

Main Criteria: Classroom Supplement Units Kindergarten

Secondary Criteria: New York Core Curriculum

Subject: Language Arts

Grade: K

Classroom Supplement Units Kindergarten

Pre-writing

New York Core Curriculum

Language Arts

Grade K - Adopted: 2011

STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details
STANDARD / CONCEPTUAL UNDERSTANDING	K.RL.1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD / CONCEPTUAL UNDERSTANDING	K.RL.3.	With prompting and support, identify characters, settings, and major events in a story.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	K.RL.4.	Ask and answer questions about unknown words in a text.
STANDARD / CONCEPTUAL UNDERSTANDING	K.RL.5.	Recognize common types of texts (e.g., storybooks, poems).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	K.RL.9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
EXPECTATION / CONTENT SPECIFICATION	K.RL.9.a.	With prompting and support, students will make cultural connections to text and self.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Range of Reading and Level of Text Complexity
STANDARD / CONCEPTUAL	K.RL.10.	Actively engage in group reading activities with purpose and understanding.

UNDERSTANDING		
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details
STANDARD / CONCEPTUAL UNDERSTANDING	K.RI.1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD / CONCEPTUAL UNDERSTANDING	K.RI.2.	With prompting and support, identify the main topic and retell key details of a text.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	K.RI.4.	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	K.RI.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).
STANDARD / CONCEPTUAL UNDERSTANDING	K.RI.8.	With prompting and support, identify the reasons an author gives to support points in a text.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Range of Reading and Level of Text Complexity
STANDARD / CONCEPTUAL UNDERSTANDING	K.RI.10.	Actively engage in group reading activities with purpose and understanding.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Print Concepts
STANDARD / CONCEPTUAL UNDERSTANDING	K.RF.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION / CONTENT SPECIFICATION	K.RF.1.a.	Follow words from left to right, top to bottom, and page by page.
EXPECTATION /	K.RF.1.b.	Recognize that spoken words are represented in written language by specific

CONTENT SPECIFICATION		sequences of letters.
EXPECTATION / CONTENT SPECIFICATION	K.RF.1.c.	Understand that words are separated by spaces in print.
EXPECTATION / CONTENT SPECIFICATION	K.RF.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Phonological Awareness
STANDARD / CONCEPTUAL UNDERSTANDING	K.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / CONTENT SPECIFICATION	K.RF.2.a.	Recognize and produce rhyming words.
EXPECTATION / CONTENT SPECIFICATION	K.RF.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
EXPECTATION / CONTENT SPECIFICATION	K.RF.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
EXPECTATION / CONTENT SPECIFICATION	K.RF.2.d.	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/.)
EXPECTATION / CONTENT SPECIFICATION	K.RF.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Phonics and Word Recognition
STANDARD / CONCEPTUAL UNDERSTANDING	K.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / CONTENT SPECIFICATION	K.RF.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
EXPECTATION / CONTENT SPECIFICATION	K.RF.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
EXPECTATION / CONTENT SPECIFICATION	K.RF.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
EXPECTATION / CONTENT SPECIFICATION	K.RF.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Fluency
STANDARD / CONCEPTUAL UNDERSTANDING	K.RF.4.	Read emergent-reader texts with purpose and understanding.

STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	K.SL.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION / CONTENT SPECIFICATION	K.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION / CONTENT SPECIFICATION	K.SL.1.b.	Continue a conversation through multiple exchanges.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	K.SL.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.
STANDARD / CONCEPTUAL UNDERSTANDING	K.SL.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Presentation of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	K.SL.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
STANDARD / CONCEPTUAL UNDERSTANDING	K.SL.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
STANDARD / CONCEPTUAL UNDERSTANDING	K.SL.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	K.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / CONTENT SPECIFICATION	K.L.1.a.	Print many upper- and lowercase letters.
EXPECTATION / CONTENT SPECIFICATION	K.L.1.b.	Use frequently occurring nouns and verbs.
EXPECTATION / CONTENT SPECIFICATION	K.L.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

