

# Main Criteria: Classroom Supplement and Lesson Plans - Kindergarten

## Secondary Criteria: Massachusetts Curriculum Frameworks

**Subject:** Language Arts

**Grade:** K

### Classroom Supplement and Lesson Plans - Kindergarten

Week 01: Introduction to Pre-writing, p. 29-39

## Massachusetts Curriculum Frameworks

### Language Arts

Grade K - Adopted: 2017

**FOCUS / COURSE**      **R.PK-12.**      **College and Career Readiness Anchor Standards for Reading**

**STRAND**           **Key Ideas and Details**

STANDARD / CONCEPT / SKILL      R.PK-12.3.      Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**FOCUS / COURSE**      **R.PK-12.**      **College and Career Readiness Anchor Standards for Reading**

**STRAND**           **Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL      R.PK-12.10.      Independently and proficiently read and comprehend complex literary and informational texts.

**FOCUS / COURSE**      **SL.PK-12.**      **College and Career Readiness Anchor Standards for Speaking and Listening**

**STRAND**           **Comprehension and Collaboration**

STANDARD / CONCEPT / SKILL      SL.PK-12.1.      Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**FOCUS / COURSE**      **L.PK-12.**      **College and Career Readiness Anchor Standards for Language**

**STRAND**           **Conventions of Standard English**

STANDARD / CONCEPT / SKILL      L.PK-12.1.      Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**FOCUS / COURSE**      **L.PK-12.**      **College and Career Readiness Anchor Standards for Language**

**STRAND**           **Knowledge of Language**

STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Key Ideas and Details</b>
STANDARD / CONCEPT / SKILL	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
STANDARD / CONCEPT / SKILL	RL.K.5.	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	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).
STANDARD / CONCEPT / SKILL	RL.K.9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
<b>FOCUS / COURSE</b>	<b>RF.K.</b>	<b>Kindergarten Reading Standards for Foundational Skills [RF]</b>
<b>STRAND</b>		<b>Print Concepts</b>
STANDARD / CONCEPT / SKILL	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.K.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
INDICATOR	RF.K.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
<b>FOCUS / COURSE</b>	<b>RF.K.</b>	<b>Kindergarten Reading Standards for Foundational Skills [RF]</b>
<b>STRAND</b>		<b>Phonological Awareness</b>
STANDARD / CONCEPT / SKILL	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.K.2.a.	Recognize and produce rhyming words.

INDICATOR	RF.K.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
INDICATOR	RF.K.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.

INDICATOR	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/.)
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**FOCUS /  
COURSE**

**RF.K.**

**Kindergarten Reading Standards for Foundational Skills [RF]**

STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR	RF.K.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.
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INDICATOR	RF.K.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
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**FOCUS /  
COURSE**

**SL.K.**

**Kindergarten Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.K.1.b.	Continue a conversation through multiple exchanges.
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**FOCUS /  
COURSE**

**L.K.**

**Kindergarten Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.

INDICATOR		Sentence Structure and Meaning
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EXPECTATION	L.K.1.a.	Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions; name and use in context numbers 0–100 (see kindergarten mathematics standards for Counting and Cardinality).
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**FOCUS /  
COURSE**

**L.K.**

**Kindergarten Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.

INDICATOR		Word Usage
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EXPECTATION	L.K.1.c.	Form regular plural nouns orally by adding /s/ or /es/.
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**FOCUS / COURSE**      **L.K.**      **Kindergarten Language Standards [L]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.K.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	L.K.2.a.	Print upper- and lowercase letters.
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INDICATOR	L.K.2.d.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
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**FOCUS / COURSE**      **L.K.**      **Kindergarten Language Standards [L]**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.K.5.</b>	<b>With guidance and support from adults, explore word relationships and nuances in word meanings.</b>

INDICATOR	L.K.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
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INDICATOR	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
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**Massachusetts Curriculum Frameworks**

**Language Arts**  
**Grade K - Adopted: 2017**

**FOCUS / COURSE**      **SL.PK-12.**      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
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STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**FOCUS / COURSE**      **RL.K.**      **Kindergarten Reading Standards for Literature [RL]**

<b>STRAND</b>		<b>Craft and Structure</b>
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STANDARD / CONCEPT / SKILL	RL.K.5.	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
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**FOCUS / COURSE**      **RL.K.**      **Kindergarten Reading Standards for Literature [RL]**

<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
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STANDARD / CONCEPT / SKILL	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>FOCUS / COURSE</b>	<b>RF.K.</b>	<b>Kindergarten Reading Standards for Foundational Skills [RF]</b>
<b>STRAND</b>		<b>Phonological Awareness</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.K.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
INDICATOR	RF.K.2.a.	Recognize and produce rhyming words.
INDICATOR	RF.K.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
INDICATOR	RF.K.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
INDICATOR	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/.)
<b>FOCUS / COURSE</b>	<b>RF.K.</b>	<b>Kindergarten Reading Standards for Foundational Skills [RF]</b>
<b>STRAND</b>		<b>Phonics and Word Recognition</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.K.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
INDICATOR	RF.K.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.
INDICATOR	RF.K.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
<b>FOCUS / COURSE</b>	<b>W.K.</b>	<b>Kindergarten Writing Standards [W]</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
STANDARD / CONCEPT / SKILL	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.
<b>FOCUS / COURSE</b>	<b>SL.K.</b>	<b>Kindergarten Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD / CONCEPT / SKILL</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>
INDICATOR	SL.K.1.b.	Continue a conversation through multiple exchanges.
<b>FOCUS / COURSE</b>	<b>L.K.</b>	<b>Kindergarten Language Standards [L]</b>

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.
INDICATOR		Word Usage

EXPECTATION      L.K.1.c.      Form regular plural nouns orally by adding /s/ or /es/.

**FOCUS /  
COURSE**      **L.K.**      **Kindergarten Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR      L.K.2.a.      Print upper- and lowercase letters.

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

**FOCUS /  
COURSE**      **L.K.**      **Kindergarten Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.

INDICATOR      L.K.5.b.      Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Week 03: Pre-writing, p. 49-55

## Massachusetts Curriculum Frameworks

### Language Arts

Grade K - Adopted: 2017

**FOCUS /  
COURSE**      **R.PK-12.**      **College and Career Readiness Anchor Standards for Reading**

STRAND		Key Ideas and Details
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STANDARD /  
CONCEPT /  
SKILL      R.PK-12.2.      Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

STANDARD /  
CONCEPT /  
SKILL      R.PK-12.3.      Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**FOCUS /  
COURSE**      **R.PK-12.**      **College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
<b>FOCUS / COURSE</b>	<b>SL.PK- 12.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>FOCUS / COURSE</b>	<b>L.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Key Ideas and Details</b>
STANDARD / CONCEPT / SKILL	RL.K.2.	With prompting and support, retell familiar stories, including key details.
STANDARD / CONCEPT / SKILL	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
STANDARD / CONCEPT / SKILL	RL.K.5.	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	RL.K.9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
<b>FOCUS / COURSE</b>	<b>RF.K.</b>	<b>Kindergarten Reading Standards for Foundational Skills [RF]</b>
<b>STRAND</b>		<b>Phonological Awareness</b>
STANDARD / CONCEPT / SKILL	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR	RF.K.2.a.	Recognize and produce rhyming words.
<b>FOCUS / COURSE</b>	<b>RF.K.</b>	<b>Kindergarten Reading Standards for Foundational Skills [RF]</b>
<b>STRAND</b>		<b>Phonics and Word Recognition</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.K.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
INDICATOR	RF.K.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.
<b>FOCUS / COURSE</b>	<b>W.K.</b>	<b>Kindergarten Writing Standards [W]</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
STANDARD / CONCEPT / SKILL	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.
<b>FOCUS / COURSE</b>	<b>SL.K.</b>	<b>Kindergarten Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD / CONCEPT / SKILL</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>
INDICATOR	SL.K.1.b.	Continue a conversation through multiple exchanges.
<b>FOCUS / COURSE</b>	<b>L.K.</b>	<b>Kindergarten Language Standards [L]</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.K.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.</b>
<b>INDICATOR</b>		<b>Word Usage</b>
EXPECTATION	L.K.1.c.	Form regular plural nouns orally by adding /s/ or /es/.
<b>FOCUS / COURSE</b>	<b>L.K.</b>	<b>Kindergarten Language Standards [L]</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.K.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.K.2.a.	Print upper- and lowercase letters.
INDICATOR	L.K.2.d.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).



