

Main Criteria: Classroom Supplement Units Kindergarten

Secondary Criteria: Oregon Content Standards

Subject: Language Arts

Grade: K

Classroom Supplement Units Kindergarten

Pre-writing

Oregon Content Standards

Language Arts

Grade K - Adopted: 2010

STANDARD / CONTENT AREA	OR.K.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD / PROFICIENCY		Print Concepts
BENCHMARK / STRAND	K.RF.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION / BENCHMARK	K.RF.1.a.	Follow words from left to right, top to bottom, and page by page.
EXPECTATION / BENCHMARK	K.RF.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
EXPECTATION / BENCHMARK	K.RF.1.c.	Understand that words are separated by spaces in print.
EXPECTATION / BENCHMARK	K.RF.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
STANDARD / CONTENT AREA	OR.K.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD / PROFICIENCY		Phonological Awareness
BENCHMARK / STRAND	K.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / BENCHMARK	K.RF.2.a.	Recognize and produce rhyming words.
EXPECTATION / BENCHMARK	K.RF.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
EXPECTATION / BENCHMARK	K.RF.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
EXPECTATION / BENCHMARK	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/, /lrl/, or /lxl/.)
EXPECTATION / BENCHMARK	K.RF.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STANDARD / CONTENT AREA	OR.K.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD / PROFICIENCY		Phonics and Word Recognition
BENCHMARK / STRAND	K.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / BENCHMARK	K.RF.3.a.	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.
EXPECTATION / BENCHMARK	K.RF.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
EXPECTATION / BENCHMARK	K.RF.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
EXPECTATION / BENCHMARK	K.RF.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STANDARD /	OR.K.RF.	Reading Standards: Foundational Skills

CONTENT AREA		
CONTENT STANDARD / PROFICIENCY		Fluency
BENCHMARK / STRAND	K.RF.4.	Read emergent-reader texts with purpose and understanding.
STANDARD / CONTENT AREA	OR.K.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Key Ideas and Details
BENCHMARK / STRAND	K.RL.1.	With prompting and support, ask and answer questions about key details in a text.
BENCHMARK / STRAND	K.RL.3.	With prompting and support, identify characters, settings, and major events in a story.
STANDARD / CONTENT AREA	OR.K.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Craft and Structure
BENCHMARK / STRAND	K.RL.4.	Ask and answer questions about unknown words in a text.
BENCHMARK / STRAND	K.RL.5.	Recognize common types of texts (e.g., storybooks, poems).
STANDARD / CONTENT AREA	OR.K.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Range of Reading and Level of Text Complexity
BENCHMARK / STRAND	K.RL.10.	Actively engage in group reading activities with purpose and understanding.
STANDARD / CONTENT AREA	OR.K.RI.	Reading Standards: Informational Text
CONTENT STANDARD / PROFICIENCY		Key Ideas and Details
BENCHMARK / STRAND	K.RI.1.	With prompting and support, ask and answer questions about key details in a text.
BENCHMARK / STRAND	K.RI.2.	With prompting and support, identify the main topic and retell key details of a text.
STANDARD / CONTENT AREA	OR.K.RI.	Reading Standards: Informational Text
CONTENT STANDARD / PROFICIENCY		Craft and Structure
BENCHMARK / STRAND	K.RI.4.	With prompting and support, ask and answer questions about unknown words in a text.
STANDARD / CONTENT AREA	OR.K.RI.	Reading Standards: Informational Text
CONTENT STANDARD / PROFICIENCY		Integration of Knowledge and Ideas
BENCHMARK / STRAND	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).
BENCHMARK / STRAND	K.RI.8.	With prompting and support, identify the reasons an author gives to support points in a text.
STANDARD / CONTENT AREA	OR.K.RI.	Reading Standards: Informational Text
CONTENT STANDARD / PROFICIENCY		Range of Reading and Level of Text Complexity
BENCHMARK / STRAND	K.RI.10.	Actively engage in group reading activities with purpose and understanding.

