

**Main Criteria:** Classroom Supplement Units Kindergarten

**Secondary Criteria:** South Dakota Content Standards

**Subject:** Language Arts

**Grade:** K

## Classroom Supplement Units Kindergarten

Pre-writing

### South Dakota Content Standards

#### Language Arts

Grade K - Adopted: 2010

<b>GOAL/STRAND</b>	<b>SD.RL.K.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	<b>RL.K.1.</b>	With prompting and support, ask and answer questions about key details in a text.
<b>STANDARD</b>	<b>RL.K.3.</b>	With prompting and support, identify characters, settings, and major events in a story.
<b>GOAL/STRAND</b>	<b>SD.RL.K.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BENCHMARK</b>		<b>Craft and Structure</b>
<b>STANDARD</b>	<b>RL.K.4.</b>	Ask and answer questions about unknown words in a text.
<b>STANDARD</b>	<b>RL.K.5.</b>	Recognize common types of texts (e.g., storybooks, poems).
<b>GOAL/STRAND</b>	<b>SD.RL.K.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD</b>	<b>RL.K.10.</b>	Actively engage in group reading activities with purpose and understanding.
<b>GOAL/STRAND</b>	<b>SD.RI.K.</b>	<b>Reading Standards for Informational Text</b>
<b>INDICATOR/BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	<b>RI.K.1.</b>	With prompting and support, ask and answer questions about key details in a text.
<b>STANDARD</b>	<b>RI.K.2.</b>	With prompting and support, identify the main topic and retell key details of a text.
<b>GOAL/STRAND</b>	<b>SD.RI.K.</b>	<b>Reading Standards for Informational Text</b>
<b>INDICATOR/BENCHMARK</b>		<b>Craft and Structure</b>
<b>STANDARD</b>	<b>RI.K.4.</b>	With prompting and support, ask and answer questions about unknown words in a text.
<b>GOAL/STRAND</b>	<b>SD.RI.K.</b>	<b>Reading Standards for Informational Text</b>
<b>INDICATOR/BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD</b>	<b>RI.K.7.</b>	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).
<b>STANDARD</b>	<b>RI.K.8.</b>	With prompting and support, identify the reasons an author gives to support points in a text.
<b>GOAL/STRAND</b>	<b>SD.RI.K.</b>	<b>Reading Standards for Informational Text</b>
<b>INDICATOR/BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD</b>	<b>RI.K.10.</b>	Actively engage in group reading activities with purpose and understanding.
<b>GOAL/STRAND</b>	<b>SD.RF.K.</b>	<b>Reading Standards: Foundational Skills</b>
<b>INDICATOR/BENCHMARK</b>		<b>Print Concepts</b>
<b>STANDARD</b>	<b>RF.K.1.</b>	Demonstrate understanding of the organization and basic features of print.
<b>SUPPORTING SKILLS</b>	<b>RF.K.1(a)</b>	Follow words from left to right, top to bottom, and page by page.
<b>SUPPORTING SKILLS</b>	<b>RF.K.1(b)</b>	Recognize that spoken words are represented in written language by specific sequences of letters.

SUPPORTING SKILLS	RF.K.1(c)	Understand that words are separated by spaces in print.
SUPPORTING SKILLS	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
GOAL/STRAND	SD.RF.K.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Phonological Awareness
STANDARD	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
SUPPORTING SKILLS	RF.K.2(a)	Recognize and produce rhyming words.
SUPPORTING SKILLS	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
SUPPORTING SKILLS	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
SUPPORTING SKILLS	RF.K.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/.)
SUPPORTING SKILLS	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
GOAL/STRAND	SD.RF.K.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Phonics and Word Recognition
STANDARD	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
SUPPORTING SKILLS	RF.K.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.
SUPPORTING SKILLS	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
SUPPORTING SKILLS	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
SUPPORTING SKILLS	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
GOAL/STRAND	SD.RF.K.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Fluency
STANDARD	RF.K.4.	Read emergent-reader texts with purpose and understanding.
GOAL/STRAND	SD.W.K.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	W.K.7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
GOAL/STRAND	SD.SL.K.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SUPPORTING SKILLS	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
SUPPORTING SKILLS	SL.K.1(b)	Continue a conversation through multiple exchanges.
GOAL/STRAND	SD.SL.K.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
STANDARD	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
GOAL/STRAND	SD.SL.K.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