INDICATOR	L.K.2.e.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
<b>FOCUS / COURSE</b>	<b>L.K.</b>	<b>Kindergarten Language Standards [L]</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.K.5.</b>	<b>With guidance and support from adults, explore word relationships and nuances in word meanings.</b>
INDICATOR	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

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## Massachusetts Curriculum Frameworks

### Language Arts

Grade K - Adopted: 2017

<b>FOCUS / COURSE</b>	<b>R.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>STRAND</b>		<b>Key Ideas and Details</b>
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>FOCUS / COURSE</b>	<b>SL.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>FOCUS / COURSE</b>	<b>L.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Key Ideas and Details</b>
STANDARD / CONCEPT / SKILL	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.K.5.	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
FOCUS / COURSE	RL.K.	Kindergarten Reading Standards for Literature [RL]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.K.9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
FOCUS / COURSE	RF.K.	Kindergarten Reading Standards for Foundational Skills [RF]
STRAND		Print Concepts
STANDARD / CONCEPT / SKILL	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.K.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
FOCUS / COURSE	RF.K.	Kindergarten Reading Standards for Foundational Skills [RF]
STRAND		Phonological Awareness
STANDARD / CONCEPT / SKILL	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.K.2.a.	Recognize and produce rhyming words.
INDICATOR	RF.K.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
INDICATOR	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/.)
FOCUS / COURSE	RF.K.	Kindergarten Reading Standards for Foundational Skills [RF]
STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.K.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.
INDICATOR	RF.K.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
FOCUS / COURSE	W.K.	Kindergarten Writing Standards [W]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.
<b>FOCUS / COURSE</b>	<b>SL.K.</b>	<b>Kindergarten Speaking and Listening Standards [SL]</b>
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.K.1.b.	Continue a conversation through multiple exchanges.
<b>FOCUS / COURSE</b>	<b>L.K.</b>	<b>Kindergarten Language Standards [L]</b>
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.
INDICATOR		Word Usage
EXPECTATION	L.K.1.c.	Form regular plural nouns orally by adding /s/ or /es/.
<b>FOCUS / COURSE</b>	<b>L.K.</b>	<b>Kindergarten Language Standards [L]</b>
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.K.2.a.	Print upper- and lowercase letters.
INDICATOR	L.K.2.d.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
INDICATOR	L.K.2.e.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
<b>FOCUS / COURSE</b>	<b>L.K.</b>	<b>Kindergarten Language Standards [L]</b>
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
INDICATOR	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

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## Massachusetts Curriculum Frameworks

### Language Arts

**FOCUS / COURSE**      **R.PK-12.**      **College and Career Readiness Anchor Standards for Reading**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**FOCUS / COURSE**      **R.PK-12.**      **College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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**FOCUS / COURSE**      **SL.PK-12.**      **College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**FOCUS / COURSE**      **L.PK-12.**      **College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**FOCUS / COURSE**      **RL.K.**      **Kindergarten Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
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**FOCUS / COURSE**      **RL.K.**      **Kindergarten Reading Standards for Literature [RL]**

STRAND		Craft and Structure
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STANDARD / CONCEPT / SKILL	RL.K.5.	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
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**FOCUS / COURSE**      **RL.K.**      **Kindergarten Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	RL.K.9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
<b>FOCUS / COURSE</b>	<b>RF.K.</b>	<b>Kindergarten Reading Standards for Foundational Skills [RF]</b>
<b>STRAND</b>		<b>Phonological Awareness</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.K.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
INDICATOR	RF.K.2.a.	Recognize and produce rhyming words.
<b>FOCUS / COURSE</b>	<b>RF.K.</b>	<b>Kindergarten Reading Standards for Foundational Skills [RF]</b>
<b>STRAND</b>		<b>Phonics and Word Recognition</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.K.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
INDICATOR	RF.K.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.
INDICATOR	RF.K.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
<b>FOCUS / COURSE</b>	<b>W.K.</b>	<b>Kindergarten Writing Standards [W]</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
STANDARD / CONCEPT / SKILL	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.
<b>FOCUS / COURSE</b>	<b>SL.K.</b>	<b>Kindergarten Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD / CONCEPT / SKILL</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>
INDICATOR	SL.K.1.b.	Continue a conversation through multiple exchanges.
<b>FOCUS / COURSE</b>	<b>L.K.</b>	<b>Kindergarten Language Standards [L]</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.K.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.</b>
<b>INDICATOR</b>		<b>Word Usage</b>
EXPECTATION	L.K.1.c.	Form regular plural nouns orally by adding /s/ or /es/.

**FOCUS / COURSE**      **L.K.**      **Kindergarten Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.K.2.a.	Print upper- and lowercase letters.
INDICATOR	L.K.2.b.	Capitalize the first word in a sentence and the pronoun I.
INDICATOR	L.K.2.d.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
INDICATOR	L.K.2.e.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**FOCUS / COURSE**      **L.K.**      **Kindergarten Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
INDICATOR	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Week 06: Pre-writing, p. 73-79

**Massachusetts Curriculum Frameworks**

**Language Arts**

Grade K - Adopted: 2017

**FOCUS / COURSE**      **R.PK-12.**      **College and Career Readiness Anchor Standards for Reading**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**FOCUS / COURSE**      **R.PK-12.**      **College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

**FOCUS / COURSE**      **SL.PK-12.**      **College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>FOCUS / COURSE</b>	<b>L.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Key Ideas and Details</b>
STANDARD / CONCEPT / SKILL	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
STANDARD / CONCEPT / SKILL	RL.K.5.	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	RL.K.9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
<b>FOCUS / COURSE</b>	<b>RF.K.</b>	<b>Kindergarten Reading Standards for Foundational Skills [RF]</b>
<b>STRAND</b>		<b>Phonological Awareness</b>
STANDARD / CONCEPT / SKILL	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.K.2.a.	Recognize and produce rhyming words.
<b>FOCUS / COURSE</b>	<b>RF.K.</b>	<b>Kindergarten Reading Standards for Foundational Skills [RF]</b>
<b>STRAND</b>		<b>Phonics and Word Recognition</b>
STANDARD / CONCEPT / SKILL	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR	RF.K.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.
INDICATOR	RF.K.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
<b>FOCUS / COURSE</b>	<b>SL.K.</b>	<b>Kindergarten Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD / CONCEPT / SKILL</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>
INDICATOR	SL.K.1.b.	Continue a conversation through multiple exchanges.
<b>FOCUS / COURSE</b>	<b>L.K.</b>	<b>Kindergarten Language Standards [L]</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.K.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.</b>
<b>INDICATOR</b>		<b>Word Usage</b>
EXPECTATION	L.K.1.c.	Form regular plural nouns orally by adding /s/ or /es/.
<b>FOCUS / COURSE</b>	<b>L.K.</b>	<b>Kindergarten Language Standards [L]</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.K.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.K.2.a.	Print upper- and lowercase letters.
INDICATOR	L.K.2.b.	Capitalize the first word in a sentence and the pronoun I.
INDICATOR	L.K.2.d.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
INDICATOR	L.K.2.e.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
<b>FOCUS / COURSE</b>	<b>L.K.</b>	<b>Kindergarten Language Standards [L]</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.K.5.</b>	<b>With guidance and support from adults, explore word relationships and nuances in word meanings.</b>
INDICATOR	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).