STANDARD / CONTENT AREA	OR.K.W.	Writing Standards
CONTENT STANDARD / PROFICIENCY		Research to Build and Present Knowledge
BENCHMARK / STRAND	K.W.7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
STANDARD / CONTENT AREA	OR.K.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Conventions of Standard English
BENCHMARK / STRAND	K.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	K.L.1.a.	Print many upper- and lowercase letters.
EXPECTATION / BENCHMARK	K.L.1.b.	Use frequently occurring nouns and verbs.
EXPECTATION / BENCHMARK	K.L.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
EXPECTATION / BENCHMARK	K.L.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
EXPECTATION / BENCHMARK	K.L.1.f.	Produce and expand complete sentences in shared language activities.
STANDARD / CONTENT AREA	OR.K.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Conventions of Standard English
BENCHMARK / STRAND	K.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / BENCHMARK	K.L.2.a.	Capitalize the first word in a sentence and the pronoun I.
EXPECTATION / BENCHMARK	K.L.2.b.	Recognize and name end punctuation.
EXPECTATION / BENCHMARK	K.L.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
STANDARD / CONTENT AREA	OR.K.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	K.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
EXPECTATION / BENCHMARK	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).
STANDARD / CONTENT AREA	OR.K.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	K.L.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION / BENCHMARK	K.L.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION / BENCHMARK	K.L.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
EXPECTATION / BENCHMARK	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.
STANDARD / CONTENT AREA	OR.K.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use

BENCHMARK / STRAND	K.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
STANDARD / CONTENT AREA	OR.K.SL.	Speaking and Listening Standards
CONTENT STANDARD / PROFICIENCY		Comprehension and Collaboration
BENCHMARK / STRAND	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 / BENCHMARK	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 / BENCHMARK	K.SL.1.b.	Continue conversations through multiple exchanges
STANDARD / CONTENT AREA	OR.K.SL.	Speaking and Listening Standards
CONTENT STANDARD / PROFICIENCY		Comprehension and Collaboration
BENCHMARK / STRAND	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.
BENCHMARK / STRAND	K.SL.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STANDARD / CONTENT AREA	OR.K.SL.	Speaking and Listening Standards
CONTENT STANDARD / PROFICIENCY		Presentation of Knowledge and Ideas
BENCHMARK / STRAND	K.SL.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
BENCHMARK / STRAND	K.SL.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
BENCHMARK / STRAND	K.SL.6.	Apply audibly and express thoughts, feelings, and ideas clearly.

Unit 1

Oregon Content Standards

Language Arts

Grade K - Adopted: 2010

STANDARD / CONTENT AREA	OR.K.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD / PROFICIENCY		Print Concepts
BENCHMARK / STRAND	K.RF.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION / BENCHMARK	K.RF.1.a.	Follow words from left to right, top to bottom, and page by page.
EXPECTATION / BENCHMARK	K.RF.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
EXPECTATION / BENCHMARK	K.RF.1.c.	Understand that words are separated by spaces in print.
EXPECTATION / BENCHMARK	K.RF.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
STANDARD / CONTENT AREA	OR.K.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD / PROFICIENCY		Phonological Awareness
BENCHMARK / STRAND	K.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / BENCHMARK	K.RF.2.a.	Recognize and produce rhyming words.

