

# Main Criteria: Classroom Supplement and Lesson Plans - Kindergarten

**Secondary Criteria:** New York P-12 Learning Standards

**Subject:** Language Arts

**Grade:** K

## Classroom Supplement and Lesson Plans - Kindergarten

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

### New York P-12 Learning Standards

**Language Arts**

**Grade K - Adopted: 2017/Effective 2020**

**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE  
EXPECTATION

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE  
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE  
EXPECTATION

2

Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE EXPECTATION	1	Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	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.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards (Literary and Informational Text)   KR
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	KR3:	Identify characters, settings, major events in a story, or pieces of information in a text. (RI&RL)
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards (Literary and Informational Text)   KR
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	KRF7:	Describe the relationship between illustrations and the text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDING		Print Concepts
EXPECTATION / CONTENT SPECIFICATION	KRF1:	Demonstrate understanding of the organization and basic features of print.
GRADE EXPECTATION	KRF1b:	Recognize that spoken words are represented in written language by specific sequences of letters.
GRADE EXPECTATION	KRF1d:	Recognize and name all upper- and lowercase letters of the alphabet.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonological Awareness
EXPECTATION / CONTENT SPECIFICATION	KRF2:	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
GRADE EXPECTATION	KRF2a:	Recognize and produce spoken rhyming words.
GRADE EXPECTATION	KRF2c:	Blend and segment onsets and rimes of spoken words.
GRADE EXPECTATION	KRF2d:	Blend and segment individual sounds (phonemes) in spoken one-syllable words.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonics and Word Recognition

EXPECTATION / CONTENT SPECIFICATION	KRF3:	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE EXPECTATION	KRF3a:	Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.
GRADE EXPECTATION	KRF3b:	Decode short vowel sounds with common spellings.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Writing Standards   KW
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	KW7:	Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways (e.g., drawing, oral expression, and/or emergent writing).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Speaking and Listening Standards   KSL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	KSL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
GRADE EXPECTATION	KSL1b:	Participate in conversations through multiple exchanges.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	KL1:1	Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.

GRADE EXPECTATION	KL1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	KL1:3	Use common, proper, and possessive nouns.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:

GRADE EXPECTATION	KL2:3	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
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<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	KL5:	Explore and discuss word relationships and word meanings.

GRADE EXPECTATION	KL5a:	Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.
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GRADE EXPECTATION	KL5b:	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
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## New York P-12 Learning Standards

### Language Arts

#### Grade K - Adopted: 2017/Effective 2020

<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards (Literary and Informational Text)   KR
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	KR7:	Describe the relationship between illustrations and the text. (RI&RL)
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonological Awareness
EXPECTATION / CONTENT SPECIFICATION	KRF2:	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

GRADE EXPECTATION	KRF2a:	Recognize and produce spoken rhyming words.
GRADE EXPECTATION	KRF2c:	Blend and segment onsets and rimes of spoken words.
GRADE EXPECTATION	KRF2d:	Blend and segment individual sounds (phonemes) in spoken one-syllable words.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
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<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Phonics and Word Recognition</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>KRF3:</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

GRADE EXPECTATION	KRF3a:	Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.
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GRADE EXPECTATION	KRF3b:	Decode short vowel sounds with common spellings.
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**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Kindergarten Writing Standards   KW</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>

EXPECTATION / CONTENT SPECIFICATION	KW1:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.
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EXPECTATION / CONTENT SPECIFICATION	KW2:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.
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EXPECTATION / CONTENT SPECIFICATION	KW4:	Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
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**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Kindergarten Speaking and Listening Standards   KSL</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>KSL1:</b>	<b>Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.</b>

GRADE EXPECTATION	KSL1b:	Participate in conversations through multiple exchanges.
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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL1:	Core Conventions Skills for Prekindergarten - Grade 2:

GRADE EXPECTATION	KL1:1	Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.
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GRADE EXPECTATION	KL1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
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GRADE EXPECTATION	KL1:3	Use common, proper, and possessive nouns.
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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:

GRADE EXPECTATION	KL2:3	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	KL5:	Explore and discuss word relationships and word meanings.

GRADE EXPECTATION	KL5b:	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
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GRADE EXPECTATION	KL5d:	Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings.
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## New York P-12 Learning Standards

### Language Arts

Grade K - Adopted: 2017/Effective 2020

#### STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas
GRADE EXPECTATION	9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

#### STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning
GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards (Literary and Informational Text)   KR
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	KR2:	Retell stories or share key details from a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	KR3:	Identify characters, settings, major events in a story, or pieces of information in a text. (RI&RL)
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonological Awareness
EXPECTATION / CONTENT SPECIFICATION	KRF2:	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

GRADE EXPECTATION	KRF2a:	Recognize and produce spoken rhyming words.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDI NG		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	KRF3:	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE EXPECTATION	KRF3a:	Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Writing Standards   KW
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	KW1:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.
EXPECTATION / CONTENT SPECIFICATION	KW2:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.
EXPECTATION / CONTENT SPECIFICATION	KW4:	Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Speaking and Listening Standards   KSL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	KSL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

GRADE EXPECTATION	KS1b:	Participate in conversations through multiple exchanges.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	KL1:1	Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.
GRADE EXPECTATION	KL1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	KL1:3	Use common, proper, and possessive nouns.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	KL2:2	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy).
GRADE EXPECTATION	KL2:3	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
GRADE EXPECTATION	KL2:8	Use an apostrophe to form contractions and frequently occurring possessives.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	KL5:	Explore and discuss word relationships and word meanings.
GRADE EXPECTATION	KL5d:	Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings.

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New York P-12 Learning Standards

Language Arts

Grade K - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas
GRADE EXPECTATION	9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
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CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards (Literary and Informational Text)   KR
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	KR3:	Identify characters, settings, major events in a story, or pieces of information in a text. (RI&RL)
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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards (Literary and Informational Text)   KR
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	KR4:	Identify specific words that express feelings and senses. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDI NG		Print Concepts
EXPECTATION / CONTENT SPECIFICATION	KRF1:	Demonstrate understanding of the organization and basic features of print.

GRADE EXPECTATION	KRF1d:	Recognize and name all upper- and lowercase letters of the alphabet.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDI NG		Phonological Awareness
EXPECTATION / CONTENT SPECIFICATION	KRF2:	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

GRADE EXPECTATION	KRF2a:	Recognize and produce spoken rhyming words.
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GRADE EXPECTATION	KRF2b:	Blend and segment syllables in spoken words.
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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
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CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDI NG		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	KRF3:	Know and apply grade-level phonics and word analysis skills in decoding words.

GRADE EXPECTATION	KRF3a:	Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.
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GRADE EXPECTATION	KRF3b:	Decode short vowel sounds with common spellings.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Writing Standards   KW
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	KW1:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.
EXPECTATION / CONTENT SPECIFICATION	KW2:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.
EXPECTATION / CONTENT SPECIFICATION	KW3:	Use a combination of drawing, dictating oral expression, and/or emergent writing to narrate an event or events in a sequence.
EXPECTATION / CONTENT SPECIFICATION	KW4:	Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Speaking and Listening Standards   KSL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	KSL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
GRADE EXPECTATION	KSL1b:	Participate in conversations through multiple exchanges.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL



STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL1:	Core Conventions Skills for Prekindergarten - Grade 2:

GRADE EXPECTATION	KL1:1	Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.
GRADE EXPECTATION	KL1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	KL1:3	Use common, proper, and possessive nouns.