# Massachusetts Curriculum Frameworks

## Language Arts

Grade K - Adopted: 2017

### FOCUS / COURSE R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

### FOCUS / COURSE R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

### FOCUS / COURSE SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### FOCUS / COURSE SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening

STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.PK-12.4.	Present information, findings, and supporting evidence such that:
INDICATOR	SL.PK-12.4.b.	The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.

### FOCUS / COURSE L.PK-12. College and Career Readiness Anchor Standards for Language

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### FOCUS / COURSE RL.K. Kindergarten Reading Standards for Literature [RL]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.K.2.	With prompting and support, retell familiar stories, including key details.

**FOCUS / COURSE**      **RL.K.**      **Kindergarten Reading Standards for Literature [RL]**

<b>STRAND</b>		<b>Craft and Structure</b>
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STANDARD / CONCEPT / SKILL	RL.K.5.	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
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**FOCUS / COURSE**      **RF.K.**      **Kindergarten Reading Standards for Foundational Skills [RF]**

<b>STRAND</b>		<b>Phonological Awareness</b>
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STANDARD / CONCEPT / SKILL	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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INDICATOR	RF.K.2.a.	Recognize and produce rhyming words.
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**FOCUS / COURSE**      **RF.K.**      **Kindergarten Reading Standards for Foundational Skills [RF]**

<b>STRAND</b>		<b>Phonics and Word Recognition</b>
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STANDARD / CONCEPT / SKILL	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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INDICATOR	RF.K.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.
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**FOCUS / COURSE**      **W.K.**      **Kindergarten Writing Standards [W]**

<b>STRAND</b>		<b>Text Types and Purposes</b>
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STANDARD / CONCEPT / SKILL	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.
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**FOCUS / COURSE**      **SL.K.**      **Kindergarten Speaking and Listening Standards [SL]**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
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STANDARD / CONCEPT / SKILL	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
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INDICATOR	SL.K.1.b.	Continue a conversation through multiple exchanges.
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**FOCUS / COURSE**      **L.K.**      **Kindergarten Language Standards [L]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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STANDARD / CONCEPT / SKILL	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.
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<b>INDICATOR</b>		<b>Word Usage</b>
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EXPECTATION	L.K.1.c.	Form regular plural nouns orally by adding /s/ or /es/.
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**FOCUS / COURSE**      **L.K.**      **Kindergarten Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.K.2.a.	Print upper- and lowercase letters.
INDICATOR	L.K.2.b.	Capitalize the first word in a sentence and the pronoun I.
INDICATOR	L.K.2.d.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
INDICATOR	L.K.2.e.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**FOCUS / COURSE**      **L.K.**      **Kindergarten Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
INDICATOR	L.K.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
INDICATOR	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

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**Massachusetts Curriculum Frameworks**

**Language Arts**

Grade K - Adopted: 2017

**FOCUS / COURSE**      **R.PK-12.**      **College and Career Readiness Anchor Standards for Reading**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**FOCUS / COURSE**      **R.PK-12.**      **College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

**FOCUS / COURSE**

**SL.PK-12.**

**College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**FOCUS / COURSE**

**L.PK-12.**

**College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**FOCUS / COURSE**

**RL.K.**

**Kindergarten Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
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**FOCUS / COURSE**

**RL.K.**

**Kindergarten Reading Standards for Literature [RL]**

STRAND		Craft and Structure
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STANDARD / CONCEPT / SKILL	RL.K.5.	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
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**FOCUS / COURSE**

**RL.K.**

**Kindergarten Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	RL.K.9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
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**FOCUS / COURSE**

**RF.K.**

**Kindergarten Reading Standards for Foundational Skills [RF]**

STRAND		Phonological Awareness
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STANDARD / CONCEPT / SKILL	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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INDICATOR	RF.K.2.a.	Recognize and produce rhyming words.
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INDICATOR	RF.K.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
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**FOCUS / COURSE**

**RF.K.**

**Kindergarten Reading Standards for Foundational Skills [RF]**

STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR	RF.K.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.
INDICATOR	RF.K.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
INDICATOR	RF.K.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**FOCUS /  
COURSE**      **W.K.**      **Kindergarten Writing Standards [W]**

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.
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**FOCUS /  
COURSE**      **SL.K.**      **Kindergarten Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
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INDICATOR	SL.K.1.b.	Continue a conversation through multiple exchanges.
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**FOCUS /  
COURSE**      **L.K.**      **Kindergarten Language Standards [L]**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.
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INDICATOR		Word Usage
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EXPECTATION	L.K.1.c.	Form regular plural nouns orally by adding /s/ or /es/.
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**FOCUS /  
COURSE**      **L.K.**      **Kindergarten Language Standards [L]**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	L.K.2.a.	Print upper- and lowercase letters.
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INDICATOR	L.K.2.d.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
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INDICATOR	L.K.2.e.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
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**FOCUS /  
COURSE**      **L.K.**      **Kindergarten Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
INDICATOR	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

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**Massachusetts Curriculum Frameworks**

**Language Arts**

Grade K - Adopted: 2017

**FOCUS /  
COURSE**      **R.PK-12.**      **College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

**FOCUS /  
COURSE**      **SL.PK-12.**      **College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**FOCUS /  
COURSE**      **L.PK-12.**      **College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**FOCUS /  
COURSE**      **RL.K.**      **Kindergarten Reading Standards for Literature [RL]**

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.K.5.	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).

**FOCUS /  
COURSE**      **RF.K.**      **Kindergarten Reading Standards for Foundational Skills [RF]**

STRAND		Phonological Awareness
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STANDARD / CONCEPT / SKILL	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.K.2.a.	Recognize and produce rhyming words.
INDICATOR	RF.K.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
INDICATOR	RF.K.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
INDICATOR	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/.)
FOCUS / COURSE	RF.K.	Kindergarten Reading Standards for Foundational Skills [RF]
STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.K.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.
INDICATOR	RF.K.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
FOCUS / COURSE	W.K.	Kindergarten Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.
FOCUS / COURSE	SL.K.	Kindergarten Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.K.1.b.	Continue a conversation through multiple exchanges.
FOCUS / COURSE	L.K.	Kindergarten Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.
INDICATOR		Word Usage
EXPECTATION	L.K.1.c.	Form regular plural nouns orally by adding /s/ or /es/.

**FOCUS / COURSE**      **L.K.**      **Kindergarten Language Standards [L]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.K.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.K.2.a.	Print upper- and lowercase letters.
INDICATOR	L.K.2.d.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
INDICATOR	L.K.2.e.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**FOCUS / COURSE**      **L.K.**      **Kindergarten Language Standards [L]**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.K.5.</b>	<b>With guidance and support from adults, explore word relationships and nuances in word meanings.</b>
INDICATOR	L.K.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
INDICATOR	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

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**Massachusetts Curriculum Frameworks**

**Language Arts**

Grade K - Adopted: 2017

**FOCUS / COURSE**      **R.PK-12.**      **College and Career Readiness Anchor Standards for Reading**

<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>R.PK-12.10.</b>	<b>Independently and proficiently read and comprehend complex literary and informational texts.</b>

**FOCUS / COURSE**      **SL.PK-12.**      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SL.PK-12.1.</b>	<b>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</b>