EXPECTATION / BENCHMARK	K.RF.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
EXPECTATION / BENCHMARK	K.RF.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
EXPECTATION / BENCHMARK	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 / BENCHMARK	K.RF.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STANDARD / CONTENT AREA	OR.K.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD / PROFICIENCY		Phonics and Word Recognition
BENCHMARK / STRAND	K.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / BENCHMARK	K.RF.3.a.	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.
EXPECTATION / BENCHMARK	K.RF.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
EXPECTATION / BENCHMARK	K.RF.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
EXPECTATION / BENCHMARK	K.RF.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STANDARD / CONTENT AREA	OR.K.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD / PROFICIENCY		Fluency
BENCHMARK / STRAND	K.RF.4.	Read emergent-reader texts with purpose and understanding.
STANDARD / CONTENT AREA	OR.K.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Key Ideas and Details
BENCHMARK / STRAND	K.RL.1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD / CONTENT AREA	OR.K.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Craft and Structure
BENCHMARK / STRAND	K.RL.4.	Ask and answer questions about unknown words in a text.
BENCHMARK / STRAND	K.RL.5.	Recognize common types of texts (e.g., storybooks, poems).
STANDARD / CONTENT AREA	OR.K.RI.	Reading Standards: Informational Text
CONTENT STANDARD / PROFICIENCY		Key Ideas and Details
BENCHMARK / STRAND	K.RI.1.	With prompting and support, ask and answer questions about key details in a text.
BENCHMARK / STRAND	K.RI.2.	With prompting and support, identify the main topic and retell key details of a text.
BENCHMARK / STRAND	K.RI.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
STANDARD / CONTENT AREA	OR.K.RI.	Reading Standards: Informational Text
CONTENT STANDARD / PROFICIENCY		Craft and Structure

BENCHMARK / STRAND	K.RI.4.	With prompting and support, ask and answer questions about unknown words in a text.
STANDARD / CONTENT AREA	OR.K.RI.	Reading Standards: Informational Text
CONTENT STANDARD / PROFICIENCY		Integration of Knowledge and Ideas
BENCHMARK / STRAND	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).
BENCHMARK / STRAND	K.RI.8.	With prompting and support, identify the reasons an author gives to support points in a text.
STANDARD / CONTENT AREA	OR.K.RI.	Reading Standards: Informational Text
CONTENT STANDARD / PROFICIENCY		Range of Reading and Level of Text Complexity
BENCHMARK / STRAND	K.RI.10.	Actively engage in group reading activities with purpose and understanding.
STANDARD / CONTENT AREA	OR.K.W.	Writing Standards
CONTENT STANDARD / PROFICIENCY		Research to Build and Present Knowledge
BENCHMARK / STRAND	K.W.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STANDARD / CONTENT AREA	OR.K.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Conventions of Standard English
BENCHMARK / STRAND	K.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	K.L.1.a.	Print many upper- and lowercase letters.
EXPECTATION / BENCHMARK	K.L.1.b.	Use frequently occurring nouns and verbs.
EXPECTATION / BENCHMARK	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 / BENCHMARK	K.L.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
EXPECTATION / BENCHMARK	K.L.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
EXPECTATION / BENCHMARK	K.L.1.f.	Produce and expand complete sentences in shared language activities.
STANDARD / CONTENT AREA	OR.K.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Conventions of Standard English
BENCHMARK / STRAND	K.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / BENCHMARK	K.L.2.a.	Capitalize the first word in a sentence and the pronoun I.
EXPECTATION / BENCHMARK	K.L.2.b.	Recognize and name end punctuation.
EXPECTATION / BENCHMARK	K.L.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
EXPECTATION / BENCHMARK	K.L.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
STANDARD / CONTENT AREA	OR.K.L.	Language Standards
CONTENT STANDARD /		Vocabulary Acquisition and Use

PROFICIENCY		
BENCHMARK / STRAND	K.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
EXPECTATION / BENCHMARK	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).
STANDARD / CONTENT AREA	OR.K.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	K.L.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION / BENCHMARK	K.L.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
EXPECTATION / BENCHMARK	K.L.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION / BENCHMARK	K.L.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
EXPECTATION / BENCHMARK	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.
STANDARD / CONTENT AREA	OR.K.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	K.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
STANDARD / CONTENT AREA	OR.K.SL.	Speaking and Listening Standards
CONTENT STANDARD / PROFICIENCY		Comprehension and Collaboration
BENCHMARK / STRAND	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 / BENCHMARK	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 / BENCHMARK	K.SL.1.b.	Continue conversations through multiple exchanges
STANDARD / CONTENT AREA	OR.K.SL.	Speaking and Listening Standards
CONTENT STANDARD / PROFICIENCY		Comprehension and Collaboration
BENCHMARK / STRAND	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.
BENCHMARK / STRAND	K.SL.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STANDARD / CONTENT AREA	OR.K.SL.	Speaking and Listening Standards
CONTENT STANDARD / PROFICIENCY		Presentation of Knowledge and Ideas
BENCHMARK / STRAND	K.SL.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
BENCHMARK / STRAND	K.SL.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
BENCHMARK / STRAND	K.SL.6.	Apply audibly and express thoughts, feelings, and ideas clearly.