STANDARD	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
STANDARD	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
GOAL/STRAND	SD.L.K.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	L.K.1(a)	Print many upper- and lowercase letters.
SUPPORTING SKILLS	L.K.1(b)	Use frequently occurring nouns and verbs.
SUPPORTING SKILLS	L.K.1(c)	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
SUPPORTING SKILLS	L.K.1(d)	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
SUPPORTING SKILLS	L.K.1(f)	Produce and expand complete sentences in shared language activities.
GOAL/STRAND	SD.L.K.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
SUPPORTING SKILLS	L.K.2(b)	Recognize and name end punctuation.
SUPPORTING SKILLS	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
GOAL/STRAND	SD.L.K.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
SUPPORTING SKILLS	L.K.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).
GOAL/STRAND	SD.L.K.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
SUPPORTING SKILLS	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
SUPPORTING SKILLS	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
SUPPORTING SKILLS	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
GOAL/STRAND	SD.L.K.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 1

South Dakota Content Standards  
Language Arts  
Grade K - Adopted: 2010

GOAL/STRAND	SD.RL.K.	Reading Standards for Literature
INDICATOR/BENCHMARK		Key Ideas and Details

STANDARD	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
GOAL/STRAND	SD.RL.K.	Reading Standards for Literature
INDICATOR/BENCHMARK		Craft and Structure
STANDARD	RL.K.4.	Ask and answer questions about unknown words in a text.
STANDARD	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
GOAL/STRAND	SD.RI.K.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
STANDARD	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
GOAL/STRAND	SD.RI.K.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Craft and Structure
STANDARD	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
GOAL/STRAND	SD.RI.K.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	RI.K.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
STANDARD	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
GOAL/STRAND	SD.RI.K.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
GOAL/STRAND	SD.RF.K.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Print Concepts
STANDARD	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
SUPPORTING SKILLS	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
SUPPORTING SKILLS	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
SUPPORTING SKILLS	RF.K.1(c)	Understand that words are separated by spaces in print.
SUPPORTING SKILLS	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
GOAL/STRAND	SD.RF.K.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Phonological Awareness
STANDARD	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
SUPPORTING SKILLS	RF.K.2(a)	Recognize and produce rhyming words.
SUPPORTING SKILLS	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
SUPPORTING SKILLS	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
SUPPORTING SKILLS	RF.K.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/.)
SUPPORTING SKILLS	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
GOAL/STRAND	SD.RF.K.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Phonics and Word Recognition

STANDARD	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
SUPPORTING SKILLS	RF.K.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.
SUPPORTING SKILLS	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
SUPPORTING SKILLS	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
SUPPORTING SKILLS	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
GOAL/STRAND	SD.RF.K.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Fluency
STANDARD	RF.K.4.	Read emergent-reader texts with purpose and understanding.
GOAL/STRAND	SD.W.K.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
GOAL/STRAND	SD.SL.K.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SUPPORTING SKILLS	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
SUPPORTING SKILLS	SL.K.1(b)	Continue a conversation through multiple exchanges.
GOAL/STRAND	SD.SL.K.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
STANDARD	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
GOAL/STRAND	SD.SL.K.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
STANDARD	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
STANDARD	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
GOAL/STRAND	SD.L.K.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	L.K.1(a)	Print many upper- and lowercase letters.
SUPPORTING SKILLS	L.K.1(b)	Use frequently occurring nouns and verbs.
SUPPORTING SKILLS	L.K.1(c)	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
SUPPORTING SKILLS	L.K.1(d)	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
SUPPORTING SKILLS	L.K.1(e)	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
SUPPORTING SKILLS	L.K.1(f)	Produce and expand complete sentences in shared language activities.
GOAL/STRAND	SD.L.K.	Language Standards

<b>INDICATOR/BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>SUPPORTING SKILLS</b>	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
<b>SUPPORTING SKILLS</b>	L.K.2(b)	Recognize and name end punctuation.
<b>SUPPORTING SKILLS</b>	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
<b>SUPPORTING SKILLS</b>	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
<b>GOAL/STRAND</b>	<b>SD.L.K.</b>	<b>Language Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
<b>SUPPORTING SKILLS</b>	L.K.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).
<b>GOAL/STRAND</b>	<b>SD.L.K.</b>	<b>Language Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
<b>SUPPORTING SKILLS</b>	L.K.5(a)	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
<b>SUPPORTING SKILLS</b>	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
<b>SUPPORTING SKILLS</b>	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
<b>SUPPORTING SKILLS</b>	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
<b>GOAL/STRAND</b>	<b>SD.L.K.</b>	<b>Language Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 2