**FOCUS / COURSE**      **L.PK-12.**      **College and Career Readiness Anchor Standards for Language**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
STANDARD / CONCEPT / SKILL	RL.K.5.	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
<b>FOCUS / COURSE</b>	<b>RF.K.</b>	<b>Kindergarten Reading Standards for Foundational Skills [RF]</b>
<b>STRAND</b>		<b>Phonological Awareness</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.K.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
INDICATOR	RF.K.2.a.	Recognize and produce rhyming words.
INDICATOR	RF.K.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
INDICATOR	RF.K.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
INDICATOR	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/.)
<b>FOCUS / COURSE</b>	<b>RF.K.</b>	<b>Kindergarten Reading Standards for Foundational Skills [RF]</b>
<b>STRAND</b>		<b>Phonics and Word Recognition</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.K.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
INDICATOR	RF.K.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.
INDICATOR	RF.K.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
<b>FOCUS / COURSE</b>	<b>W.K.</b>	<b>Kindergarten Writing Standards [W]</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
STANDARD / CONCEPT / SKILL	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.
<b>FOCUS / COURSE</b>	<b>SL.K.</b>	<b>Kindergarten Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>

<b>STANDARD / CONCEPT / SKILL</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>
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INDICATOR	SL.K.1.b.	Continue a conversation through multiple exchanges.
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<b>FOCUS / COURSE</b>	<b>L.K.</b>	<b>Kindergarten Language Standards [L]</b>
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<b>STRAND</b>		<b>Conventions of Standard English</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>L.K.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.</b>
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<b>INDICATOR</b>		<b>Word Usage</b>
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EXPECTATION	L.K.1.c.	Form regular plural nouns orally by adding /s/ or /es/.
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<b>FOCUS / COURSE</b>	<b>L.K.</b>	<b>Kindergarten Language Standards [L]</b>
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<b>STRAND</b>		<b>Conventions of Standard English</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>L.K.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATOR	L.K.2.a.	Print upper- and lowercase letters.
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INDICATOR	L.K.2.d.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
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INDICATOR	L.K.2.e.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
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<b>FOCUS / COURSE</b>	<b>L.K.</b>	<b>Kindergarten Language Standards [L]</b>
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<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>L.K.5.</b>	<b>With guidance and support from adults, explore word relationships and nuances in word meanings.</b>
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INDICATOR	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
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Week 11: Pre-writing, p. 113-119		
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<b>Massachusetts Curriculum Frameworks</b>		
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<b>Language Arts</b>		
<b>Grade K - Adopted: 2017</b>		

<b>FOCUS / COURSE</b>	<b>R.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
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<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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<b>FOCUS / COURSE</b>	<b>SL.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
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STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

<b>FOCUS / COURSE</b>	<b>L.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
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STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>
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STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.K.5.	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).

<b>FOCUS / COURSE</b>	<b>RF.K.</b>	<b>Kindergarten Reading Standards for Foundational Skills [RF]</b>
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STRAND		Phonological Awareness
STANDARD / CONCEPT / SKILL	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR	RF.K.2.a.	Recognize and produce rhyming words.
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<b>FOCUS / COURSE</b>	<b>W.K.</b>	<b>Kindergarten Writing Standards [W]</b>
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STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.

<b>FOCUS / COURSE</b>	<b>SL.K.</b>	<b>Kindergarten Speaking and Listening Standards [SL]</b>
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STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.K.1.b.	Continue a conversation through multiple exchanges.
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**FOCUS / COURSE**      **L.K.**      **Kindergarten Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.
INDICATOR		Word Usage

EXPECTATION      L.K.1.c.      Form regular plural nouns orally by adding /s/ or /es/.

**FOCUS / COURSE**      **L.K.**      **Kindergarten Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR      L.K.2.a.      Print upper- and lowercase letters.

INDICATOR      L.K.2.b.      Capitalize the first word in a sentence and the pronoun I.

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

**FOCUS / COURSE**      **L.K.**      **Kindergarten Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.

INDICATOR      L.K.5.b.      Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Week 12: Pre-writing, p. 121-127

**Massachusetts Curriculum Frameworks**

**Language Arts**

Grade K - Adopted: 2017

**FOCUS / COURSE**      **R.PK-12.**      **College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

**FOCUS / COURSE**      **SL.PK-12.**      **College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>FOCUS / COURSE</b>	<b>L.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
STANDARD / CONCEPT / SKILL	RL.K.5.	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
<b>FOCUS / COURSE</b>	<b>RF.K.</b>	<b>Kindergarten Reading Standards for Foundational Skills [RF]</b>
<b>STRAND</b>		<b>Print Concepts</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.K.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
INDICATOR	RF.K.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
<b>FOCUS / COURSE</b>	<b>RF.K.</b>	<b>Kindergarten Reading Standards for Foundational Skills [RF]</b>
<b>STRAND</b>		<b>Phonological Awareness</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.K.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
INDICATOR	RF.K.2.a.	Recognize and produce rhyming words.
INDICATOR	RF.K.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
INDICATOR	RF.K.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
INDICATOR	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/.)
<b>FOCUS / COURSE</b>	<b>SL.K.</b>	<b>Kindergarten Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD / CONCEPT / SKILL</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>

INDICATOR	SL.K.1.b.	Continue a conversation through multiple exchanges.
<b>FOCUS / COURSE</b>	<b>L.K.</b>	<b>Kindergarten Language Standards [L]</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.K.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.</b>
<b>INDICATOR</b>		<b>Word Usage</b>

EXPECTATION	L.K.1.c.	Form regular plural nouns orally by adding /s/ or /es/.
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<b>FOCUS / COURSE</b>	<b>L.K.</b>	<b>Kindergarten Language Standards [L]</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.K.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	L.K.2.a.	Print upper- and lowercase letters.
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INDICATOR	L.K.2.d.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
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INDICATOR	L.K.2.e.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
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<b>FOCUS / COURSE</b>	<b>L.K.</b>	<b>Kindergarten Language Standards [L]</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.K.5.</b>	<b>With guidance and support from adults, explore word relationships and nuances in word meanings.</b>

INDICATOR	L.K.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
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INDICATOR	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
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Week 13: Introduction to Unit 1 Note Making and Outlines, p. 129-137

## Massachusetts Curriculum Frameworks

### Language Arts

Grade K - Adopted: 2017

<b>FOCUS / COURSE</b>	<b>R.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>R.PK-12.10.</b>	<b>Independently and proficiently read and comprehend complex literary and informational texts.</b>

**FOCUS / COURSE**      **SL.PK-12.**      **College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**FOCUS / COURSE**      **RL.K.**      **Kindergarten Reading Standards for Literature [RL]**

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.K.5.	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).

**FOCUS / COURSE**      **RI.K.**      **Kindergarten Reading Standards for Informational Text [RI]**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	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).

**FOCUS / COURSE**      **RF.K.**      **Kindergarten Reading Standards for Foundational Skills [RF]**

STRAND		Phonological Awareness
STANDARD / CONCEPT / SKILL	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR	RF.K.2.a.	Recognize and produce rhyming words.
INDICATOR	RF.K.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
INDICATOR	RF.K.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
INDICATOR	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/.)

**FOCUS / COURSE**      **W.K.**      **Kindergarten Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.

**FOCUS / COURSE**      **SL.K.**      **Kindergarten Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

INDICATOR      SL.K.1.b.      Continue a conversation through multiple exchanges.

**FOCUS / COURSE**      **L.K.**      **Kindergarten Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.
INDICATOR		Word Usage

EXPECTATION      L.K.1.c.      Form regular plural nouns orally by adding /s/ or /es/.

**FOCUS / COURSE**      **L.K.**      **Kindergarten Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR      L.K.2.b.      Capitalize the first word in a sentence and the pronoun I.

**FOCUS / COURSE**      **L.K.**      **Kindergarten Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.

INDICATOR      L.K.5.b.      Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

**FOCUS / COURSE**      **L.K.**      **Kindergarten Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.K.6.	Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.