Language Arts

Grade K - Adopted: 2010

STANDARD / CONTENT AREA	OR.K.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD / PROFICIENCY		Print Concepts
BENCHMARK / STRAND	K.RF.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION / BENCHMARK	K.RF.1.a.	Follow words from left to right, top to bottom, and page by page.
EXPECTATION / BENCHMARK	K.RF.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
EXPECTATION / BENCHMARK	K.RF.1.c.	Understand that words are separated by spaces in print.
EXPECTATION / BENCHMARK	K.RF.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
STANDARD / CONTENT AREA	OR.K.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD / PROFICIENCY		Phonological Awareness
BENCHMARK / STRAND	K.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / BENCHMARK	K.RF.2.a.	Recognize and produce rhyming words.
EXPECTATION / BENCHMARK	K.RF.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
EXPECTATION / BENCHMARK	K.RF.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
EXPECTATION / BENCHMARK	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 / BENCHMARK	K.RF.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STANDARD / CONTENT AREA	OR.K.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD / PROFICIENCY		Phonics and Word Recognition
BENCHMARK / STRAND	K.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / BENCHMARK	K.RF.3.a.	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.
EXPECTATION / BENCHMARK	K.RF.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
EXPECTATION / BENCHMARK	K.RF.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
EXPECTATION / BENCHMARK	K.RF.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STANDARD / CONTENT AREA	OR.K.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD / PROFICIENCY		Fluency
BENCHMARK / STRAND	K.RF.4.	Read emergent-reader texts with purpose and understanding.
STANDARD / CONTENT AREA	OR.K.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Key Ideas and Details
BENCHMARK /	K.RL.1.	With prompting and support, ask and answer questions about key details in a text.

STRAND		
BENCHMARK / STRAND	K.RL.3.	With prompting and support, identify characters, settings, and major events in a story.
STANDARD / CONTENT AREA	OR.K.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Craft and Structure
BENCHMARK / STRAND	K.RL.4.	Ask and answer questions about unknown words in a text.
BENCHMARK / STRAND	K.RL.5.	Recognize common types of texts (e.g., storybooks, poems).
STANDARD / CONTENT AREA	OR.K.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Range of Reading and Level of Text Complexity
BENCHMARK / STRAND	K.RL.10.	Actively engage in group reading activities with purpose and understanding.
STANDARD / CONTENT AREA	OR.K.RI.	Reading Standards: Informational Text
CONTENT STANDARD / PROFICIENCY		Key Ideas and Details
BENCHMARK / STRAND	K.RI.1.	With prompting and support, ask and answer questions about key details in a text.
BENCHMARK / STRAND	K.RI.2.	With prompting and support, identify the main topic and retell key details of a text.
BENCHMARK / STRAND	K.RI.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
STANDARD / CONTENT AREA	OR.K.RI.	Reading Standards: Informational Text
CONTENT STANDARD / PROFICIENCY		Craft and Structure
BENCHMARK / STRAND	K.RI.4.	With prompting and support, ask and answer questions about unknown words in a text.
STANDARD / CONTENT AREA	OR.K.RI.	Reading Standards: Informational Text
CONTENT STANDARD / PROFICIENCY		Integration of Knowledge and Ideas
BENCHMARK / STRAND	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).
BENCHMARK / STRAND	K.RI.8.	With prompting and support, identify the reasons an author gives to support points in a text.
STANDARD / CONTENT AREA	OR.K.RI.	Reading Standards: Informational Text
CONTENT STANDARD / PROFICIENCY		Range of Reading and Level of Text Complexity
BENCHMARK / STRAND	K.RI.10.	Actively engage in group reading activities with purpose and understanding.
STANDARD / CONTENT AREA	OR.K.W.	Writing Standards
CONTENT STANDARD / PROFICIENCY		Text Types and Purposes
BENCHMARK / STRAND	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 / CONTENT AREA	OR.K.W.	Writing Standards