CONTENT SPECIFICATION		
EXPECTATION / CONTENT SPECIFICATION	K.L.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
EXPECTATION / CONTENT SPECIFICATION	K.L.1.f.	Produce and expand complete sentences in shared language activities.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	K.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / CONTENT SPECIFICATION	K.L.2.a.	Capitalize the first word in a sentence and the pronoun I.
EXPECTATION / CONTENT SPECIFICATION	K.L.2.b.	Recognize and name end punctuation.
EXPECTATION / CONTENT SPECIFICATION	K.L.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	K.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
EXPECTATION / CONTENT SPECIFICATION	K.L.4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	K.L.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION / CONTENT SPECIFICATION	K.L.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION / CONTENT SPECIFICATION	K.L.5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL	K.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

UNDERSTANDING		
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Unit 1

New York Core Curriculum

Language Arts

Grade K - Adopted: 2011

STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details
STANDARD / CONCEPTUAL UNDERSTANDING	K.RL.1.	With prompting and support, ask and answer questions about key details in a text.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	K.RL.4.	Ask and answer questions about unknown words in a text.
STANDARD / CONCEPTUAL UNDERSTANDING	K.RL.5.	Recognize common types of texts (e.g., storybooks, poems).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details
STANDARD / CONCEPTUAL UNDERSTANDING	K.RI.1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD / CONCEPTUAL UNDERSTANDING	K.RI.2.	With prompting and support, identify the main topic and retell key details of a text.
STANDARD / CONCEPTUAL UNDERSTANDING	K.RI.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	K.RI.4.	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RI.	Reading Standards for Informational Text

CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	K.RI.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).
STANDARD / CONCEPTUAL UNDERSTANDING	K.RI.8.	With prompting and support, identify the reasons an author gives to support points in a text.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Range of Reading and Level of Text Complexity
STANDARD / CONCEPTUAL UNDERSTANDING	K.RI.10.	Actively engage in group reading activities with purpose and understanding.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Print Concepts
STANDARD / CONCEPTUAL UNDERSTANDING	K.RF.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION / CONTENT SPECIFICATION	K.RF.1.a.	Follow words from left to right, top to bottom, and page by page.
EXPECTATION / CONTENT SPECIFICATION	K.RF.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
EXPECTATION / CONTENT SPECIFICATION	K.RF.1.c.	Understand that words are separated by spaces in print.
EXPECTATION / CONTENT SPECIFICATION	K.RF.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Phonological Awareness
STANDARD / CONCEPTUAL UNDERSTANDING	K.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / CONTENT SPECIFICATION	K.RF.2.a.	Recognize and produce rhyming words.
EXPECTATION / CONTENT SPECIFICATION	K.RF.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
EXPECTATION / CONTENT SPECIFICATION	K.RF.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
EXPECTATION / CONTENT SPECIFICATION	K.RF.2.d.	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/.)

EXPECTATION / CONTENT SPECIFICATION	K.RF.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Phonics and Word Recognition
STANDARD / CONCEPTUAL UNDERSTANDING	K.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / CONTENT SPECIFICATION	K.RF.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
EXPECTATION / CONTENT SPECIFICATION	K.RF.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
EXPECTATION / CONTENT SPECIFICATION	K.RF.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
EXPECTATION / CONTENT SPECIFICATION	K.RF.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Fluency
STANDARD / CONCEPTUAL UNDERSTANDING	K.RF.4.	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Research to Build and Present Knowledge
STANDARD / CONCEPTUAL UNDERSTANDING	K.W.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	K.SL.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION / CONTENT SPECIFICATION	K.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION / CONTENT SPECIFICATION	K.SL.1.b.	Continue a conversation through multiple exchanges.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.SL.	Speaking and Listening Standards

CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	K.SL.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.
STANDARD / CONCEPTUAL UNDERSTANDING	K.SL.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Presentation of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	K.SL.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
STANDARD / CONCEPTUAL UNDERSTANDING	K.SL.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
STANDARD / CONCEPTUAL UNDERSTANDING	K.SL.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	K.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / CONTENT SPECIFICATION	K.L.1.a.	Print many upper- and lowercase letters.
EXPECTATION / CONTENT SPECIFICATION	K.L.1.b.	Use frequently occurring nouns and verbs.
EXPECTATION / CONTENT SPECIFICATION	K.L.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
EXPECTATION / CONTENT SPECIFICATION	K.L.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
EXPECTATION / CONTENT SPECIFICATION	K.L.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
EXPECTATION / CONTENT SPECIFICATION	K.L.1.f.	Produce and expand complete sentences in shared language activities.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	K.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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EXPECTATION / CONTENT SPECIFICATION	K.L.2.a.	Capitalize the first word in a sentence and the pronoun I.
EXPECTATION / CONTENT SPECIFICATION	K.L.2.b.	Recognize and name end punctuation.
EXPECTATION / CONTENT SPECIFICATION	K.L.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
EXPECTATION / CONTENT SPECIFICATION	K.L.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	K.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
EXPECTATION / CONTENT SPECIFICATION	K.L.4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	K.L.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION / CONTENT SPECIFICATION	K.L.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
EXPECTATION / CONTENT SPECIFICATION	K.L.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION / CONTENT SPECIFICATION	K.L.5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	K.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 2

New York Core Curriculum
Language Arts
Grade K - Adopted: 2011

STRAND / DOMAIN / UNIFYING	NY.CC.K.RL.	Reading Standards for Literature
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THEME		
CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details
STANDARD / CONCEPTUAL UNDERSTANDING	K.RL.1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD / CONCEPTUAL UNDERSTANDING	K.RL.3.	With prompting and support, identify characters, settings, and major events in a story.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	K.RL.4.	Ask and answer questions about unknown words in a text.
STANDARD / CONCEPTUAL UNDERSTANDING	K.RL.5.	Recognize common types of texts (e.g., storybooks, poems).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	K.RL.9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
EXPECTATION / CONTENT SPECIFICATION	K.RL.9.a.	With prompting and support, students will make cultural connections to text and self.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Range of Reading and Level of Text Complexity
STANDARD / CONCEPTUAL UNDERSTANDING	K.RL.10.	Actively engage in group reading activities with purpose and understanding.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details
STANDARD / CONCEPTUAL UNDERSTANDING	K.RI.1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD / CONCEPTUAL UNDERSTANDING	K.RI.2.	With prompting and support, identify the main topic and retell key details of a text.
STANDARD / CONCEPTUAL	K.RI.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

UNDERSTANDING		
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	K.RI.4.	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	K.RI.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).
STANDARD / CONCEPTUAL UNDERSTANDING	K.RI.8.	With prompting and support, identify the reasons an author gives to support points in a text.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Range of Reading and Level of Text Complexity
STANDARD / CONCEPTUAL UNDERSTANDING	K.RI.10.	Actively engage in group reading activities with purpose and understanding.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Print Concepts
STANDARD / CONCEPTUAL UNDERSTANDING	K.RF.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION / CONTENT SPECIFICATION	K.RF.1.a.	Follow words from left to right, top to bottom, and page by page.
EXPECTATION / CONTENT SPECIFICATION	K.RF.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
EXPECTATION / CONTENT SPECIFICATION	K.RF.1.c.	Understand that words are separated by spaces in print.
EXPECTATION / CONTENT SPECIFICATION	K.RF.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Phonological Awareness

STANDARD / CONCEPTUAL UNDERSTANDING	K.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / CONTENT SPECIFICATION	K.RF.2.a.	Recognize and produce rhyming words.
EXPECTATION / CONTENT SPECIFICATION	K.RF.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
EXPECTATION / CONTENT SPECIFICATION	K.RF.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
EXPECTATION / CONTENT SPECIFICATION	K.RF.2.d.	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 /ll/, /rl/, or /xl/.)
EXPECTATION / CONTENT SPECIFICATION	K.RF.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K. RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Phonics and Word Recognition
STANDARD / CONCEPTUAL UNDERSTANDING	K.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / CONTENT SPECIFICATION	K.RF.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
EXPECTATION / CONTENT SPECIFICATION	K.RF.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
EXPECTATION / CONTENT SPECIFICATION	K.RF.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
EXPECTATION / CONTENT SPECIFICATION	K.RF.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K. RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Fluency
STANDARD / CONCEPTUAL UNDERSTANDING	K.RF.4.	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K. W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	K.W.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.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K. W.	Writing Standards