Week 14: Introduction to Unit 2 Modeling Writing from Notes, p. 139-147

**Massachusetts Curriculum Frameworks**

**Language Arts**

Grade K - Adopted: 2017



**FOCUS / COURSE**      **R.PK-12.**      **College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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**FOCUS / COURSE**      **W.PK-12.**      **College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**FOCUS / COURSE**      **SL.PK-12.**      **College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**FOCUS / COURSE**      **L.PK-12.**      **College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**FOCUS / COURSE**      **RL.K.**      **Kindergarten Reading Standards for Literature [RL]**

STRAND		Craft and Structure
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STANDARD / CONCEPT / SKILL	RL.K.5.	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
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**FOCUS / COURSE**      **RL.K.**      **Kindergarten Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	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).
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**FOCUS / COURSE**      **RF.K.**      **Kindergarten Reading Standards for Foundational Skills [RF]**

STRAND		Phonological Awareness
STANDARD / CONCEPT / SKILL	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR      RF.K.2.a.      Recognize and produce rhyming words.

**FOCUS / COURSE**      **W.K.**      **Kindergarten Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.

**FOCUS / COURSE**      **SL.K.**      **Kindergarten Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

INDICATOR      SL.K.1.b.      Continue a conversation through multiple exchanges.

**FOCUS / COURSE**      **L.K.**      **Kindergarten Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.
INDICATOR		Word Usage

EXPECTATION      L.K.1.c.      Form regular plural nouns orally by adding /s/ or /es/.

**FOCUS / COURSE**      **L.K.**      **Kindergarten Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR      L.K.2.a.      Print upper- and lowercase letters.

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

**FOCUS / COURSE**      **L.K.**      **Kindergarten Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
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<b>STANDARD / CONCEPT / SKILL</b>	<b>L.K.5.</b>	<b>With guidance and support from adults, explore word relationships and nuances in word meanings.</b>
INDICATOR	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Week 15: Unit 2 Modeling Writing from Notes, p. 149-155

## Massachusetts Curriculum Frameworks

### Language Arts

#### Grade K - Adopted: 2017

#### **FOCUS / COURSE**      **R.PK-12.**      **College and Career Readiness Anchor Standards for Reading**

##### **STRAND**      **Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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#### **FOCUS / COURSE**      **W.PK-12.**      **College and Career Readiness Anchor Standards for Writing**

##### **STRAND**      **Production and Distribution of Writing**

STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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#### **FOCUS / COURSE**      **W.PK-12.**      **College and Career Readiness Anchor Standards for Writing**

##### **STRAND**      **Range of Writing**

STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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#### **FOCUS / COURSE**      **SL.PK-12.**      **College and Career Readiness Anchor Standards for Speaking and Listening**

##### **STRAND**      **Comprehension and Collaboration**

STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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#### **FOCUS / COURSE**      **L.PK-12.**      **College and Career Readiness Anchor Standards for Language**

##### **STRAND**      **Conventions of Standard English**

STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>FOCUS / COURSE</b>	<b>L.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
STANDARD / CONCEPT / SKILL	RL.K.5.	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	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>FOCUS / COURSE</b>	<b>RF.K.</b>	<b>Kindergarten Reading Standards for Foundational Skills [RF]</b>
<b>STRAND</b>		<b>Phonological Awareness</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.K.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
INDICATOR	RF.K.2.a.	Recognize and produce rhyming words.
<b>FOCUS / COURSE</b>	<b>W.K.</b>	<b>Kindergarten Writing Standards [W]</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
STANDARD / CONCEPT / SKILL	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.
<b>FOCUS / COURSE</b>	<b>SL.K.</b>	<b>Kindergarten Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD / CONCEPT / SKILL</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>
INDICATOR	SL.K.1.b.	Continue a conversation through multiple exchanges.

**FOCUS / COURSE**      **L.K.**      **Kindergarten Language Standards [L]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.K.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.</b>
<b>INDICATOR</b>		<b>Word Usage</b>

EXPECTATION      L.K.1.c.      Form regular plural nouns orally by adding /s/ or /es/.

**FOCUS / COURSE**      **L.K.**      **Kindergarten Language Standards [L]**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.K.5.</b>	<b>With guidance and support from adults, explore word relationships and nuances in word meanings.</b>

INDICATOR      L.K.5.b.      Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

**FOCUS / COURSE**      **L.K.**      **Kindergarten Language Standards [L]**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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STANDARD / CONCEPT / SKILL      L.K.6.      Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.

Week 16: Unit 2 Modeling Writing from Notes, p. 157-163

**Massachusetts Curriculum Frameworks**

**Language Arts**

Grade K - Adopted: 2017

**FOCUS / COURSE**      **R.PK-12.**      **College and Career Readiness Anchor Standards for Reading**

<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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STANDARD / CONCEPT / SKILL      R.PK-12.10.      Independently and proficiently read and comprehend complex literary and informational texts.

**FOCUS / COURSE**      **W.PK-12.**      **College and Career Readiness Anchor Standards for Writing**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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STANDARD / CONCEPT / SKILL      W.PK-12.5.      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**FOCUS / COURSE**      **W.PK-12.**      **College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>FOCUS / COURSE</b>	<b>SL.PK- 12.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>FOCUS / COURSE</b>	<b>L.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.K.5.	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	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>FOCUS / COURSE</b>	<b>RF.K.</b>	<b>Kindergarten Reading Standards for Foundational Skills [RF]</b>
STRAND		Phonological Awareness
STANDARD / CONCEPT / SKILL	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.K.2.a.	Recognize and produce rhyming words.
<b>FOCUS / COURSE</b>	<b>RF.K.</b>	<b>Kindergarten Reading Standards for Foundational Skills [RF]</b>
STRAND		Phonics and Word Recognition

<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.K.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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INDICATOR	RF.K.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
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<b>FOCUS / COURSE</b>	<b>W.K.</b>	<b>Kindergarten Writing Standards [W]</b>
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<b>STRAND</b>		<b>Text Types and Purposes</b>
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STANDARD / CONCEPT / SKILL	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.
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<b>FOCUS / COURSE</b>	<b>SL.K.</b>	<b>Kindergarten Speaking and Listening Standards [SL]</b>
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<b>STRAND</b>		<b>Comprehension and Collaboration</b>
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<b>STANDARD / CONCEPT / SKILL</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>
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INDICATOR	SL.K.1.b.	Continue a conversation through multiple exchanges.
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<b>FOCUS / COURSE</b>	<b>L.K.</b>	<b>Kindergarten Language Standards [L]</b>
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<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>L.K.5.</b>	<b>With guidance and support from adults, explore word relationships and nuances in word meanings.</b>
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INDICATOR	L.K.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
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INDICATOR	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
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<b>FOCUS / COURSE</b>	<b>L.K.</b>	<b>Kindergarten Language Standards [L]</b>
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<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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STANDARD / CONCEPT / SKILL	L.K.6.	Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.
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Week 17: Unit 2 Modeling Writing from Notes, p. 165-171

## Massachusetts Curriculum Frameworks

### Language Arts

Grade K - Adopted: 2017

<b>FOCUS / COURSE</b>	<b>R.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
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STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>FOCUS / COURSE</b>	<b>R.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
<b>FOCUS / COURSE</b>	<b>W.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>FOCUS / COURSE</b>	<b>SL.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>FOCUS / COURSE</b>	<b>L.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>FOCUS / COURSE</b>	<b>L.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>
STRAND		Key Ideas and Details



STANDARD / CONCEPT / SKILL	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
STANDARD / CONCEPT / SKILL	RL.K.5.	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	RL.K.9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
<b>FOCUS / COURSE</b>	<b>RF.K.</b>	<b>Kindergarten Reading Standards for Foundational Skills [RF]</b>
<b>STRAND</b>		<b>Phonological Awareness</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.K.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
INDICATOR	RF.K.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
<b>FOCUS / COURSE</b>	<b>RF.K.</b>	<b>Kindergarten Reading Standards for Foundational Skills [RF]</b>
<b>STRAND</b>		<b>Phonics and Word Recognition</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.K.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
INDICATOR	RF.K.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
<b>FOCUS / COURSE</b>	<b>W.K.</b>	<b>Kindergarten Writing Standards [W]</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
STANDARD / CONCEPT / SKILL	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.
<b>FOCUS / COURSE</b>	<b>SL.K.</b>	<b>Kindergarten Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD / CONCEPT / SKILL</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>