CONTENT STANDARD / PROFICIENCY		Production and Distribution of Writing
BENCHMARK / STRAND	K.W.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
STANDARD / CONTENT AREA	OR.K.W.	Writing Standards
CONTENT STANDARD / PROFICIENCY		Research to Build and Present Knowledge
BENCHMARK / STRAND	K.W.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STANDARD / CONTENT AREA	OR.K.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Conventions of Standard English
BENCHMARK / STRAND	K.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	K.L.1.a.	Print many upper- and lowercase letters.
EXPECTATION / BENCHMARK	K.L.1.b.	Use frequently occurring nouns and verbs.
EXPECTATION / BENCHMARK	K.L.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
EXPECTATION / BENCHMARK	K.L.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
EXPECTATION / BENCHMARK	K.L.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
EXPECTATION / BENCHMARK	K.L.1.f.	Produce and expand complete sentences in shared language activities.
STANDARD / CONTENT AREA	OR.K.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Conventions of Standard English
BENCHMARK / STRAND	K.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / BENCHMARK	K.L.2.a.	Capitalize the first word in a sentence and the pronoun I.
EXPECTATION / BENCHMARK	K.L.2.b.	Recognize and name end punctuation.
EXPECTATION / BENCHMARK	K.L.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
EXPECTATION / BENCHMARK	K.L.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
STANDARD / CONTENT AREA	OR.K.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	K.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
EXPECTATION / BENCHMARK	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 / BENCHMARK	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.
STANDARD / CONTENT AREA	OR.K.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	K.L.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.

EXPECTATION / BENCHMARK	K.L.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
EXPECTATION / BENCHMARK	K.L.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION / BENCHMARK	K.L.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
EXPECTATION / BENCHMARK	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.
STANDARD / CONTENT AREA	OR.K.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	K.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
STANDARD / CONTENT AREA	OR.K.SL.	Speaking and Listening Standards
CONTENT STANDARD / PROFICIENCY		Comprehension and Collaboration
BENCHMARK / STRAND	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 / BENCHMARK	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 / BENCHMARK	K.SL.1.b.	Continue conversations through multiple exchanges
STANDARD / CONTENT AREA	OR.K.SL.	Speaking and Listening Standards
CONTENT STANDARD / PROFICIENCY		Comprehension and Collaboration
BENCHMARK / STRAND	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.
BENCHMARK / STRAND	K.SL.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STANDARD / CONTENT AREA	OR.K.SL.	Speaking and Listening Standards
CONTENT STANDARD / PROFICIENCY		Presentation of Knowledge and Ideas
BENCHMARK / STRAND	K.SL.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
BENCHMARK / STRAND	K.SL.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
BENCHMARK / STRAND	K.SL.6.	Apply audibly and express thoughts, feelings, and ideas clearly.

Unit 3

Oregon Content Standards

Language Arts

Grade K - Adopted: 2010

STANDARD / CONTENT AREA	OR.K.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD / PROFICIENCY		Print Concepts
BENCHMARK / STRAND	K.RF.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION / BENCHMARK	K.RF.1.a.	Follow words from left to right, top to bottom, and page by page.
EXPECTATION / BENCHMARK	K.RF.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.