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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:

GRADE EXPECTATION	KL2:2	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy).
GRADE EXPECTATION	KL2:3	Write a letter or letters for most consonant and short-vowel sounds (phonemes).

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	KL5:	Explore and discuss word relationships and word meanings.

GRADE EXPECTATION	KL5b:	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
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GRADE EXPECTATION	KL5d:	Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings.
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Week 05: Pre-writing, p. 65-71

## New York P-12 Learning Standards

### Language Arts

Grade K - Adopted: 2017/Effective 2020

#### STRAND / DOMAIN / UNIFYING THEME

#### New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE  
EXPECTATION

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### STRAND / DOMAIN / UNIFYING THEME

#### New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE  
EXPECTATION

9

Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

#### STRAND / DOMAIN / UNIFYING THEME

#### New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
<b>New York State Next Generation English Language Arts Learning Standards</b>		
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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<b>STRAND / DOMAIN / UNIFYING THEME</b>		
<b>New York State Next Generation English Language Arts Learning Standards</b>		
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
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<b>STRAND / DOMAIN / UNIFYING THEME</b>		
<b>New York State Next Generation English Language Arts Learning Standards</b>		
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards (Literary and Informational Text)   KR
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	KR3:	Identify characters, settings, major events in a story, or pieces of information in a text. (RI&RL)

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonological Awareness
EXPECTATION / CONTENT SPECIFICATION	KRF2:	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

GRADE  
EXPECTATION

KRF2a:

Recognize and produce spoken rhyming words.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	KRF3:	Know and apply grade-level phonics and word analysis skills in decoding words.

GRADE  
EXPECTATION

KRF3a:

Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.

GRADE  
EXPECTATION

KRF3b:

Decode short vowel sounds with common spellings.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Writing Standards   KW
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION /  
CONTENT  
SPECIFICATION

KW1:

Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.

EXPECTATION /  
CONTENT  
SPECIFICATION

KW2:

Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.

EXPECTATION / CONTENT SPECIFICATION	KW4:	Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Speaking and Listening Standards   KSL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	KSL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
GRADE EXPECTATION	KSL1b:	Participate in conversations through multiple exchanges.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	KL1:1	Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.
GRADE EXPECTATION	KL1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	KL1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	KL1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL

STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	KL2:2	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy).
GRADE EXPECTATION	KL2:3	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
GRADE EXPECTATION	KL2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	KL2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	KL5:	Explore and discuss word relationships and word meanings.
GRADE EXPECTATION	KL5b:	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
GRADE EXPECTATION	KL5d:	Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings.

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

**New York P-12 Learning Standards**

**Language Arts**

Grade K - Adopted: 2017/Effective 2020

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE  
EXPECTATION

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE  
EXPECTATION

9

Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE  
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE  
EXPECTATION

2

Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning
GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards (Literary and Informational Text)   KR
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	KR3:	Identify characters, settings, major events in a story, or pieces of information in a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards (Literary and Informational Text)   KR
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	KR4:	Identify specific words that express feelings and senses. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonological Awareness
EXPECTATION / CONTENT SPECIFICATION	KRF2:	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
GRADE EXPECTATION	KRF2a:	Recognize and produce spoken rhyming words.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	



CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	KRF3:	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE EXPECTATION	KRF3a:	Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.
GRADE EXPECTATION	KRF3b:	Decode short vowel sounds with common spellings.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Writing Standards   KW
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	KW4:	Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Writing Standards   KW
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	KW7:	Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways (e.g., drawing, oral expression, and/or emergent writing).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Speaking and Listening Standards   KSL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>KSL1:</b>	<b>Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.</b>
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GRADE  
EXPECTATION

KSL1b:

Participate in conversations through multiple exchanges.

**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Kindergarten Language Standards   KL</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>KL1:</b>	<b>Core Conventions Skills for Prekindergarten - Grade 2:</b>

GRADE  
EXPECTATION

KL1:1

Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.

GRADE  
EXPECTATION

KL1:2

Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.

GRADE  
EXPECTATION

KL1:3

Use common, proper, and possessive nouns.

GRADE  
EXPECTATION

KL1:11

Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves).

GRADE  
EXPECTATION

KL1:13

Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.

GRADE  
EXPECTATION

KL1:15

Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Kindergarten Language Standards   KL</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>KL2:</b>	<b>Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:</b>

GRADE EXPECTATION	KL2:2	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy).
GRADE EXPECTATION	KL2:3	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
GRADE EXPECTATION	KL2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	KL2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	KL4:	Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences, including, but not limited to the following:

GRADE EXPECTATION	KL4b:	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
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**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	KL5:	Explore and discuss word relationships and word meanings.

GRADE EXPECTATION	KL5b:	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
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GRADE EXPECTATION	KL5d:	Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings.
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Week 07: Pre-writing, p. 81-87

## Language Arts

Grade K - Adopted: 2017/Effective 2020

### STRAND / DOMAIN / UNIFYING THEME      New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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### STRAND / DOMAIN / UNIFYING THEME      New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE EXPECTATION	9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
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### STRAND / DOMAIN / UNIFYING THEME      New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE  
EXPECTATION

2

Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE  
EXPECTATION

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.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards (Literary and Informational Text)   KR
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details

EXPECTATION /  
CONTENT  
SPECIFICATION

KR2:

Retell stories or share key details from a text. (RI&RL)

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards (Literary and Informational Text)   KR
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STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
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EXPECTATION / CONTENT SPECIFICATION	KR4:	Identify specific words that express feelings and senses. (RI&RL)
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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
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CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
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STANDARD / CONCEPTUAL UNDERSTANDING		Phonological Awareness
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EXPECTATION / CONTENT SPECIFICATION	KRF2:	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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GRADE EXPECTATION	KRF2a:	Recognize and produce spoken rhyming words.
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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
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CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
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STANDARD / CONCEPTUAL UNDERSTANDING		Phonics and Word Recognition
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EXPECTATION / CONTENT SPECIFICATION	KRF3:	Know and apply grade-level phonics and word analysis skills in decoding words.
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GRADE EXPECTATION	KRF3a:	Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.
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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
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CATEGORY / CLUSTER / KEY IDEA		Kindergarten Writing Standards   KW
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
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EXPECTATION / CONTENT SPECIFICATION	KW1:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.
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EXPECTATION / CONTENT SPECIFICATION	KW2:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.
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EXPECTATION / CONTENT SPECIFICATION	KW4:	Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Speaking and Listening Standards   KSL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	KSL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

GRADE EXPECTATION	KSL1b:	Participate in conversations through multiple exchanges.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL1:	Core Conventions Skills for Prekindergarten - Grade 2:

GRADE EXPECTATION	KL1:1	Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.
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GRADE EXPECTATION	KL1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
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GRADE EXPECTATION	KL1:3	Use common, proper, and possessive nouns.
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GRADE EXPECTATION	KL1:11	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves).
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GRADE EXPECTATION	KL1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
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GRADE EXPECTATION	KL1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Kindergarten Language Standards   KL</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>KL2:</b>	<b>Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:</b>
GRADE EXPECTATION	KL2:2	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy).
GRADE EXPECTATION	KL2:3	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
GRADE EXPECTATION	KL2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	KL2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Kindergarten Language Standards   KL</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>KL5:</b>	<b>Explore and discuss word relationships and word meanings.</b>
GRADE EXPECTATION	KL5a:	Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.
GRADE EXPECTATION	KL5c:	Use words to identify and describe the world, making connections between words and their use (e.g., places at home that are colorful).
GRADE EXPECTATION	KL5d:	Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings.