INDICATOR	SL.K.1.b.	Continue a conversation through multiple exchanges.
<b>FOCUS / COURSE</b>	<b>L.K.</b>	<b>Kindergarten Language Standards [L]</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.K.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.</b>
<b>INDICATOR</b>		<b>Word Usage</b>

EXPECTATION	L.K.1.c.	Form regular plural nouns orally by adding /s/ or /es/.
<b>FOCUS / COURSE</b>	<b>L.K.</b>	<b>Kindergarten Language Standards [L]</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.K.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	L.K.2.e.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
<b>FOCUS / COURSE</b>	<b>L.K.</b>	<b>Kindergarten Language Standards [L]</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.K.5.</b>	<b>With guidance and support from adults, explore word relationships and nuances in word meanings.</b>

INDICATOR	L.K.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
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INDICATOR	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
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<b>FOCUS / COURSE</b>	<b>L.K.</b>	<b>Kindergarten Language Standards [L]</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.K.6.</b>	<b>Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.</b>

Week 18: Introduction to Unit 3 Modeling Telling Narrative Stories, p. 173-183

## Massachusetts Curriculum Frameworks

### Language Arts

Grade K - Adopted: 2017

<b>FOCUS / COURSE</b>	<b>R.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>STRAND</b>		<b>Key Ideas and Details</b>

STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>FOCUS / COURSE</b>	<b>R.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<b>FOCUS / COURSE</b>	<b>R.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
<b>FOCUS / COURSE</b>	<b>W.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>FOCUS / COURSE</b>	<b>W.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STRAND</b>		<b>Range of Writing</b>
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>FOCUS / COURSE</b>	<b>SL.PK- 12.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>FOCUS / COURSE</b>	<b>L.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>FOCUS / COURSE</b>	<b>L.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Key Ideas and Details</b>
STANDARD / CONCEPT / SKILL	RL.K.2.	With prompting and support, retell familiar stories, including key details.
STANDARD / CONCEPT / SKILL	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
STANDARD / CONCEPT / SKILL	RL.K.5.	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	RL.K.9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
<b>FOCUS / COURSE</b>	<b>RF.K.</b>	<b>Kindergarten Reading Standards for Foundational Skills [RF]</b>

STRAND		Phonological Awareness
STANDARD / CONCEPT / SKILL	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR	RF.K.2.a.	Recognize and produce rhyming words.
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INDICATOR	RF.K.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
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FOCUS / COURSE	W.K.	Kindergarten Writing Standards [W]
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STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.
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FOCUS / COURSE	SL.K.	Kindergarten Speaking and Listening Standards [SL]
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STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
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INDICATOR	SL.K.1.b.	Continue a conversation through multiple exchanges.
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FOCUS / COURSE	L.K.	Kindergarten Language Standards [L]
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STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.
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INDICATOR		Word Usage
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EXPECTATION	L.K.1.c.	Form regular plural nouns orally by adding /s/ or /es/.
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FOCUS / COURSE	L.K.	Kindergarten Language Standards [L]
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STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
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INDICATOR	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
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FOCUS / COURSE	L.K.	Kindergarten Language Standards [L]
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STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL	L.K.6.	Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.
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## Massachusetts Curriculum Frameworks

### Language Arts

Grade K - Adopted: 2017

#### FOCUS / COURSE R.PK-12. College and Career Readiness Anchor Standards for Reading

##### STRAND Key Ideas and Details

STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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#### FOCUS / COURSE R.PK-12. College and Career Readiness Anchor Standards for Reading

##### STRAND Integration of Knowledge and Ideas

STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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STANDARD / CONCEPT / SKILL	R.PK-12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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#### FOCUS / COURSE R.PK-12. College and Career Readiness Anchor Standards for Reading

##### STRAND Range of Reading and Level of Text Complexity

STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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#### FOCUS / COURSE W.PK-12. College and Career Readiness Anchor Standards for Writing

##### STRAND Production and Distribution of Writing

STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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#### FOCUS / COURSE W.PK-12. College and Career Readiness Anchor Standards for Writing

##### STRAND Range of Writing

STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>FOCUS / COURSE</b>	<b>SL.PK- 12.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>FOCUS / COURSE</b>	<b>L.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>FOCUS / COURSE</b>	<b>L.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Key Ideas and Details</b>
STANDARD / CONCEPT / SKILL	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
STANDARD / CONCEPT / SKILL	RL.K.5.	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.K.9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
FOCUS / COURSE	RF.K.	Kindergarten Reading Standards for Foundational Skills [RF]
STRAND		Phonological Awareness
STANDARD / CONCEPT / SKILL	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.K.2.a.	Recognize and produce rhyming words.
FOCUS / COURSE	RF.K.	Kindergarten Reading Standards for Foundational Skills [RF]
STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.K.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
FOCUS / COURSE	W.K.	Kindergarten Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.
FOCUS / COURSE	W.K.	Kindergarten Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.K.10.	Write or dictate writing routinely for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.K.	Kindergarten Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.K.1.b.	Continue a conversation through multiple exchanges.
FOCUS / COURSE	L.K.	Kindergarten Language Standards [L]
STRAND		Conventions of Standard English



STANDARD / CONCEPT / SKILL	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.
INDICATOR		Word Usage
EXPECTATION	L.K.1.c.	Form regular plural nouns orally by adding /s/ or /es/.
FOCUS / COURSE	L.K.	Kindergarten Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
INDICATOR	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Week 20: Unit 3 Modeling Telling Narrative Stories, p. 193-199

## Massachusetts Curriculum Frameworks

### Language Arts

Grade K - Adopted: 2017

#### FOCUS / COURSE R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### FOCUS / COURSE R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK-12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### FOCUS / COURSE R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
<b>FOCUS / COURSE</b>	<b>W.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>FOCUS / COURSE</b>	<b>W.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STRAND</b>		<b>Range of Writing</b>
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>FOCUS / COURSE</b>	<b>SL.PK- 12.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>FOCUS / COURSE</b>	<b>L.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Key Ideas and Details</b>
STANDARD / CONCEPT / SKILL	RL.K.2.	With prompting and support, retell familiar stories, including key details.