EXPECTATION / BENCHMARK	K.RF.1.c.	Understand that words are separated by spaces in print.
EXPECTATION / BENCHMARK	K.RF.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
STANDARD / CONTENT AREA	OR.K.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD / PROFICIENCY		Phonological Awareness
BENCHMARK / STRAND	K.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / BENCHMARK	K.RF.2.a.	Recognize and produce rhyming words.
EXPECTATION / BENCHMARK	K.RF.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
EXPECTATION / BENCHMARK	K.RF.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
EXPECTATION / BENCHMARK	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 / BENCHMARK	K.RF.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STANDARD / CONTENT AREA	OR.K.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD / PROFICIENCY		Phonics and Word Recognition
BENCHMARK / STRAND	K.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / BENCHMARK	K.RF.3.a.	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.
EXPECTATION / BENCHMARK	K.RF.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
EXPECTATION / BENCHMARK	K.RF.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
EXPECTATION / BENCHMARK	K.RF.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STANDARD / CONTENT AREA	OR.K.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD / PROFICIENCY		Fluency
BENCHMARK / STRAND	K.RF.4.	Read emergent-reader texts with purpose and understanding.
STANDARD / CONTENT AREA	OR.K.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Key Ideas and Details
BENCHMARK / STRAND	K.RL.1.	With prompting and support, ask and answer questions about key details in a text.
BENCHMARK / STRAND	K.RL.2.	With prompting and support, retell familiar stories, including key details.
BENCHMARK / STRAND	K.RL.3.	With prompting and support, identify characters, settings, and major events in a story.
STANDARD / CONTENT AREA	OR.K.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Craft and Structure
BENCHMARK / STRAND	K.RL.4.	Ask and answer questions about unknown words in a text.
BENCHMARK / STRAND	K.RL.5.	Recognize common types of texts (e.g., storybooks, poems).

STRAND		
STANDARD / CONTENT AREA	OR.K.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Integration of Knowledge and Ideas
BENCHMARK / STRAND	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).
STANDARD / CONTENT AREA	OR.K.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Range of Reading and Level of Text Complexity
BENCHMARK / STRAND	K.RL.10.	Actively engage in group reading activities with purpose and understanding.
STANDARD / CONTENT AREA	OR.K.RI.	Reading Standards: Informational Text
CONTENT STANDARD / PROFICIENCY		Key Ideas and Details
BENCHMARK / STRAND	K.RI.1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD / CONTENT AREA	OR.K.RI.	Reading Standards: Informational Text
CONTENT STANDARD / PROFICIENCY		Craft and Structure
BENCHMARK / STRAND	K.RI.4.	With prompting and support, ask and answer questions about unknown words in a text.
STANDARD / CONTENT AREA	OR.K.W.	Writing Standards
CONTENT STANDARD / PROFICIENCY		Text Types and Purposes
BENCHMARK / STRAND	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.
STANDARD / CONTENT AREA	OR.K.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Conventions of Standard English
BENCHMARK / STRAND	K.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	K.L.1.a.	Print many upper- and lowercase letters.
EXPECTATION / BENCHMARK	K.L.1.b.	Use frequently occurring nouns and verbs.
EXPECTATION / BENCHMARK	K.L.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
EXPECTATION / BENCHMARK	K.L.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
EXPECTATION / BENCHMARK	K.L.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
EXPECTATION / BENCHMARK	K.L.1.f.	Produce and expand complete sentences in shared language activities.
STANDARD / CONTENT AREA	OR.K.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Conventions of Standard English
BENCHMARK / STRAND	K.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION /	K.L.2.a.	Capitalize the first word in a sentence and the pronoun I.