CATEGORY / CLUSTER / KEY IDEA		Production and Distribution of Writing
STANDARD / CONCEPTUAL UNDERSTANDING	K.W.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Research to Build and Present Knowledge
STANDARD / CONCEPTUAL UNDERSTANDING	K.W.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	K.SL.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION / CONTENT SPECIFICATION	K.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION / CONTENT SPECIFICATION	K.SL.1.b.	Continue a conversation through multiple exchanges.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	K.SL.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.
STANDARD / CONCEPTUAL UNDERSTANDING	K.SL.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Presentation of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	K.SL.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
STANDARD / CONCEPTUAL UNDERSTANDING	K.SL.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
STANDARD / CONCEPTUAL UNDERSTANDING	K.SL.6.	Speak audibly and express thoughts, feelings, and ideas clearly.

STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	K.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / CONTENT SPECIFICATION	K.L.1.a.	Print many upper- and lowercase letters.
EXPECTATION / CONTENT SPECIFICATION	K.L.1.b.	Use frequently occurring nouns and verbs.
EXPECTATION / CONTENT SPECIFICATION	K.L.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
EXPECTATION / CONTENT SPECIFICATION	K.L.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
EXPECTATION / CONTENT SPECIFICATION	K.L.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
EXPECTATION / CONTENT SPECIFICATION	K.L.1.f.	Produce and expand complete sentences in shared language activities.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	K.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / CONTENT SPECIFICATION	K.L.2.a.	Capitalize the first word in a sentence and the pronoun I.
EXPECTATION / CONTENT SPECIFICATION	K.L.2.b.	Recognize and name end punctuation.
EXPECTATION / CONTENT SPECIFICATION	K.L.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
EXPECTATION / CONTENT SPECIFICATION	K.L.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	K.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
EXPECTATION / CONTENT SPECIFICATION	K.L.4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
EXPECTATION / CONTENT SPECIFICATION	K.L.4.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.

STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	K.L.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION / CONTENT SPECIFICATION	K.L.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
EXPECTATION / CONTENT SPECIFICATION	K.L.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION / CONTENT SPECIFICATION	K.L.5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	K.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 3

New York Core Curriculum
Language Arts
Grade K - Adopted: 2011

STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details
STANDARD / CONCEPTUAL UNDERSTANDING	K.RL.1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD / CONCEPTUAL UNDERSTANDING	K.RL.2.	With prompting and support, retell familiar stories, including key details.
STANDARD / CONCEPTUAL UNDERSTANDING	K.RL.3.	With prompting and support, identify characters, settings, and major events in a story.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	K.RL.4.	Ask and answer questions about unknown words in a text.

STANDARD / CONCEPTUAL UNDERSTANDIN G	K.RL.5.	Recognize common types of texts (e.g., storybooks, poems).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K. RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDIN G	K.RL.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).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K. RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDIN G	K.RL.9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
EXPECTATION / CONTENT SPECIFICATION	K.RL.9.a.	With prompting and support, students will make cultural connections to text and self.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K. RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Range of Reading and Level of Text Complexity
STANDARD / CONCEPTUAL UNDERSTANDIN G	K.RL.10.	Actively engage in group reading activities with purpose and understanding.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K. RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details
STANDARD / CONCEPTUAL UNDERSTANDIN G	K.RI.1.	With prompting and support, ask and answer questions about key details in a text.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K. RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDIN G	K.RI.4.	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K. RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Print Concepts

STANDARD / CONCEPTUAL UNDERSTANDING	K.RF.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION / CONTENT SPECIFICATION	K.RF.1.a.	Follow words from left to right, top to bottom, and page by page.
EXPECTATION / CONTENT SPECIFICATION	K.RF.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
EXPECTATION / CONTENT SPECIFICATION	K.RF.1.c.	Understand that words are separated by spaces in print.
EXPECTATION / CONTENT SPECIFICATION	K.RF.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Phonological Awareness
STANDARD / CONCEPTUAL UNDERSTANDING	K.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / CONTENT SPECIFICATION	K.RF.2.a.	Recognize and produce rhyming words.
EXPECTATION / CONTENT SPECIFICATION	K.RF.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
EXPECTATION / CONTENT SPECIFICATION	K.RF.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
EXPECTATION / CONTENT SPECIFICATION	K.RF.2.d.	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 <i>ll</i> , <i>lrl</i> , or <i>lxl</i> .)
EXPECTATION / CONTENT SPECIFICATION	K.RF.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Phonics and Word Recognition
STANDARD / CONCEPTUAL UNDERSTANDING	K.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / CONTENT SPECIFICATION	K.RF.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
EXPECTATION / CONTENT SPECIFICATION	K.RF.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
EXPECTATION / CONTENT SPECIFICATION	K.RF.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
EXPECTATION / CONTENT SPECIFICATION	K.RF.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RF.	Reading Standards: Foundational Skills