## New York P-12 Learning Standards

### Language Arts

Grade K - Adopted: 2017/Effective 2020

#### STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE EXPECTATION 9 Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

#### STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning
GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards (Literary and Informational Text)   KR
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	KR3:	Identify characters, settings, major events in a story, or pieces of information in a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards (Literary and Informational Text)   KR
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	KR4:	Identify specific words that express feelings and senses. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF

STANDARD / CONCEPTUAL UNDERSTANDING		Phonological Awareness
EXPECTATION / CONTENT SPECIFICATION	KRF2:	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

GRADE EXPECTATION	KRF2a:	Recognize and produce spoken rhyming words.
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GRADE EXPECTATION	KRF2c:	Blend and segment onsets and rimes of spoken words.
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**STRAND /  
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UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	KRF3:	Know and apply grade-level phonics and word analysis skills in decoding words.

GRADE EXPECTATION	KRF3a:	Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.
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GRADE EXPECTATION	KRF3b:	Decode short vowel sounds with common spellings.
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**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Writing Standards   KW
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	KW1:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.
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EXPECTATION / CONTENT SPECIFICATION	KW2:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.
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EXPECTATION / CONTENT SPECIFICATION	KW4:	Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
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**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Kindergarten Speaking and Listening Standards   KSL</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>KSL1:</b>	<b>Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.</b>

GRADE  
EXPECTATION

KSL1b:

Participate in conversations through multiple exchanges.

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**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Kindergarten Language Standards   KL</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>KL1:</b>	<b>Core Conventions Skills for Prekindergarten - Grade 2:</b>

GRADE  
EXPECTATION

KL1:1

Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.

GRADE  
EXPECTATION

KL1:2

Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.

GRADE  
EXPECTATION

KL1:3

Use common, proper, and possessive nouns.

GRADE  
EXPECTATION

KL1:9

Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

GRADE  
EXPECTATION

KL1:12

Use verbs → Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). → Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

GRADE  
EXPECTATION

KL1:13

Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.

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**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Kindergarten Language Standards   KL</b>
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STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	KL2:2	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy).

GRADE EXPECTATION	KL2:3	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	KL5:	Explore and discuss word relationships and word meanings.
GRADE EXPECTATION	KL5b:	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
GRADE EXPECTATION	KL5d:	Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings.

Week 09: Pre-writing, p. 97-103

**New York P-12 Learning Standards**

**Language Arts**

Grade K - Adopted: 2017/Effective 2020

**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE EXPECTATION	9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
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<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards (Literary and Informational Text)   KR
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	KR4:	Identify specific words that express feelings and senses. (RI&RL)

**STRAND /  
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UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonological Awareness
EXPECTATION / CONTENT SPECIFICATION	KRF2:	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
GRADE EXPECTATION	KRF2a:	Recognize and produce spoken rhyming words.
GRADE EXPECTATION	KRF2b:	Blend and segment syllables in spoken words.
GRADE EXPECTATION	KRF2c:	Blend and segment onsets and rimes of spoken words.
GRADE EXPECTATION	KRF2d:	Blend and segment individual sounds (phonemes) in spoken one-syllable words.

**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	KRF3:	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE EXPECTATION	KRF3a:	Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.
GRADE EXPECTATION	KRF3b:	Decode short vowel sounds with common spellings.

**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Writing Standards   KW
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	KW1:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.
EXPECTATION / CONTENT SPECIFICATION	KW2:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.
EXPECTATION / CONTENT SPECIFICATION	KW4:	Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).

**STRAND /  
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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Speaking and Listening Standards   KSL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	KSL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

GRADE  
EXPECTATION

KSL1b: Participate in conversations through multiple exchanges.

**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL1:	Core Conventions Skills for Prekindergarten - Grade 2:

GRADE  
EXPECTATION

KL1:1 Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.

GRADE  
EXPECTATION

KL1:2 Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.

GRADE  
EXPECTATION

KL1:3 Use common, proper, and possessive nouns.

GRADE  
EXPECTATION

KL1:13 Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.



GRADE EXPECTATION	KL1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).
<div> <div>STRAND / DOMAIN / UNIFYING THEME</div> <div>New York State Next Generation English Language Arts Learning Standards</div> </div>		
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	KL2:2	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy).
GRADE EXPECTATION	KL2:3	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
GRADE EXPECTATION	KL2:8	Use an apostrophe to form contractions and frequently occurring possessives.
<div> <div>STRAND / DOMAIN / UNIFYING THEME</div> <div>New York State Next Generation English Language Arts Learning Standards</div> </div>		
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	KL5:	Explore and discuss word relationships and word meanings.
GRADE EXPECTATION	KL5a:	Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.
GRADE EXPECTATION	KL5d:	Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings.
<div>Week 10: Pre-writing, p. 105-111</div>		

## New York P-12 Learning Standards

### Language Arts

Grade K - Adopted: 2017/Effective 2020

**STRAND /  
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UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
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**STRAND /  
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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonological Awareness
EXPECTATION / CONTENT SPECIFICATION	KRF2:	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

GRADE EXPECTATION	KRF2a:	Recognize and produce spoken rhyming words.
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GRADE EXPECTATION	KRF2c:	Blend and segment onsets and rimes of spoken words.
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GRADE EXPECTATION	KRF2d:	Blend and segment individual sounds (phonemes) in spoken one-syllable words.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	KRF3:	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE EXPECTATION	KRF3a:	Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.
GRADE EXPECTATION	KRF3b:	Decode short vowel sounds with common spellings.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Writing Standards   KW
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	KW1:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.
EXPECTATION / CONTENT SPECIFICATION	KW2:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.
EXPECTATION / CONTENT SPECIFICATION	KW4:	Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Speaking and Listening Standards   KSL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	KSL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
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GRADE  
EXPECTATION

KSL1b:

Participate in conversations through multiple exchanges.

**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL1:	Core Conventions Skills for Prekindergarten - Grade 2:

GRADE  
EXPECTATION

KL1:1

Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.

GRADE  
EXPECTATION

KL1:2

Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.

GRADE  
EXPECTATION

KL1:3

Use common, proper, and possessive nouns.

GRADE  
EXPECTATION

KL1:11

Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves).

GRADE  
EXPECTATION

KL1:13

Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.