BENCHMARK		
EXPECTATION / BENCHMARK	K.L.2.b.	Recognize and name end punctuation.
EXPECTATION / BENCHMARK	K.L.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
EXPECTATION / BENCHMARK	K.L.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
STANDARD / CONTENT AREA	OR.K.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	K.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
EXPECTATION / BENCHMARK	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).
STANDARD / CONTENT AREA	OR.K.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	K.L.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION / BENCHMARK	K.L.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION / BENCHMARK	K.L.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
EXPECTATION / BENCHMARK	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.
STANDARD / CONTENT AREA	OR.K.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	K.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
STANDARD / CONTENT AREA	OR.K.SL.	Speaking and Listening Standards
CONTENT STANDARD / PROFICIENCY		Comprehension and Collaboration
BENCHMARK / STRAND	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 / BENCHMARK	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 / BENCHMARK	K.SL.1.b.	Continue conversations through multiple exchanges
STANDARD / CONTENT AREA	OR.K.SL.	Speaking and Listening Standards
CONTENT STANDARD / PROFICIENCY		Comprehension and Collaboration
BENCHMARK / STRAND	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.
BENCHMARK / STRAND	K.SL.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STANDARD / CONTENT AREA	OR.K.SL.	Speaking and Listening Standards
CONTENT STANDARD / PROFICIENCY		Presentation of Knowledge and Ideas
BENCHMARK / STRAND	K.SL.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

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

Unit 5

Oregon Content Standards

Language Arts

Grade K - Adopted: 2010

STANDARD / CONTENT AREA	OR.K.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD / PROFICIENCY		Print Concepts
BENCHMARK / STRAND	K.RF.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION / BENCHMARK	K.RF.1.a.	Follow words from left to right, top to bottom, and page by page.
EXPECTATION / BENCHMARK	K.RF.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
EXPECTATION / BENCHMARK	K.RF.1.c.	Understand that words are separated by spaces in print.
EXPECTATION / BENCHMARK	K.RF.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
STANDARD / CONTENT AREA	OR.K.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD / PROFICIENCY		Phonological Awareness
BENCHMARK / STRAND	K.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / BENCHMARK	K.RF.2.a.	Recognize and produce rhyming words.
EXPECTATION / BENCHMARK	K.RF.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
EXPECTATION / BENCHMARK	K.RF.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
EXPECTATION / BENCHMARK	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 / BENCHMARK	K.RF.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STANDARD / CONTENT AREA	OR.K.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD / PROFICIENCY		Phonics and Word Recognition
BENCHMARK / STRAND	K.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / BENCHMARK	K.RF.3.a.	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.
EXPECTATION / BENCHMARK	K.RF.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
EXPECTATION / BENCHMARK	K.RF.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
EXPECTATION / BENCHMARK	K.RF.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STANDARD / CONTENT AREA	OR.K.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD / PROFICIENCY		Fluency

BENCHMARK / STRAND	K.RF.4.	Read emergent-reader texts with purpose and understanding.
STANDARD / CONTENT AREA	OR.K.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Key Ideas and Details
BENCHMARK / STRAND	K.RL.1.	With prompting and support, ask and answer questions about key details in a text.
BENCHMARK / STRAND	K.RL.2.	With prompting and support, retell familiar stories, including key details.
BENCHMARK / STRAND	K.RL.3.	With prompting and support, identify characters, settings, and major events in a story.
STANDARD / CONTENT AREA	OR.K.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Craft and Structure
BENCHMARK / STRAND	K.RL.4.	Ask and answer questions about unknown words in a text.
BENCHMARK / STRAND	K.RL.5.	Recognize common types of texts (e.g., storybooks, poems).
STANDARD / CONTENT AREA	OR.K.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Integration of Knowledge and Ideas
BENCHMARK / STRAND	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).
STANDARD / CONTENT AREA	OR.K.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Range of Reading and Level of Text Complexity
BENCHMARK / STRAND	K.RL.10.	Actively engage in group reading activities with purpose and understanding.
STANDARD / CONTENT AREA	OR.K.RI.	Reading Standards: Informational Text
CONTENT STANDARD / PROFICIENCY		Key Ideas and Details
BENCHMARK / STRAND	K.RI.1.	With prompting and support, ask and answer questions about key details in a text.
BENCHMARK / STRAND	K.RI.2.	With prompting and support, identify the main topic and retell key details of a text.
BENCHMARK / STRAND	K.RI.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
STANDARD / CONTENT AREA	OR.K.RI.	Reading Standards: Informational Text
CONTENT STANDARD / PROFICIENCY		Craft and Structure
BENCHMARK / STRAND	K.RI.4.	With prompting and support, ask and answer questions about unknown words in a text.
STANDARD / CONTENT AREA	OR.K.RI.	Reading Standards: Informational Text
CONTENT STANDARD / PROFICIENCY		Integration of Knowledge and Ideas
BENCHMARK / STRAND	K.RI.8.	With prompting and support, identify the reasons an author gives to support points in a text.
STANDARD / CONTENT AREA	OR.K.RI.	Reading Standards: Informational Text
CONTENT		Range of Reading and Level of Text Complexity