South Dakota Content Standards

Language Arts

Grade K - Adopted: 2010

<b>GOAL/STRAND</b>	<b>SD.RL.K.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
<b>STANDARD</b>	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
<b>GOAL/STRAND</b>	<b>SD.RL.K.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BENCHMARK</b>		<b>Craft and Structure</b>
<b>STANDARD</b>	RL.K.4.	Ask and answer questions about unknown words in a text.
<b>STANDARD</b>	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
<b>GOAL/STRAND</b>	<b>SD.RL.K.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD</b>	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
<b>GOAL/STRAND</b>	<b>SD.RI.K.</b>	<b>Reading Standards for Informational Text</b>
<b>INDICATOR/BENCHMARK</b>		<b>Key Ideas and Details</b>

CHMARK		
STANDARD	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
STANDARD	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
GOAL/STRAND	SD.RI.K.	Reading Standards for Informational Text
INDICATOR/BEN CHMARK		Craft and Structure
STANDARD	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
GOAL/STRAND	SD.RI.K.	Reading Standards for Informational Text
INDICATOR/BEN CHMARK		Integration of Knowledge and Ideas
STANDARD	RI.K.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
STANDARD	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
GOAL/STRAND	SD.RI.K.	Reading Standards for Informational Text
INDICATOR/BEN CHMARK		Range of Reading and Level of Text Complexity
STANDARD	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
GOAL/STRAND	SD.RF.K.	Reading Standards: Foundational Skills
INDICATOR/BEN CHMARK		Print Concepts
STANDARD	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
SUPPORTING SKILLS	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
SUPPORTING SKILLS	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
SUPPORTING SKILLS	RF.K.1(c)	Understand that words are separated by spaces in print.
SUPPORTING SKILLS	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
GOAL/STRAND	SD.RF.K.	Reading Standards: Foundational Skills
INDICATOR/BEN CHMARK		Phonological Awareness
STANDARD	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
SUPPORTING SKILLS	RF.K.2(a)	Recognize and produce rhyming words.
SUPPORTING SKILLS	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
SUPPORTING SKILLS	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
SUPPORTING SKILLS	RF.K.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/.)
SUPPORTING SKILLS	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
GOAL/STRAND	SD.RF.K.	Reading Standards: Foundational Skills
INDICATOR/BEN CHMARK		Phonics and Word Recognition
STANDARD	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
SUPPORTING SKILLS	RF.K.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.
SUPPORTING SKILLS	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
SUPPORTING SKILLS	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
SUPPORTING SKILLS	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

<b>GOAL/STRAND</b>	<b>SD.RF.K.</b>	<b>Reading Standards: Foundational Skills</b>
<b>INDICATOR/BENCHMARK</b>		<b>Fluency</b>
<b>STANDARD</b>	<b>RF.K.4.</b>	<b>Read emergent-reader texts with purpose and understanding.</b>
<b>GOAL/STRAND</b>	<b>SD.W.K.</b>	<b>Writing Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>W.K.2.</b>	<b>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.</b>
<b>GOAL/STRAND</b>	<b>SD.W.K.</b>	<b>Writing Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Production and Distribution of Writing</b>
<b>STANDARD</b>	<b>W.K.5.</b>	<b>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</b>
<b>GOAL/STRAND</b>	<b>SD.W.K.</b>	<b>Writing Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD</b>	<b>W.K.8.</b>	<b>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</b>
<b>GOAL/STRAND</b>	<b>SD.SL.K.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>SL.K.1.</b>	<b>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</b>
<b>SUPPORTING SKILLS</b>	<b>SL.K.1(a)</b>	<b>Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</b>
<b>SUPPORTING SKILLS</b>	<b>SL.K.1(b)</b>	<b>Continue a conversation through multiple exchanges.</b>
<b>GOAL/STRAND</b>	<b>SD.SL.K.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>SL.K.2.</b>	<b>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.</b>
<b>STANDARD</b>	<b>SL.K.3.</b>	<b>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</b>
<b>GOAL/STRAND</b>	<b>SD.SL.K.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
<b>STANDARD</b>	<b>SL.K.4.</b>	<b>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</b>
<b>STANDARD</b>	<b>SL.K.5.</b>	<b>Add drawings or other visual displays to descriptions as desired to provide additional detail.</b>
<b>STANDARD</b>	<b>SL.K.6.</b>	<b>Speak audibly and express thoughts, feelings, and ideas clearly.</b>
<b>GOAL/STRAND</b>	<b>SD.L.K.</b>	<b>Language Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>L.K.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>SUPPORTING SKILLS</b>	<b>L.K.1(a)</b>	<b>Print many upper- and lowercase letters.</b>
<b>SUPPORTING SKILLS</b>	<b>L.K.1(b)</b>	<b>Use frequently occurring nouns and verbs.</b>
<b>SUPPORTING SKILLS</b>	<b>L.K.1(c)</b>	<b>Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</b>
<b>SUPPORTING SKILLS</b>	<b>L.K.1(d)</b>	<b>Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</b>
<b>SUPPORTING SKILLS</b>	<b>L.K.1(e)</b>	<b>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</b>
<b>SUPPORTING</b>	<b>L.K.1(f)</b>	<b>Produce and expand complete sentences in shared language activities.</b>