GRADE  
EXPECTATION

KL1:15

Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:

GRADE EXPECTATION	KL2:2	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy).
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GRADE EXPECTATION	KL2:3	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
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**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	KL5:	Explore and discuss word relationships and word meanings.

GRADE EXPECTATION	KL5d:	Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings.
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Week 11: Pre-writing, p. 113-119

**New York P-12 Learning Standards**

**Language Arts**  
**Grade K - Adopted: 2017/Effective 2020**

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE EXPECTATION	9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
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**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
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**STRAND /  
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UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards (Literary and Informational Text)   KR
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	KR4:	Identify specific words that express feelings and senses. (RI&RL)
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**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonological Awareness
EXPECTATION / CONTENT SPECIFICATION	KRF2:	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

GRADE EXPECTATION	KRF2a:	Recognize and produce spoken rhyming words.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Writing Standards   KW
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	KW1:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.
EXPECTATION / CONTENT SPECIFICATION	KW2:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.
EXPECTATION / CONTENT SPECIFICATION	KW3:	Use a combination of drawing, dictating oral expression, and/or emergent writing to narrate an event or events in a sequence.
EXPECTATION / CONTENT SPECIFICATION	KW4:	Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Speaking and Listening Standards   KSL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	KSL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
GRADE EXPECTATION	KSL1b:	Participate in conversations through multiple exchanges.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL

STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	KL1:1	Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.
GRADE EXPECTATION	KL1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	KL1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	KL1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	KL1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	KL2:1	Attempt to write symbols or letters to represent words.
GRADE EXPECTATION	KL2:3	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
GRADE EXPECTATION	KL2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use



EXPECTATION / CONTENT SPECIFICATION	KL4:	Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences, including, but not limited to the following:
GRADE EXPECTATION	KL4b:	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	KL5:	Explore and discuss word relationships and word meanings.
GRADE EXPECTATION	KL5d:	Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings.

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

New York P-12 Learning Standards

Language Arts

Grade K - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas
GRADE EXPECTATION	9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards (Literary and Informational Text)   KR
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	KR4:	Identify specific words that express feelings and senses. (RI&RL)
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDING		Print Concepts
EXPECTATION / CONTENT SPECIFICATION	KRF1:	Demonstrate understanding of the organization and basic features of print.

GRADE EXPECTATION	KRF1d:	Recognize and name all upper- and lowercase letters of the alphabet.
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**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonological Awareness
EXPECTATION / CONTENT SPECIFICATION	KRF2:	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

GRADE EXPECTATION	KRF2a:	Recognize and produce spoken rhyming words.
GRADE EXPECTATION	KRF2c:	Blend and segment onsets and rimes of spoken words.
GRADE EXPECTATION	KRF2d:	Blend and segment individual sounds (phonemes) in spoken one-syllable words.

**STRAND /  
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UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Writing Standards   KW
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	KW4:	Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
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**STRAND /  
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UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Writing Standards   KW
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	KW7:	Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways (e.g., drawing, oral expression, and/or emergent writing).
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**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Speaking and Listening Standards   KSL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	KSL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

GRADE  
EXPECTATION

KSL1b:

Participate in conversations through multiple exchanges.

**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL1:	Core Conventions Skills for Prekindergarten - Grade 2:

GRADE  
EXPECTATION

KL1:1

Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.

GRADE  
EXPECTATION

KL1:2

Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.

GRADE  
EXPECTATION

KL1:3

Use common, proper, and possessive nouns.

GRADE  
EXPECTATION

KL1:11

Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves).

GRADE  
EXPECTATION

KL1:12

Use verbs → Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). → Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

GRADE  
EXPECTATION

KL1:13

Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.

GRADE  
EXPECTATION

KL1:15

Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

**STRAND /  
DOMAIN /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
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STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	KL2:2	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy).
GRADE EXPECTATION	KL2:3	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
GRADE EXPECTATION	KL2:8	Use an apostrophe to form contractions and frequently occurring possessives.

**STRAND /  
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UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	KL4:	Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences, including, but not limited to the following:
GRADE EXPECTATION	KL4b:	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	KL5:	Explore and discuss word relationships and word meanings.
GRADE EXPECTATION	KL5a:	Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.
GRADE EXPECTATION	KL5d:	Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings.

# New York P-12 Learning Standards

## Language Arts

Grade K - Adopted: 2017/Effective 2020

### STRAND / DOMAIN / UNIFYING THEME

#### New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE EXPECTATION 9 Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

### STRAND / DOMAIN / UNIFYING THEME

#### New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION 2 Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

### STRAND / DOMAIN / UNIFYING THEME

#### New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards (Literary and Informational Text)   KR
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	KR7:	Describe the relationship between illustrations and the text. (RI&RL)
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**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonological Awareness
EXPECTATION / CONTENT SPECIFICATION	KRF2:	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

GRADE EXPECTATION	KRF2a:	Recognize and produce spoken rhyming words.
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GRADE EXPECTATION	KRF2c:	Blend and segment onsets and rimes of spoken words.
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GRADE EXPECTATION	KRF2d:	Blend and segment individual sounds (phonemes) in spoken one-syllable words.
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**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency

EXPECTATION / CONTENT SPECIFICATION	KRF4:	Will engage with emergent level texts and read-alouds to demonstrate comprehension.
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**STRAND /  
DOMAIN /  
UNIFYING  
THEME****New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Writing Standards   KW
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	KW1:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.
EXPECTATION / CONTENT SPECIFICATION	KW2:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.
EXPECTATION / CONTENT SPECIFICATION	KW3:	Use a combination of drawing, dictating oral expression, and/or emergent writing to narrate an event or events in a sequence.
EXPECTATION / CONTENT SPECIFICATION	KW4:	Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).

**STRAND /  
DOMAIN /  
UNIFYING  
THEME****New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Writing Standards   KW
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	KW7:	Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways (e.g., drawing, oral expression, and/or emergent writing).

**STRAND /  
DOMAIN /  
UNIFYING  
THEME****New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Speaking and Listening Standards   KSL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	KSL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.



GRADE EXPECTATION	KS1b:	Participate in conversations through multiple exchanges.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	KL1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	KL1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	KL1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	KL1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	KL2:1	Attempt to write symbols or letters to represent words.
GRADE EXPECTATION	KL2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	KL2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	KL5:	Explore and discuss word relationships and word meanings.
GRADE EXPECTATION	KL5d:	Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings.

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

**New York P-12 Learning Standards**

**Language Arts**

Grade K - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas
GRADE EXPECTATION	9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE                      2                      Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards (Literary and Informational Text)   KR
STANDARD / CONCEPTUAL UNDERSTANDI NG		Integration of Knowledge and Ideas

EXPECTATION /  
CONTENT  
SPECIFICATION                      KR7:                      Describe the relationship between illustrations and the text. (RI&RL)

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDI NG		Phonological Awareness
EXPECTATION / CONTENT SPECIFICATION	KRF2:	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

GRADE                      KRF2a:                      Recognize and produce spoken rhyming words.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Writing Standards   KW
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	KW1:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.
EXPECTATION / CONTENT SPECIFICATION	KW2:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.
EXPECTATION / CONTENT SPECIFICATION	KW4:	Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Speaking and Listening Standards   KSL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	KSL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
GRADE EXPECTATION	KSL1b:	Participate in conversations through multiple exchanges.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	KL1:1	Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.
GRADE EXPECTATION	KL1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	KL1:3	Use common, proper, and possessive nouns.