CATEGORY / CLUSTER / KEY IDEA		Fluency
STANDARD / CONCEPTUAL UNDERSTANDING	K.RF.4.	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	K.W.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.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	K.SL.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION / CONTENT SPECIFICATION	K.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION / CONTENT SPECIFICATION	K.SL.1.b.	Continue a conversation through multiple exchanges.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	K.SL.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.
STANDARD / CONCEPTUAL UNDERSTANDING	K.SL.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Presentation of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	K.SL.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
STANDARD / CONCEPTUAL UNDERSTANDING	K.SL.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
STANDARD / CONCEPTUAL UNDERSTANDING	K.SL.6.	Speak audibly and express thoughts, feelings, and ideas clearly.

STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	K.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / CONTENT SPECIFICATION	K.L.1.a.	Print many upper- and lowercase letters.
EXPECTATION / CONTENT SPECIFICATION	K.L.1.b.	Use frequently occurring nouns and verbs.
EXPECTATION / CONTENT SPECIFICATION	K.L.1.c.	Form regular plural nouns orally by adding <i>/s/</i> or <i>/es/</i> (e.g., dog, dogs; wish, wishes).
EXPECTATION / CONTENT SPECIFICATION	K.L.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
EXPECTATION / CONTENT SPECIFICATION	K.L.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
EXPECTATION / CONTENT SPECIFICATION	K.L.1.f.	Produce and expand complete sentences in shared language activities.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	K.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / CONTENT SPECIFICATION	K.L.2.a.	Capitalize the first word in a sentence and the pronoun <i>I</i>.
EXPECTATION / CONTENT SPECIFICATION	K.L.2.b.	Recognize and name end punctuation.
EXPECTATION / CONTENT SPECIFICATION	K.L.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
EXPECTATION / CONTENT SPECIFICATION	K.L.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	K.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
EXPECTATION / CONTENT SPECIFICATION	K.L.4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.L.	Language Standards

UNIFYING THEME		
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	K.L.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION / CONTENT SPECIFICATION	K.L.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION / CONTENT SPECIFICATION	K.L.5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	K.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 5

New York Core Curriculum
Language Arts
Grade K - Adopted: 2011

STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details
STANDARD / CONCEPTUAL UNDERSTANDING	K.RL.1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD / CONCEPTUAL UNDERSTANDING	K.RL.2.	With prompting and support, retell familiar stories, including key details.
STANDARD / CONCEPTUAL UNDERSTANDING	K.RL.3.	With prompting and support, identify characters, settings, and major events in a story.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	K.RL.4.	Ask and answer questions about unknown words in a text.
STANDARD / CONCEPTUAL UNDERSTANDING	K.RL.5.	Recognize common types of texts (e.g., storybooks, poems).
STRAND /	NY.CC.K.	Reading Standards for Literature

DOMAIN / UNIFYING THEME	RL.	
CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	K.RL.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).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	K.RL.9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
EXPECTATION / CONTENT SPECIFICATION	K.RL.9.a.	With prompting and support, students will make cultural connections to text and self.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Range of Reading and Level of Text Complexity
STANDARD / CONCEPTUAL UNDERSTANDING	K.RL.10.	Actively engage in group reading activities with purpose and understanding.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details
STANDARD / CONCEPTUAL UNDERSTANDING	K.RI.1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD / CONCEPTUAL UNDERSTANDING	K.RI.2.	With prompting and support, identify the main topic and retell key details of a text.
STANDARD / CONCEPTUAL UNDERSTANDING	K.RI.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	K.RI.4.	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RI.	Reading Standards for Informational Text

CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	K.RI.8.	With prompting and support, identify the reasons an author gives to support points in a text.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Range of Reading and Level of Text Complexity
STANDARD / CONCEPTUAL UNDERSTANDING	K.RI.10.	Actively engage in group reading activities with purpose and understanding.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Print Concepts
STANDARD / CONCEPTUAL UNDERSTANDING	K.RF.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION / CONTENT SPECIFICATION	K.RF.1.a.	Follow words from left to right, top to bottom, and page by page.
EXPECTATION / CONTENT SPECIFICATION	K.RF.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
EXPECTATION / CONTENT SPECIFICATION	K.RF.1.c.	Understand that words are separated by spaces in print.
EXPECTATION / CONTENT SPECIFICATION	K.RF.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Phonological Awareness
STANDARD / CONCEPTUAL UNDERSTANDING	K.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / CONTENT SPECIFICATION	K.RF.2.a.	Recognize and produce rhyming words.
EXPECTATION / CONTENT SPECIFICATION	K.RF.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
EXPECTATION / CONTENT SPECIFICATION	K.RF.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
EXPECTATION / CONTENT SPECIFICATION	K.RF.2.d.	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/.)
EXPECTATION / CONTENT SPECIFICATION	K.RF.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STRAND /	NY.CC.K.	Reading Standards: Foundational Skills

DOMAIN / UNIFYING THEME	RF.	
CATEGORY / CLUSTER / KEY IDEA		Phonics and Word Recognition
STANDARD / CONCEPTUAL UNDERSTANDING	K.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / CONTENT SPECIFICATION	K.RF.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
EXPECTATION / CONTENT SPECIFICATION	K.RF.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
EXPECTATION / CONTENT SPECIFICATION	K.RF.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
EXPECTATION / CONTENT SPECIFICATION	K.RF.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Fluency
STANDARD / CONCEPTUAL UNDERSTANDING	K.RF.4.	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	K.W.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 . . .).
STANDARD / CONCEPTUAL UNDERSTANDING	K.W.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.
STANDARD / CONCEPTUAL UNDERSTANDING	K.W.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.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Production and Distribution of Writing
STANDARD / CONCEPTUAL UNDERSTANDING	K.W.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY		Comprehension and Collaboration

IDEA		
STANDARD / CONCEPTUAL UNDERSTANDING	K.SL.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION / CONTENT SPECIFICATION	K.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION / CONTENT SPECIFICATION	K.SL.1.b.	Continue a conversation through multiple exchanges.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K. SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	K.SL.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.
STANDARD / CONCEPTUAL UNDERSTANDING	K.SL.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K. SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Presentation of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	K.SL.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
STANDARD / CONCEPTUAL UNDERSTANDING	K.SL.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
STANDARD / CONCEPTUAL UNDERSTANDING	K.SL.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K. L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	K.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / CONTENT SPECIFICATION	K.L.1.a.	Print many upper- and lowercase letters.
EXPECTATION / CONTENT SPECIFICATION	K.L.1.b.	Use frequently occurring nouns and verbs.
EXPECTATION / CONTENT SPECIFICATION	K.L.1.c.	Form regular plural nouns orally by adding <i>/s/</i> or <i>/es/</i> (e.g., dog, dogs; wish, wishes).
EXPECTATION / CONTENT SPECIFICATION	K.L.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
EXPECTATION /	K.L.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of,

CONTENT SPECIFICATION		by, with).
EXPECTATION / CONTENT SPECIFICATION	K.L.1.f.	Produce and expand complete sentences in shared language activities.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	K.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / CONTENT SPECIFICATION	K.L.2.a.	Capitalize the first word in a sentence and the pronoun I.
EXPECTATION / CONTENT SPECIFICATION	K.L.2.b.	Recognize and name end punctuation.
EXPECTATION / CONTENT SPECIFICATION	K.L.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
EXPECTATION / CONTENT SPECIFICATION	K.L.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	K.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
EXPECTATION / CONTENT SPECIFICATION	K.L.4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	K.L.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION / CONTENT SPECIFICATION	K.L.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
EXPECTATION / CONTENT SPECIFICATION	K.L.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION / CONTENT SPECIFICATION	K.L.5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use

IDEA		
STANDARD / CONCEPTUAL UNDERSTANDIN G	K.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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