STANDARD / CONCEPT / SKILL	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
STANDARD / CONCEPT / SKILL	RL.K.5.	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	RL.K.9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
<b>FOCUS / COURSE</b>	<b>RF.K.</b>	<b>Kindergarten Reading Standards for Foundational Skills [RF]</b>
<b>STRAND</b>		<b>Phonological Awareness</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.K.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
INDICATOR	RF.K.2.a.	Recognize and produce rhyming words.
<b>FOCUS / COURSE</b>	<b>W.K.</b>	<b>Kindergarten Writing Standards [W]</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
STANDARD / CONCEPT / SKILL	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.
<b>FOCUS / COURSE</b>	<b>SL.K.</b>	<b>Kindergarten Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD / CONCEPT / SKILL</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>
INDICATOR	SL.K.1.b.	Continue a conversation through multiple exchanges.
<b>FOCUS / COURSE</b>	<b>L.K.</b>	<b>Kindergarten Language Standards [L]</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.K.5.</b>	<b>With guidance and support from adults, explore word relationships and nuances in word meanings.</b>

INDICATOR	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
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Week 21: Introduction to Unit 5 Modeling Writing from Pictures, p. 201-211

## Massachusetts Curriculum Frameworks

### Language Arts

#### Grade K - Adopted: 2017

<b>FOCUS / COURSE</b>	<b>R.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>STRAND</b>		<b>Key Ideas and Details</b>
STANDARD / CONCEPT / SKILL	R.PK-12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>FOCUS / COURSE</b>	<b>R.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	R.PK-12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<b>FOCUS / COURSE</b>	<b>R.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
<b>FOCUS / COURSE</b>	<b>W.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
<b>FOCUS / COURSE</b>	<b>W.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>

STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>FOCUS / COURSE</b>	<b>W.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STRAND</b>		<b>Range of Writing</b>
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>FOCUS / COURSE</b>	<b>SL.PK- 12.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>FOCUS / COURSE</b>	<b>SL.PK- 12.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SL.PK- 12.4.</b>	<b>Present information, findings, and supporting evidence such that:</b>
INDICATOR	SL.PK- 12.4.a.	Listeners can follow the line of reasoning.
INDICATOR	SL.PK- 12.4.b.	The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
<b>FOCUS / COURSE</b>	<b>L.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Key Ideas and Details</b>
STANDARD / CONCEPT / SKILL	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.

**FOCUS / COURSE**      **RL.K.**      **Kindergarten Reading Standards for Literature [RL]**

STRAND		Craft and Structure
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STANDARD / CONCEPT / SKILL	RL.K.5.	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
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**FOCUS / COURSE**      **RL.K.**      **Kindergarten Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	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).
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STANDARD / CONCEPT / SKILL	RL.K.9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
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**FOCUS / COURSE**      **W.K.**      **Kindergarten Writing Standards [W]**

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.
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**FOCUS / COURSE**      **SL.K.**      **Kindergarten Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
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INDICATOR	SL.K.1.b.	Continue a conversation through multiple exchanges.
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**FOCUS / COURSE**      **L.K.**      **Kindergarten Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
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INDICATOR	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
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Week 22: Unit 5 Modeling Writing from Pictures, p. 213-219

**Massachusetts Curriculum Frameworks**

**Language Arts**

Grade K - Adopted: 2017

**FOCUS / COURSE**      **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**FOCUS / COURSE**      **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK-12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**FOCUS / COURSE**      **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>FOCUS / COURSE</b>	<b>SL.PK- 12.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>FOCUS / COURSE</b>	<b>L.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Key Ideas and Details</b>
STANDARD / CONCEPT / SKILL	RL.K.2.	With prompting and support, retell familiar stories, including key details.
STANDARD / CONCEPT / SKILL	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
STANDARD / CONCEPT / SKILL	RL.K.5.	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	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).



STANDARD / CONCEPT / SKILL	RL.K.9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
<b>FOCUS / COURSE</b>	<b>RF.K.</b>	<b>Kindergarten Reading Standards for Foundational Skills [RF]</b>
<b>STRAND</b>		<b>Phonological Awareness</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.K.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
INDICATOR	RF.K.2.a.	Recognize and produce rhyming words.
<b>FOCUS / COURSE</b>	<b>W.K.</b>	<b>Kindergarten Writing Standards [W]</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
STANDARD / CONCEPT / SKILL	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.
<b>FOCUS / COURSE</b>	<b>SL.K.</b>	<b>Kindergarten Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD / CONCEPT / SKILL</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>
INDICATOR	SL.K.1.b.	Continue a conversation through multiple exchanges.
<b>FOCUS / COURSE</b>	<b>L.K.</b>	<b>Kindergarten Language Standards [L]</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.K.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.</b>
<b>INDICATOR</b>		<b>Word Usage</b>
EXPECTATION	L.K.1.c.	Form regular plural nouns orally by adding /s/ or /es/.
<b>FOCUS / COURSE</b>	<b>L.K.</b>	<b>Kindergarten Language Standards [L]</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.K.5.</b>	<b>With guidance and support from adults, explore word relationships and nuances in word meanings.</b>
INDICATOR	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
<b>FOCUS / COURSE</b>	<b>L.K.</b>	<b>Kindergarten Language Standards [L]</b>

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.K.6.	Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.

Week 23: Unit 5 Modeling Writing from Pictures, p. 221-227

## Massachusetts Curriculum Frameworks

### Language Arts

Grade K - Adopted: 2017

#### FOCUS / COURSE R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### FOCUS / COURSE R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK-12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### FOCUS / COURSE R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

#### FOCUS / COURSE W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**FOCUS / COURSE**      **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**FOCUS / COURSE**      **RL.K. Kindergarten Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.

**FOCUS / COURSE**      **RL.K. Kindergarten Reading Standards for Literature [RL]**

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.K.5.	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).

**FOCUS / COURSE**      **RL.K.**      **Kindergarten Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	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).
STANDARD / CONCEPT / SKILL	RL.K.9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**FOCUS / COURSE**      **RF.K.**      **Kindergarten Reading Standards for Foundational Skills [RF]**

STRAND		Phonological Awareness
STANDARD / CONCEPT / SKILL	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.K.2.a.	Recognize and produce rhyming words.

**FOCUS / COURSE**      **W.K.**      **Kindergarten Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.

**FOCUS / COURSE**      **SL.K.**      **Kindergarten Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.K.1.b.	Continue a conversation through multiple exchanges.

**FOCUS / COURSE**      **L.K.**      **Kindergarten Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
INDICATOR	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Week 24: Unit 5 Modeling Writing from Pictures, p. 229-235

**FOCUS / COURSE**      **R.PK-12.**      **College and Career Readiness Anchor Standards for Reading**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**FOCUS / COURSE**      **R.PK-12.**      **College and Career Readiness Anchor Standards for Reading**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK-12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**FOCUS / COURSE**      **R.PK-12.**      **College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

**FOCUS / COURSE**      **W.PK-12.**      **College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

**FOCUS / COURSE**      **W.PK-12.**      **College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**FOCUS / COURSE**      **W.PK-12.**      **College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>FOCUS / COURSE</b>	<b>SL.PK- 12.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>FOCUS / COURSE</b>	<b>L.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>FOCUS / COURSE</b>	<b>L.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Key Ideas and Details</b>
STANDARD / CONCEPT / SKILL	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
STANDARD / CONCEPT / SKILL	RL.K.5.	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>

STANDARD / CONCEPT / SKILL	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).
STANDARD / CONCEPT / SKILL	RL.K.9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
<b>FOCUS / COURSE</b>	<b>RF.K.</b>	<b>Kindergarten Reading Standards [RF]</b>
STRAND		Phonological Awareness
STANDARD / CONCEPT / SKILL	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.K.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
<b>FOCUS / COURSE</b>	<b>W.K.</b>	<b>Kindergarten Writing Standards [W]</b>
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.
<b>FOCUS / COURSE</b>	<b>SL.K.</b>	<b>Kindergarten Speaking and Listening Standards [SL]</b>
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.K.1.b.	Continue a conversation through multiple exchanges.
<b>FOCUS / COURSE</b>	<b>L.K.</b>	<b>Kindergarten Language Standards [L]</b>
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.
INDICATOR		Word Usage
EXPECTATION	L.K.1.c.	Form regular plural nouns orally by adding /s/ or /es/.
<b>FOCUS / COURSE</b>	<b>L.K.</b>	<b>Kindergarten Language Standards [L]</b>
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.

INDICATOR	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
<b>FOCUS / COURSE</b>	<b>L.K.</b>	<b>Kindergarten Language Standards [L]</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD / CONCEPT / SKILL	L.K.6.	Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.

Week 25: Revisiting Unit 2, p. 243-249

## Massachusetts Curriculum Frameworks

### Language Arts

Grade K - Adopted: 2017

<b>FOCUS / COURSE</b>	<b>R.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
<b>FOCUS / COURSE</b>	<b>W.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
<b>FOCUS / COURSE</b>	<b>W.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STRAND</b>		<b>Range of Writing</b>
STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>FOCUS / COURSE</b>	<b>SL.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.