GRADE EXPECTATION	KL1:11	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves).
GRADE EXPECTATION	KL1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	KL1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	KL2:3	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
GRADE EXPECTATION	KL2:8	Use an apostrophe to form contractions and frequently occurring possessives.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	KL5:	Explore and discuss word relationships and word meanings.
GRADE EXPECTATION	KL5b:	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
GRADE EXPECTATION	KL5d:	Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings.

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

**STRAND /  
DOMAIN /  
UNIFYING  
THEME****New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Reading Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Integration of Knowledge and Ideas</b>

GRADE  
EXPECTATION

9

Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME****New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Speaking and Listening Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Comprehension and Collaboration</b>

GRADE  
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE  
EXPECTATION

2

Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

**STRAND /  
DOMAIN /  
UNIFYING  
THEME****New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Language Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Conventions of Academic English/Language for Learning</b>

GRADE  
EXPECTATION

2

Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	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.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND /  
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UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards (Literary and Informational Text)   KR
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	KR7:	Describe the relationship between illustrations and the text. (RI&RL)

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonological Awareness
EXPECTATION / CONTENT SPECIFICATION	KRF2:	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
GRADE EXPECTATION	KRF2a:	Recognize and produce spoken rhyming words.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency

EXPECTATION / CONTENT SPECIFICATION	KRF4:	Will engage with emergent level texts and read-alouds to demonstrate comprehension.
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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
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CATEGORY / CLUSTER / KEY IDEA		Kindergarten Writing Standards   KW
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	KW1:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.
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EXPECTATION / CONTENT SPECIFICATION	KW2:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.
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EXPECTATION / CONTENT SPECIFICATION	KW4:	Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
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CATEGORY / CLUSTER / KEY IDEA		Kindergarten Speaking and Listening Standards   KSL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	KSL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
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GRADE EXPECTATION	KSL1b:	Participate in conversations through multiple exchanges.
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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
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CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
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STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	KL1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	KL1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	KL1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	KL1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	KL2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
GRADE EXPECTATION	KL2:8	Use an apostrophe to form contractions and frequently occurring possessives.

**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	KL4:	Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences, including, but not limited to the following:
GRADE EXPECTATION	KL4a:	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

GRADE EXPECTATION	KL4b:	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
<b>STRAND / DOMAIN / UNIFYING THEME</b> New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	KL5:	Explore and discuss word relationships and word meanings.
GRADE EXPECTATION	KL5d:	Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings.

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

## New York P-12 Learning Standards

### Language Arts

Grade K - Adopted: 2017/Effective 2020

<b>STRAND / DOMAIN / UNIFYING THEME</b> New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas
GRADE EXPECTATION	9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
<b>STRAND / DOMAIN / UNIFYING THEME</b> New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning
GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards (Literary and Informational Text)   KR
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	KR7:	Describe the relationship between illustrations and the text. (RI&RL)

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonological Awareness
EXPECTATION / CONTENT SPECIFICATION	KRF2:	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

GRADE  
EXPECTATION

KRF2a:

Recognize and produce spoken rhyming words.

**STRAND /  
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UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency

EXPECTATION /  
CONTENT  
SPECIFICATION

KRF4:

Will engage with emergent level texts and read-alouds to demonstrate comprehension.

**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Writing Standards   KW
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION /  
CONTENT  
SPECIFICATION

KW1:

Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.

EXPECTATION /  
CONTENT  
SPECIFICATION

KW2:

Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.

EXPECTATION /  
CONTENT  
SPECIFICATION

KW4:

Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).

**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Speaking and Listening Standards   KSL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	KSL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

GRADE  
EXPECTATION

KSL1b:

Participate in conversations through multiple exchanges.

**STRAND /  
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UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL1:	Core Conventions Skills for Prekindergarten - Grade 2:

GRADE  
EXPECTATION

KL1:9

Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

GRADE  
EXPECTATION

KL1:13

Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.

GRADE  
EXPECTATION

KL1:15

Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

**STRAND /  
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UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	KL5:	Explore and discuss word relationships and word meanings.

GRADE  
EXPECTATION

KL5a:

Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.

GRADE EXPECTATION	KL5b:	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
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Week 17: Unit 2 Modeling Writing from Notes, p. 165-171

## New York P-12 Learning Standards

### Language Arts

Grade K - Adopted: 2017/Effective 2020

#### STRAND / DOMAIN / UNIFYING THEME

#### New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE  
EXPECTATION

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### STRAND / DOMAIN / UNIFYING THEME

#### New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE  
EXPECTATION

9

Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

#### STRAND / DOMAIN / UNIFYING THEME

#### New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning
GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	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.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards (Literary and Informational Text)   KR
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	KR3:	Identify characters, settings, major events in a story, or pieces of information in a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDI NG		Phonological Awareness
EXPECTATION / CONTENT SPECIFICATION	KRF2:	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

GRADE EXPECTATION	KRF2c:	Blend and segment onsets and rimes of spoken words.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDI NG		Fluency

EXPECTATION / CONTENT SPECIFICATION	KRF4:	Will engage with emergent level texts and read-alouds to demonstrate comprehension.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Writing Standards   KW
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	KW1:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.
EXPECTATION / CONTENT SPECIFICATION	KW2:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.



EXPECTATION / CONTENT SPECIFICATION	KW4:	Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Speaking and Listening Standards   KSL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	KSL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

GRADE EXPECTATION	KSL1b:	Participate in conversations through multiple exchanges.
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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
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CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL1:	Core Conventions Skills for Prekindergarten - Grade 2:

GRADE EXPECTATION	KL1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
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GRADE EXPECTATION	KL1:3	Use common, proper, and possessive nouns.
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GRADE EXPECTATION	KL1:9	Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
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GRADE EXPECTATION	KL1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
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GRADE EXPECTATION	KL1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).
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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
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CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:

GRADE  
EXPECTATION

KL2:2

Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy).

**STRAND /  
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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	KL4:	Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences, including, but not limited to the following:

GRADE  
EXPECTATION

KL4a:

Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

GRADE  
EXPECTATION

KL4b:

Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.

**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	KL5:	Explore and discuss word relationships and word meanings.

GRADE  
EXPECTATION

KL5a:

Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.

GRADE  
EXPECTATION

KL5d:

Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings.