<b>SKILLS</b>		
<b>GOAL/STRAND</b>	<b>SD.L.K.</b>	<b>Language Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>L.K.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>SUPPORTING SKILLS</b>	<b>L.K.2(a)</b>	<b>Capitalize the first word in a sentence and the pronoun I.</b>
<b>SUPPORTING SKILLS</b>	<b>L.K.2(b)</b>	<b>Recognize and name end punctuation.</b>
<b>SUPPORTING SKILLS</b>	<b>L.K.2(c)</b>	<b>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</b>
<b>SUPPORTING SKILLS</b>	<b>L.K.2(d)</b>	<b>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</b>
<b>GOAL/STRAND</b>	<b>SD.L.K.</b>	<b>Language Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.K.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</b>
<b>SUPPORTING SKILLS</b>	<b>L.K.4(a)</b>	<b>Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</b>
<b>SUPPORTING SKILLS</b>	<b>L.K.4(b)</b>	<b>Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</b>
<b>GOAL/STRAND</b>	<b>SD.L.K.</b>	<b>Language Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.K.5.</b>	<b>With guidance and support from adults, explore word relationships and nuances in word meanings.</b>
<b>SUPPORTING SKILLS</b>	<b>L.K.5(a)</b>	<b>Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</b>
<b>SUPPORTING SKILLS</b>	<b>L.K.5(b)</b>	<b>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</b>
<b>SUPPORTING SKILLS</b>	<b>L.K.5(c)</b>	<b>Identify real-life connections between words and their use (e.g., note places at school that are colorful).</b>
<b>SUPPORTING SKILLS</b>	<b>L.K.5(d)</b>	<b>Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</b>
<b>GOAL/STRAND</b>	<b>SD.L.K.</b>	<b>Language Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.K.6.</b>	<b>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</b>

Unit 3

**South Dakota Content Standards**

**Language Arts**

Grade K - Adopted: 2010

<b>GOAL/STRAND</b>	<b>SD.RL.K.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	<b>RL.K.1.</b>	<b>With prompting and support, ask and answer questions about key details in a text.</b>
<b>STANDARD</b>	<b>RL.K.2.</b>	<b>With prompting and support, retell familiar stories, including key details.</b>
<b>STANDARD</b>	<b>RL.K.3.</b>	<b>With prompting and support, identify characters, settings, and major events in a story.</b>
<b>GOAL/STRAND</b>	<b>SD.RL.K.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BENCHMARK</b>		<b>Craft and Structure</b>
<b>STANDARD</b>	<b>RL.K.4.</b>	<b>Ask and answer questions about unknown words in a text.</b>
<b>STANDARD</b>	<b>RL.K.5.</b>	<b>Recognize common types of texts (e.g., storybooks, poems).</b>
<b>GOAL/STRAND</b>	<b>SD.RL.K.</b>	<b>Reading Standards for Literature</b>

INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
GOAL/STRAND	SD.RL.K.	Reading Standards for Literature
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
GOAL/STRAND	SD.RI.K.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
GOAL/STRAND	SD.RI.K.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Craft and Structure
STANDARD	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
GOAL/STRAND	SD.RF.K.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Print Concepts
STANDARD	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
SUPPORTING SKILLS	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
SUPPORTING SKILLS	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
SUPPORTING SKILLS	RF.K.1(c)	Understand that words are separated by spaces in print.
SUPPORTING SKILLS	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
GOAL/STRAND	SD.RF.K.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Phonological Awareness
STANDARD	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
SUPPORTING SKILLS	RF.K.2(a)	Recognize and produce rhyming words.
SUPPORTING SKILLS	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
SUPPORTING SKILLS	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
SUPPORTING SKILLS	RF.K.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/.)
SUPPORTING SKILLS	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
GOAL/STRAND	SD.RF.K.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Phonics and Word Recognition
STANDARD	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
SUPPORTING SKILLS	RF.K.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.
SUPPORTING SKILLS	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
SUPPORTING SKILLS	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
SUPPORTING SKILLS	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
GOAL/STRAND	SD.RF.K.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Fluency
STANDARD	RF.K.4.	Read emergent-reader texts with purpose and understanding.

<b>GOAL/STRAND</b>	<b>SD.W.K.</b>	<b>Writing Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>W.K.3.</b>	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.
<b>GOAL/STRAND</b>	<b>SD.SL.K.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>SL.K.1.</b>	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
<b>SUPPORTING SKILLS</b>	<b>SL.K.1(a)</b>	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
<b>SUPPORTING SKILLS</b>	<b>SL.K.1(b)</b>	Continue a conversation through multiple exchanges.
<b>GOAL/STRAND</b>	<b>SD.SL.K.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>SL.K.2.</b>	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.
<b>STANDARD</b>	<b>SL.K.3.</b>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<b>GOAL/STRAND</b>	<b>SD.SL.K.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
<b>STANDARD</b>	<b>SL.K.4.</b>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
<b>STANDARD</b>	<b>SL.K.5.</b>	Add drawings or other visual displays to descriptions as desired to provide additional detail.
<b>STANDARD</b>	<b>SL.K.6.</b>	Speak audibly and express thoughts, feelings, and ideas clearly.
<b>GOAL/STRAND</b>	<b>SD.L.K.</b>	<b>Language Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>L.K.1.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>SUPPORTING SKILLS</b>	<b>L.K.1(a)</b>	Print many upper- and lowercase letters.
<b>SUPPORTING SKILLS</b>	<b>L.K.1(b)</b>	Use frequently occurring nouns and verbs.
<b>SUPPORTING SKILLS</b>	<b>L.K.1(c)</b>	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
<b>SUPPORTING SKILLS</b>	<b>L.K.1(d)</b>	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
<b>SUPPORTING SKILLS</b>	<b>L.K.1(e)</b>	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
<b>SUPPORTING SKILLS</b>	<b>L.K.1(f)</b>	Produce and expand complete sentences in shared language activities.
<b>GOAL/STRAND</b>	<b>SD.L.K.</b>	<b>Language Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>L.K.2.</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>SUPPORTING SKILLS</b>	<b>L.K.2(a)</b>	Capitalize the first word in a sentence and the pronoun I.
<b>SUPPORTING SKILLS</b>	<b>L.K.2(b)</b>	Recognize and name end punctuation.
<b>SUPPORTING SKILLS</b>	<b>L.K.2(c)</b>	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
<b>SUPPORTING SKILLS</b>	<b>L.K.2(d)</b>	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
<b>GOAL/STRAND</b>	<b>SD.L.K.</b>	<b>Language Standards</b>

<b>INDICATOR/BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
<b>SUPPORTING SKILLS</b>	L.K.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).
<b>GOAL/STRAND</b>	SD.L.K.	<b>Language Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
<b>SUPPORTING SKILLS</b>	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
<b>SUPPORTING SKILLS</b>	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
<b>SUPPORTING SKILLS</b>	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
<b>GOAL/STRAND</b>	SD.L.K.	<b>Language Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 5