STANDARD / PROFICIENCY		
BENCHMARK / STRAND	K.RI.10.	Actively engage in group reading activities with purpose and understanding.
STANDARD / CONTENT AREA	OR.K.W.	Writing Standards
CONTENT STANDARD / PROFICIENCY		Text Types and Purposes
BENCHMARK / STRAND	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 . . .).
BENCHMARK / STRAND	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.
BENCHMARK / STRAND	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.
STANDARD / CONTENT AREA	OR.K.W.	Writing Standards
CONTENT STANDARD / PROFICIENCY		Production and Distribution of Writing
BENCHMARK / STRAND	K.W.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
STANDARD / CONTENT AREA	OR.K.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Conventions of Standard English
BENCHMARK / STRAND	K.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	K.L.1.a.	Print many upper- and lowercase letters.
EXPECTATION / BENCHMARK	K.L.1.b.	Use frequently occurring nouns and verbs.
EXPECTATION / BENCHMARK	K.L.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
EXPECTATION / BENCHMARK	K.L.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
EXPECTATION / BENCHMARK	K.L.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
EXPECTATION / BENCHMARK	K.L.1.f.	Produce and expand complete sentences in shared language activities.
STANDARD / CONTENT AREA	OR.K.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Conventions of Standard English
BENCHMARK / STRAND	K.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / BENCHMARK	K.L.2.a.	Capitalize the first word in a sentence and the pronoun I.
EXPECTATION / BENCHMARK	K.L.2.b.	Recognize and name end punctuation.
EXPECTATION / BENCHMARK	K.L.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
EXPECTATION / BENCHMARK	K.L.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
STANDARD / CONTENT AREA	OR.K.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK /	K.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and

STRAND		phrases based on kindergarten reading and content.
EXPECTATION / BENCHMARK	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).
STANDARD / CONTENT AREA	OR.K.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	K.L.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION / BENCHMARK	K.L.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
EXPECTATION / BENCHMARK	K.L.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION / BENCHMARK	K.L.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
EXPECTATION / BENCHMARK	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.
STANDARD / CONTENT AREA	OR.K.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	K.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
STANDARD / CONTENT AREA	OR.K.SL.	Speaking and Listening Standards
CONTENT STANDARD / PROFICIENCY		Comprehension and Collaboration
BENCHMARK / STRAND	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 / BENCHMARK	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 / BENCHMARK	K.SL.1.b.	Continue conversations through multiple exchanges
STANDARD / CONTENT AREA	OR.K.SL.	Speaking and Listening Standards
CONTENT STANDARD / PROFICIENCY		Comprehension and Collaboration
BENCHMARK / STRAND	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.
BENCHMARK / STRAND	K.SL.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STANDARD / CONTENT AREA	OR.K.SL.	Speaking and Listening Standards
CONTENT STANDARD / PROFICIENCY		Presentation of Knowledge and Ideas
BENCHMARK / STRAND	K.SL.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
BENCHMARK / STRAND	K.SL.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
BENCHMARK / STRAND	K.SL.6.	Apply audibly and express thoughts, feelings, and ideas clearly.