# New York P-12 Learning Standards

## Language Arts

Grade K - Adopted: 2017/Effective 2020

### STRAND / DOMAIN / UNIFYING THEME

### New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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### STRAND / DOMAIN / UNIFYING THEME

### New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE EXPECTATION	9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
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### STRAND / DOMAIN / UNIFYING THEME

### New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	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.
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GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
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CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards (Literary and Informational Text)   KR
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	KR2:	Retell stories or share key details from a text. (RI&RL)
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EXPECTATION / CONTENT SPECIFICATION	KR3:	Identify characters, settings, major events in a story, or pieces of information in a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonological Awareness
EXPECTATION / CONTENT SPECIFICATION	KRF2:	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
GRADE EXPECTATION	KRF2a:	Recognize and produce spoken rhyming words.
GRADE EXPECTATION	KRF2b:	Blend and segment syllables in spoken words.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Writing Standards   KW
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	KW1:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.
EXPECTATION / CONTENT SPECIFICATION	KW2:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.
EXPECTATION / CONTENT SPECIFICATION	KW4:	Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Speaking and Listening Standards   KSL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	KSL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
GRADE EXPECTATION	KS1b:	Participate in conversations through multiple exchanges.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	KL1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	KL1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	KL1:9	Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
GRADE EXPECTATION	KL1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	KL1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	KL4:	Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences, including, but not limited to the following:
GRADE EXPECTATION	KL4a:	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	KL5:	Explore and discuss word relationships and word meanings.
GRADE EXPECTATION	KL5b:	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
GRADE EXPECTATION	KL5d:	Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings.

Week 19: Unit 3 Modeling Telling Narrative Stories, p. 185-191

## New York P-12 Learning Standards

### Language Arts

Grade K - Adopted: 2017/Effective 2020

#### STRAND / DOMAIN / UNIFYING THEME

#### New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### STRAND / DOMAIN / UNIFYING THEME

#### New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE EXPECTATION	9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
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<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	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.
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**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Kindergarten Reading Standards (Literary and Informational Text)   KR</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Key Ideas and Details</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	KR3:	Identify characters, settings, major events in a story, or pieces of information in a text. (RI&RL)

**STRAND /  
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**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Kindergarten Reading Standards: Foundational Skills   KRF</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Phonological Awareness</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	KRF2:	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
<b>GRADE EXPECTATION</b>	KRF2a:	Recognize and produce spoken rhyming words.

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**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Kindergarten Writing Standards   KW</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	KW1:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	KW2:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	KW3:	Use a combination of drawing, dictating oral expression, and/or emergent writing to narrate an event or events in a sequence.

EXPECTATION / CONTENT SPECIFICATION	KW4:	Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Speaking and Listening Standards   KSL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	KSL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

GRADE EXPECTATION	KSL1b:	Participate in conversations through multiple exchanges.
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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	KL1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	KL1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	KL1:5	Form and use regular plural nouns (e.g., dog, dogs; wish, wishes).
GRADE EXPECTATION	KL1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	KL1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
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CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:

GRADE EXPECTATION	KL2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
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GRADE EXPECTATION	KL2:8	Use an apostrophe to form contractions and frequently occurring possessives.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	KL4:	Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences, including, but not limited to the following:

GRADE EXPECTATION	KL4a:	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	KL5:	Explore and discuss word relationships and word meanings.

GRADE EXPECTATION	KL5d:	Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings.
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Week 20: Unit 3 Modeling Telling Narrative Stories, p. 193-199

**New York P-12 Learning Standards**

**Language Arts**

Grade K - Adopted: 2017/Effective 2020

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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE EXPECTATION	9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards (Literary and Informational Text)   KR
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	KR2:	Retell stories or share key details from a text. (RI&RL)
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EXPECTATION / CONTENT SPECIFICATION	KR3:	Identify characters, settings, major events in a story, or pieces of information in a text. (RI&RL)
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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards (Literary and Informational Text)   KR
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	KR4:	Identify specific words that express feelings and senses. (RI&RL)
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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
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STANDARD / CONCEPTUAL UNDERSTANDING		Phonological Awareness
EXPECTATION / CONTENT SPECIFICATION	KRF2:	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

GRADE EXPECTATION	KRF2a:	Recognize and produce spoken rhyming words.
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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
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CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency

EXPECTATION / CONTENT SPECIFICATION	KRF4:	Will engage with emergent level texts and read-alouds to demonstrate comprehension.
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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
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CATEGORY / CLUSTER / KEY IDEA		Kindergarten Writing Standards   KW
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	KW1:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.
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EXPECTATION / CONTENT SPECIFICATION	KW2:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.
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EXPECTATION / CONTENT SPECIFICATION	KW4:	Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
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CATEGORY / CLUSTER / KEY IDEA		Kindergarten Speaking and Listening Standards   KSL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	KSL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
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GRADE  
EXPECTATION

KSL1b:

Participate in conversations through multiple exchanges.

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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL1:	Core Conventions Skills for Prekindergarten - Grade 2:

GRADE  
EXPECTATION

KL1:2

Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.

GRADE  
EXPECTATION

KL1:13

Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.

GRADE  
EXPECTATION

KL1:15

Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:

GRADE  
EXPECTATION

KL2:5

Recognize and name end punctuation. → Use end punctuation for sentences.

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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	KL5:	Explore and discuss word relationships and word meanings.
GRADE EXPECTATION	KL5d:	Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings.

Week 21: Introduction to Unit 5 Modeling Writing from Pictures, p. 201-211

## New York P-12 Learning Standards

### Language Arts

Grade K - Adopted: 2017/Effective 2020

#### STRAND / DOMAIN / UNIFYING THEME

#### New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### STRAND / DOMAIN / UNIFYING THEME

#### New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas
GRADE EXPECTATION	9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.



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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE  
EXPECTATION

3

Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE  
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE  
EXPECTATION

2

Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Presentation of Knowledge and Ideas

GRADE  
EXPECTATION

4

Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.

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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE  
EXPECTATION

2

Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards (Literary and Informational Text)   KR
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /  
CONTENT  
SPECIFICATION

KR3:

Identify characters, settings, major events in a story, or pieces of information in a text. (RI&RL)

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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards (Literary and Informational Text)   KR
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION /  
CONTENT  
SPECIFICATION

KR7:

Describe the relationship between illustrations and the text. (RI&RL)

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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Writing Standards   KW
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	KW1:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.
EXPECTATION / CONTENT SPECIFICATION	KW2:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.
EXPECTATION / CONTENT SPECIFICATION	KW3:	Use a combination of drawing, dictating oral expression, and/or emergent writing to narrate an event or events in a sequence.
EXPECTATION / CONTENT SPECIFICATION	KW4:	Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).

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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Speaking and Listening Standards   KSL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	KSL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
GRADE EXPECTATION	KSL1b:	Participate in conversations through multiple exchanges.

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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	KL1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	KL1:11	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves).
GRADE EXPECTATION	KL1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.

GRADE EXPECTATION	KL1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).
<b>STRAND / DOMAIN / UNIFYING THEME</b> New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:

GRADE EXPECTATION	KL2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
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GRADE EXPECTATION	KL2:8	Use an apostrophe to form contractions and frequently occurring possessives.
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<b>STRAND / DOMAIN / UNIFYING THEME</b> New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	KL4:	Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences, including, but not limited to the following:

GRADE EXPECTATION	KL4b:	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
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<b>STRAND / DOMAIN / UNIFYING THEME</b> New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	KL5:	Explore and discuss word relationships and word meanings.