**FOCUS / COURSE**      **L.PK-12.**      **College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**FOCUS / COURSE**      **L.PK-12.**      **College and Career Readiness Anchor Standards for Language**

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**FOCUS / COURSE**      **RL.K.**      **Kindergarten Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	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).

**FOCUS / COURSE**      **RF.K.**      **Kindergarten Reading Standards for Foundational Skills [RF]**

STRAND		Print Concepts
STANDARD / CONCEPT / SKILL	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.K.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.

**FOCUS / COURSE**      **W.K.**      **Kindergarten Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.

**FOCUS / COURSE**      **SL.K.**      **Kindergarten Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.K.1.b.	Continue a conversation through multiple exchanges.
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Week 26: Revisiting Unit 2, p. 251-257

## Massachusetts Curriculum Frameworks

### Language Arts

Grade K - Adopted: 2017

#### FOCUS / COURSE R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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#### FOCUS / COURSE W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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#### FOCUS / COURSE W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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#### FOCUS / COURSE SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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#### FOCUS / COURSE L.PK-12. College and Career Readiness Anchor Standards for Language

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>FOCUS / COURSE</b>	<b>L.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Knowledge of Language</b>
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	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>FOCUS / COURSE</b>	<b>RF.K.</b>	<b>Kindergarten Reading Standards for Foundational Skills [RF]</b>
<b>STRAND</b>		<b>Print Concepts</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.K.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
INDICATOR	RF.K.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
<b>FOCUS / COURSE</b>	<b>W.K.</b>	<b>Kindergarten Writing Standards [W]</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
STANDARD / CONCEPT / SKILL	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.
<b>FOCUS / COURSE</b>	<b>SL.K.</b>	<b>Kindergarten Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD / CONCEPT / SKILL</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>
INDICATOR	SL.K.1.b.	Continue a conversation through multiple exchanges.

Week 27: Revisiting Unit 2, p. 259-265

## Massachusetts Curriculum Frameworks

### Language Arts

Grade K - Adopted: 2017

**FOCUS / COURSE**      **R.PK-12.**      **College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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**FOCUS / COURSE**      **W.PK-12.**      **College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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**FOCUS / COURSE**      **W.PK-12.**      **College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**FOCUS / COURSE**      **SL.PK-12.**      **College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**FOCUS / COURSE**      **L.PK-12.**      **College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**FOCUS / COURSE**      **L.PK-12.**      **College and Career Readiness Anchor Standards for Language**

STRAND		Knowledge of Language
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STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>FOCUS / COURSE</b>	<b>RL.K.</b>	<b>Kindergarten Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	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>FOCUS / COURSE</b>	<b>RF.K.</b>	<b>Kindergarten Reading Standards for Foundational Skills [RF]</b>
<b>STRAND</b>		<b>Print Concepts</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.K.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
INDICATOR	RF.K.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
<b>FOCUS / COURSE</b>	<b>W.K.</b>	<b>Kindergarten Writing Standards [W]</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
STANDARD / CONCEPT / SKILL	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.
<b>FOCUS / COURSE</b>	<b>SL.K.</b>	<b>Kindergarten Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD / CONCEPT / SKILL</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>
INDICATOR	SL.K.1.b.	Continue a conversation through multiple exchanges.

Week 28: Revisiting Unit 2, p. 267-273

## Massachusetts Curriculum Frameworks

### Language Arts

Grade K - Adopted: 2017

<b>FOCUS / COURSE</b>	<b>R.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**FOCUS / COURSE**      **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**FOCUS / COURSE**      **RI.K. Kindergarten Reading Standards for Informational Text [RI]**

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	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).
<b>FOCUS / COURSE</b>	<b>RF.K.</b>	<b>Kindergarten Reading Standards for Foundational Skills [RF]</b>
<b>STRAND</b>		<b>Print Concepts</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.K.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>

INDICATOR	RF.K.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
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<b>FOCUS / COURSE</b>	<b>SL.K.</b>	<b>Kindergarten Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD / CONCEPT / SKILL</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>

INDICATOR	SL.K.1.b.	Continue a conversation through multiple exchanges.
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Week 29: Revisiting Unit 2, p. 275-282

## Massachusetts Curriculum Frameworks

### Language Arts

#### Grade K - Adopted: 2017

<b>FOCUS / COURSE</b>	<b>R.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>

STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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<b>FOCUS / COURSE</b>	<b>W.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>

STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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<b>FOCUS / COURSE</b>	<b>W.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STRAND</b>		<b>Range of Writing</b>

STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>FOCUS / COURSE</b>	<b>SL.PK- 12.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>FOCUS / COURSE</b>	<b>L.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>FOCUS / COURSE</b>	<b>L.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Knowledge of Language</b>
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>FOCUS / COURSE</b>	<b>RI.K.</b>	<b>Kindergarten Reading Standards for Informational Text [RI]</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	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).
<b>FOCUS / COURSE</b>	<b>RF.K.</b>	<b>Kindergarten Reading Standards for Foundational Skills [RF]</b>
<b>STRAND</b>		<b>Print Concepts</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.K.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
INDICATOR	RF.K.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
<b>FOCUS / COURSE</b>	<b>SL.K.</b>	<b>Kindergarten Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>



<b>STANDARD / CONCEPT / SKILL</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>INDICATOR</b>	<b>SL.K.1.b.</b>	Continue a conversation through multiple exchanges.

Week 30: Revisting Unit 5, p. 283-288

## Massachusetts Curriculum Frameworks

### Language Arts

Grade K - Adopted: 2017

#### **FOCUS / COURSE**      **R.PK-12.**      **College and Career Readiness Anchor Standards for Reading**

##### **STRAND**      **Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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#### **FOCUS / COURSE**      **W.PK-12.**      **College and Career Readiness Anchor Standards for Writing**

##### **STRAND**      **Text Types and Purposes**

STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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#### **FOCUS / COURSE**      **W.PK-12.**      **College and Career Readiness Anchor Standards for Writing**

##### **STRAND**      **Production and Distribution of Writing**

STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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#### **FOCUS / COURSE**      **W.PK-12.**      **College and Career Readiness Anchor Standards for Writing**

##### **STRAND**      **Range of Writing**

STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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#### **FOCUS / COURSE**      **SL.PK- 12.**      **College and Career Readiness Anchor Standards for Speaking and Listening**

##### **STRAND**      **Comprehension and Collaboration**

STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>FOCUS / COURSE</b>	<b>SL.PK- 12.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SL.PK- 12.4.</b>	<b>Present information, findings, and supporting evidence such that:</b>
INDICATOR	SL.PK- 12.4.a.	Listeners can follow the line of reasoning.
INDICATOR	SL.PK- 12.4.b.	The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
<b>FOCUS / COURSE</b>	<b>L.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>FOCUS / COURSE</b>	<b>L.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Knowledge of Language</b>
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>FOCUS / COURSE</b>	<b>RI.K.</b>	<b>Kindergarten Reading Standards for Informational Text [RI]</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	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).
<b>FOCUS / COURSE</b>	<b>RF.K.</b>	<b>Kindergarten Reading Standards for Foundational Skills [RF]</b>
<b>STRAND</b>		<b>Print Concepts</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.K.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
INDICATOR	RF.K.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.

<b>FOCUS / COURSE</b>	<b>W.K.</b>	<b>Kindergarten Writing Standards [W]</b>
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STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.K.6.	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.

<b>FOCUS / COURSE</b>	<b>SL.K.</b>	<b>Kindergarten Speaking and Listening Standards [SL]</b>
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STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.K.1.b.	Continue a conversation through multiple exchanges.
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