words acquired through being read to • Uses phrases acquired through being read to • Uses words acquired through reading • Uses phrases acquired through reading • Uses words acquired through responding to texts • Uses phrases acquired through responding to texts