GRADE EXPECTATION	KL5d:	Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings.
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## New York P-12 Learning Standards

### Language Arts

Grade K - Adopted: 2017/Effective 2020

#### STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

#### STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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**STRAND /  
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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards (Literary and Informational Text)   KR
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STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	KR2:	Retell stories or share key details from a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	KR3:	Identify characters, settings, major events in a story, or pieces of information in a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards (Literary and Informational Text)   KR
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	KR7:	Describe the relationship between illustrations and the text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonological Awareness
EXPECTATION / CONTENT SPECIFICATION	KRF2:	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
GRADE EXPECTATION	KRF2a:	Recognize and produce spoken rhyming words.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Writing Standards   KW
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	KW1:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.

EXPECTATION / CONTENT SPECIFICATION	KW2:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.
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EXPECTATION / CONTENT SPECIFICATION	KW4:	Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Speaking and Listening Standards   KSL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	KSL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

GRADE EXPECTATION	KSL1b:	Participate in conversations through multiple exchanges.
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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL1:	Core Conventions Skills for Prekindergarten - Grade 2:

GRADE EXPECTATION	KL1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
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GRADE EXPECTATION	KL1:3	Use common, proper, and possessive nouns.
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GRADE EXPECTATION	KL1:11	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves).
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GRADE EXPECTATION	KL1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
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GRADE EXPECTATION	KL1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:

GRADE  
EXPECTATION

KL2:8

Use an apostrophe to form contractions and frequently occurring possessives.

**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	KL5:	Explore and discuss word relationships and word meanings.

GRADE  
EXPECTATION

KL5d:

Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings.

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

**New York P-12 Learning Standards**

**Language Arts**

Grade K - Adopted: 2017/Effective 2020

**STRAND /  
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UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE EXPECTATION	9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
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**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
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**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
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**STRAND /  
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UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards (Literary and Informational Text)   KR
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	KR3:	Identify characters, settings, major events in a story, or pieces of information in a text. (RI&RL)
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**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards (Literary and Informational Text)   KR
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	KR7:	Describe the relationship between illustrations and the text. (RI&RL)
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**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonological Awareness
EXPECTATION / CONTENT SPECIFICATION	KRF2:	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

GRADE EXPECTATION	KRF2a:	Recognize and produce spoken rhyming words.
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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
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CATEGORY / CLUSTER / KEY IDEA		Kindergarten Writing Standards   KW
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	KW1:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.
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EXPECTATION / CONTENT SPECIFICATION	KW2:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.
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EXPECTATION / CONTENT SPECIFICATION	KW4:	Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
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CATEGORY / CLUSTER / KEY IDEA		Kindergarten Speaking and Listening Standards   KSL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	KSL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

GRADE EXPECTATION	KSL1b:	Participate in conversations through multiple exchanges.
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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
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CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	KL1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	KL1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	KL1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	KL5:	Explore and discuss word relationships and word meanings.
GRADE EXPECTATION	KL5d:	Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings.

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

**New York P-12 Learning Standards**

**Language Arts**

Grade K - Adopted: 2017/Effective 2020

**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE EXPECTATION	9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
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**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
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**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning
GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	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.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards (Literary and Informational Text)   KR
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	KR3:	Identify characters, settings, major events in a story, or pieces of information in a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards (Literary and Informational Text)   KR
STANDARD / CONCEPTUAL UNDERSTANDI NG		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	KR7:	Describe the relationship between illustrations and the text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDI NG		Phonological Awareness
EXPECTATION / CONTENT SPECIFICATION	KRF2:	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

GRADE EXPECTATION	KRF2b:	Blend and segment syllables in spoken words.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Writing Standards   KW
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	KW1:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.
EXPECTATION / CONTENT SPECIFICATION	KW2:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.



EXPECTATION / CONTENT SPECIFICATION	KW4:	Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Speaking and Listening Standards   KSL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	KSL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
GRADE EXPECTATION	KSL1b:	Participate in conversations through multiple exchanges.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	KL1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	KL1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	KL1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	KL1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL

STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:

GRADE EXPECTATION	KL2:8	Use an apostrophe to form contractions and frequently occurring possessives.
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**STRAND /  
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UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	KL4:	Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences, including, but not limited to the following:

GRADE EXPECTATION	KL4a:	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
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**STRAND /  
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UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	KL5:	Explore and discuss word relationships and word meanings.

GRADE EXPECTATION	KL5d:	Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings.
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Week 25: Revisiting Unit 2, p. 243-249

**New York P-12 Learning Standards**

**Language Arts**

Grade K - Adopted: 2017/Effective 2020

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE  
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

**STRAND /  
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UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE  
EXPECTATION

2

Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE  
EXPECTATION

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.

**STRAND /  
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UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards (Literary and Informational Text)   KR
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION /  
CONTENT  
SPECIFICATION

KR7:

Describe the relationship between illustrations and the text. (RI&RL)

**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDING		Print Concepts
EXPECTATION / CONTENT SPECIFICATION	KRF1:	Demonstrate understanding of the organization and basic features of print.

GRADE  
EXPECTATION

KRF1b:

Recognize that spoken words are represented in written language by specific sequences of letters.

**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency

EXPECTATION /  
CONTENT  
SPECIFICATION

KRF4:

Will engage with emergent level texts and read-alouds to demonstrate comprehension.

**STRAND /  
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UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Writing Standards   KW
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION /  
CONTENT  
SPECIFICATION

KW1:

Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.

EXPECTATION /  
CONTENT  
SPECIFICATION

KW2:

Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.

EXPECTATION /  
CONTENT  
SPECIFICATION

KW4:

Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).

**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Speaking and Listening Standards   KSL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	KSL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

GRADE  
EXPECTATION

KSL1b:

Participate in conversations through multiple exchanges.

**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL1:	Core Conventions Skills for Prekindergarten - Grade 2:

GRADE  
EXPECTATION

KL1:13

Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.

GRADE  
EXPECTATION

KL1:15

Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:

GRADE  
EXPECTATION

KL2:5

Recognize and name end punctuation. → Use end punctuation for sentences.

# New York P-12 Learning Standards

## Language Arts

Grade K - Adopted: 2017/Effective 2020

### STRAND / DOMAIN / UNIFYING THEME

### New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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### STRAND / DOMAIN / UNIFYING THEME

### New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
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### STRAND / DOMAIN / UNIFYING THEME

### New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	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.
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**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards (Literary and Informational Text)   KR
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	KR7:	Describe the relationship between illustrations and the text. (RI&RL)

**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDING		Print Concepts
EXPECTATION / CONTENT SPECIFICATION	KRF1:	Demonstrate understanding of the organization and basic features of print.
GRADE EXPECTATION	KRF1b:	Recognize that spoken words are represented in written language by specific sequences of letters.

**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
EXPECTATION / CONTENT SPECIFICATION	KRF4:	Will engage with emergent level texts and read-alouds to demonstrate comprehension.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Writing Standards   KW
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	KW1:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.
EXPECTATION / CONTENT SPECIFICATION	KW2:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.
EXPECTATION / CONTENT SPECIFICATION	KW4:	Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).