South Dakota Content Standards

Language Arts

Grade K - Adopted: 2010

<b>GOAL/STRAND</b>	SD.RL.K.	<b>Reading Standards for Literature</b>
<b>INDICATOR/BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
<b>STANDARD</b>	RL.K.2.	With prompting and support, retell familiar stories, including key details.
<b>STANDARD</b>	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
<b>GOAL/STRAND</b>	SD.RL.K.	<b>Reading Standards for Literature</b>
<b>INDICATOR/BENCHMARK</b>		<b>Craft and Structure</b>
<b>STANDARD</b>	RL.K.4.	Ask and answer questions about unknown words in a text.
<b>STANDARD</b>	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
<b>GOAL/STRAND</b>	SD.RL.K.	<b>Reading Standards for Literature</b>
<b>INDICATOR/BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD</b>	RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
<b>GOAL/STRAND</b>	SD.RL.K.	<b>Reading Standards for Literature</b>
<b>INDICATOR/BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD</b>	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
<b>GOAL/STRAND</b>	SD.RI.K.	<b>Reading Standards for Informational Text</b>
<b>INDICATOR/BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
<b>STANDARD</b>	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
<b>STANDARD</b>	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>GOAL/STRAND</b>	SD.RI.K.	<b>Reading Standards for Informational Text</b>
<b>INDICATOR/BENCHMARK</b>		<b>Craft and Structure</b>

STANDARD	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
GOAL/STRAND	SD.RI.K.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
GOAL/STRAND	SD.RI.K.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
GOAL/STRAND	SD.RF.K.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Print Concepts
STANDARD	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
SUPPORTING SKILLS	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
SUPPORTING SKILLS	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
SUPPORTING SKILLS	RF.K.1(c)	Understand that words are separated by spaces in print.
SUPPORTING SKILLS	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
GOAL/STRAND	SD.RF.K.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Phonological Awareness
STANDARD	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
SUPPORTING SKILLS	RF.K.2(a)	Recognize and produce rhyming words.
SUPPORTING SKILLS	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
SUPPORTING SKILLS	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
SUPPORTING SKILLS	RF.K.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/.)
SUPPORTING SKILLS	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
GOAL/STRAND	SD.RF.K.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Phonics and Word Recognition
STANDARD	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
SUPPORTING SKILLS	RF.K.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.
SUPPORTING SKILLS	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
SUPPORTING SKILLS	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
SUPPORTING SKILLS	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
GOAL/STRAND	SD.RF.K.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Fluency
STANDARD	RF.K.4.	Read emergent-reader texts with purpose and understanding.
GOAL/STRAND	SD.W.K.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	W.K.1.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
STANDARD	W.K.2.	Use a combination of drawing, dictating, and writing to compose

		informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
STANDARD	W.K.3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
GOAL/STRAND	SD.W.K.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	W.K.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
GOAL/STRAND	SD.SL.K.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SUPPORTING SKILLS	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
SUPPORTING SKILLS	SL.K.1(b)	Continue a conversation through multiple exchanges.
GOAL/STRAND	SD.SL.K.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
STANDARD	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
GOAL/STRAND	SD.SL.K.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
STANDARD	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
STANDARD	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
GOAL/STRAND	SD.L.K.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	L.K.1(a)	Print many upper- and lowercase letters.
SUPPORTING SKILLS	L.K.1(b)	Use frequently occurring nouns and verbs.
SUPPORTING SKILLS	L.K.1(c)	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
SUPPORTING SKILLS	L.K.1(d)	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
SUPPORTING SKILLS	L.K.1(e)	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
SUPPORTING SKILLS	L.K.1(f)	Produce and expand complete sentences in shared language activities.
GOAL/STRAND	SD.L.K.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
SUPPORTING SKILLS	L.K.2(b)	Recognize and name end punctuation.
SUPPORTING SKILLS	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).

<b>SKILLS</b>		
<b>SUPPORTING SKILLS</b>	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
<b>GOAL/STRAND</b>	SD.L.K.	Language Standards
<b>INDICATOR/BENCHMARK</b>		Vocabulary Acquisition and Use
<b>STANDARD</b>	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
<b>SUPPORTING SKILLS</b>	L.K.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).
<b>GOAL/STRAND</b>	SD.L.K.	Language Standards
<b>INDICATOR/BENCHMARK</b>		Vocabulary Acquisition and Use
<b>STANDARD</b>	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
<b>SUPPORTING SKILLS</b>	L.K.5(a)	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
<b>SUPPORTING SKILLS</b>	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
<b>SUPPORTING SKILLS</b>	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
<b>SUPPORTING SKILLS</b>	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
<b>GOAL/STRAND</b>	SD.L.K.	Language Standards
<b>INDICATOR/BENCHMARK</b>		Vocabulary Acquisition and Use
<b>STANDARD</b>	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.