**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Speaking and Listening Standards   KSL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	KSL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
GRADE EXPECTATION	KSL1b:	Participate in conversations through multiple exchanges.

**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	KL1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	KL1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**



CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:

GRADE  
EXPECTATION

KL2:5

Recognize and name end punctuation. → Use end punctuation for sentences.

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

## New York P-12 Learning Standards

### Language Arts

Grade K - Adopted: 2017/Effective 2020

#### STRAND / DOMAIN / UNIFYING THEME

#### New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE  
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE  
EXPECTATION

2

Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

#### STRAND / DOMAIN / UNIFYING THEME

#### New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE  
EXPECTATION

2

Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE  
EXPECTATION

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.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards (Literary and Informational Text)   KR
STANDARD / CONCEPTUAL UNDERSTANDI NG		Integration of Knowledge and Ideas

EXPECTATION /  
CONTENT  
SPECIFICATION

KR7:

Describe the relationship between illustrations and the text. (RI&RL)

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDI NG		Print Concepts
EXPECTATION / CONTENT SPECIFICATION	KRF1:	Demonstrate understanding of the organization and basic features of print.

GRADE  
EXPECTATION

KRF1b:

Recognize that spoken words are represented in written language by specific sequences of letters.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
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STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
EXPECTATION / CONTENT SPECIFICATION	KRF4:	Will engage with emergent level texts and read-alouds to demonstrate comprehension.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Writing Standards   KW
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	KW1:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.
EXPECTATION / CONTENT SPECIFICATION	KW2:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.
EXPECTATION / CONTENT SPECIFICATION	KW4:	Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Speaking and Listening Standards   KSL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	KSL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
GRADE EXPECTATION	KSL1b:	Participate in conversations through multiple exchanges.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	KL1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	KL1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	KL1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	KL2:5	Recognize and name end punctuation. → Use end punctuation for sentences.

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

## New York P-12 Learning Standards

### Language Arts

Grade K - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE  
EXPECTATION

2

Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE  
EXPECTATION

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.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards (Literary and Informational Text)   KR
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION /  
CONTENT  
SPECIFICATION

KR7:

Describe the relationship between illustrations and the text. (RI&RL)

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
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STANDARD / CONCEPTUAL UNDERSTANDING		Print Concepts
EXPECTATION / CONTENT SPECIFICATION	KRF1:	Demonstrate understanding of the organization and basic features of print.

GRADE EXPECTATION	KRF1b:	Recognize that spoken words are represented in written language by specific sequences of letters.
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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
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CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency

EXPECTATION / CONTENT SPECIFICATION	KRF4:	Will engage with emergent level texts and read-alouds to demonstrate comprehension.
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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
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CATEGORY / CLUSTER / KEY IDEA		Kindergarten Writing Standards   KW
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	KW4:	Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
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CATEGORY / CLUSTER / KEY IDEA		Kindergarten Writing Standards   KW
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	KW7:	Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways (e.g., drawing, oral expression, and/or emergent writing).
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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
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CATEGORY / CLUSTER / KEY IDEA		Kindergarten Speaking and Listening Standards   KSL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	KSL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

GRADE EXPECTATION      KSL1b:      Participate in conversations through multiple exchanges.

**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL1:	Core Conventions Skills for Prekindergarten - Grade 2:

GRADE EXPECTATION      KL1:13      Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.

GRADE EXPECTATION      KL1:15      Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:

GRADE EXPECTATION      KL2:5      Recognize and name end punctuation. → Use end punctuation for sentences.

Week 29: Revisiting Unit 2, p. 275-282

**New York P-12 Learning Standards**

**Language Arts**

Grade K - Adopted: 2017/Effective 2020

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
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**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	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.
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**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**



CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards (Literary and Informational Text)   KR
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION

KR7: Describe the relationship between illustrations and the text. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDING		Print Concepts
EXPECTATION / CONTENT SPECIFICATION	KRF1:	Demonstrate understanding of the organization and basic features of print.

GRADE EXPECTATION

KRF1b: Recognize that spoken words are represented in written language by specific sequences of letters.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency

EXPECTATION / CONTENT SPECIFICATION

KRF4: Will engage with emergent level texts and read-alouds to demonstrate comprehension.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Writing Standards   KW
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION

KW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Kindergarten Writing Standards   KW</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Research to Present Knowledge</b>

EXPECTATION /  
CONTENT  
SPECIFICATION

KW7:

Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways (e.g., drawing, oral expression, and/or emergent writing).

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Kindergarten Speaking and Listening Standards   KSL</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>KSL1:</b>	<b>Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.</b>

GRADE  
EXPECTATION

KSL1b:

Participate in conversations through multiple exchanges.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Kindergarten Language Standards   KL</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>KL1:</b>	<b>Core Conventions Skills for Prekindergarten - Grade 2:</b>

GRADE  
EXPECTATION

KL1:13

Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.

GRADE  
EXPECTATION

KL1:15

Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:

GRADE EXPECTATION      KL2:5      Recognize and name end punctuation. → Use end punctuation for sentences.

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

## New York P-12 Learning Standards

### Language Arts

Grade K - Adopted: 2017/Effective 2020

**STRAND / DOMAIN / UNIFYING THEME**      **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION      3      Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

**STRAND / DOMAIN / UNIFYING THEME**      **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION      1      Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION      2      Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Presentation of Knowledge and Ideas

GRADE  
EXPECTATION

4

Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE  
EXPECTATION

2

Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE  
EXPECTATION

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.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards (Literary and Informational Text)   KR
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STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	KR7:	Describe the relationship between illustrations and the text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDING		Print Concepts
EXPECTATION / CONTENT SPECIFICATION	KRF1:	Demonstrate understanding of the organization and basic features of print.
GRADE EXPECTATION	KRF1b:	Recognize that spoken words are represented in written language by specific sequences of letters.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Reading Standards: Foundational Skills   KRF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
EXPECTATION / CONTENT SPECIFICATION	KRF4:	Will engage with emergent level texts and read-alouds to demonstrate comprehension.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		Kindergarten Writing Standards   KW
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	KW3:	Use a combination of drawing, dictating oral expression, and/or emergent writing to narrate an event or events in a sequence.
EXPECTATION / CONTENT SPECIFICATION	KW4:	Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Kindergarten Writing Standards   KW</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Research to Present Knowledge</b>

EXPECTATION /  
CONTENT  
SPECIFICATION

KW7:

Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways (e.g., drawing, oral expression, and/or emergent writing).

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Kindergarten Speaking and Listening Standards   KSL</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>KSL1:</b>	<b>Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.</b>

GRADE  
EXPECTATION

KSL1b:

Participate in conversations through multiple exchanges.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Kindergarten Language Standards   KL</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>KL1:</b>	<b>Core Conventions Skills for Prekindergarten - Grade 2:</b>

GRADE  
EXPECTATION

KL1:13

Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.

GRADE  
EXPECTATION

KL1:15

Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		Kindergarten Language Standards   KL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	KL2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:

GRADE EXPECTATION	KL2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
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