

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

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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

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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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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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.

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		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		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		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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GRADE EXPECTATION	KRF1d:	Recognize and name all upper- and lowercase letters of the alphabet.
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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.
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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		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.

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).
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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	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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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.
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		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.
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		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 **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.

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).

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.

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.
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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		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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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		
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.
STRAND / DOMAIN / UNIFYING THEME		
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		
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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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).
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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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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	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**

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)
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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	
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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	
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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	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 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 / 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.
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
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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
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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	KL1:1	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).

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	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 /
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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	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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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		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE	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		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 / 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		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: 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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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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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).
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**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.
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**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
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	KL1:15	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 /
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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	KL2:5	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.
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STRAND / DOMAIN / UNIFYING THEME	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		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).
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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		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 / 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	KL2:2	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.

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.

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Language Arts

Grade K - Adopted: 2017/Effective 2020

**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		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.

**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		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 /
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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).

**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.

**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		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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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 KR2: Retell stories or share key details from a 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 (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
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		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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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.
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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**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		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).
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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	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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GRADE EXPECTATION	KL2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
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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.
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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	KL5a:	Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.
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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).
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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

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).
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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		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		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
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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.
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	
Kindergarten Reading Standards: Foundational Skills KRF		

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	
Kindergarten Writing Standards KW		
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).

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.

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	KL1:9	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.

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).
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.

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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		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 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 /
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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	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.

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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		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).

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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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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).
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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	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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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	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	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 10: Pre-writing, p. 105-111

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		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	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.
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).
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	KL2:2	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.
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		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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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.
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
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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
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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	KL1:1	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 / 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	KL2:3	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.

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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		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

Comprehension and Collaboration		
STRAND / DOMAIN / UNIFYING THEME	CATEGORY / CLUSTER / KEY IDEA	STANDARD / CONCEPTUAL UNDERSTANDING
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).
New York State Next Generation English Language Arts Learning Standards		
GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
New York State Next Generation English Language Arts Learning Standards		
GRADE EXPECTATION	2	Identify specific words that express feelings and senses. (RI&RL)
New York State Next Generation English Language Arts Learning Standards		
GRADE EXPECTATION	2	Recognize and name all upper- and lowercase letters of the alphabet.

**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.
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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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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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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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 KL1:12 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 / UNIFYING 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 / 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	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.

Week 13: Introduction to Unit 1 Note Making and Outlines, p. 129-137

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.

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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		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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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 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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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	KL1:13	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	KL2:1	Attempt to write symbols or letters to represent words.
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GRADE EXPECTATION	KL2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
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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.
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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		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).

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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		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.

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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

New York P-12 Learning Standards

Language Arts

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.

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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	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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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.
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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		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.

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 / 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).

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

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
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		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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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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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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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).

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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 KL1:9 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).

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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 KL5a: Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.

GRADE	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

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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	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	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.
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.
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)
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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		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.
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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.

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 / 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).

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.

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

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	
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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	
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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	
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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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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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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.
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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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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	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)
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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	KRF2b:	Blend and segment syllables in spoken words.
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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.
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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

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	KL1:2	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
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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
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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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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		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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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: 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 /
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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.
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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	KW3:	Use a combination of drawing, dictating oral expression, and/or emergent writing to narrate an event or events in a sequence.
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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.
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GRADE EXPECTATION	KL1:3	Use common, proper, and possessive nouns.
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GRADE EXPECTATION	KL1:5	Form and use regular plural nouns (e.g., dog, dogs; wish, wishes).
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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	KL2:5	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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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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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.
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.
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)

**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
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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.

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 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.
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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)
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EXPECTATION / CONTENT SPECIFICATION	KL1:	Core Conventions Skills for Prekindergarten - Grade 2:
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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	KL1:13	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
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STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
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EXPECTATION / CONTENT SPECIFICATION	KL2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
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GRADE EXPECTATION	KL2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
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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		Vocabulary Acquisition and Use
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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.

**STRAND /
DOMAIN /
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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		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 /
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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.

**STRAND /
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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)

**STRAND /
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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).

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	KL1:2	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).
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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	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	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	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.
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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.
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.
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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		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
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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.
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.

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).

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.

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

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.
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 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)
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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.

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	KL1:2	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 / 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.
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.
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)
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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 /
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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	KRF2b:	Blend and segment syllables in spoken words.
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**STRAND /
DOMAIN /
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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

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 /
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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	KL1:13	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 /
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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: 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	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 KL5d: Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings.

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 / 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)

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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.
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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		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).

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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.**

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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).**

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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.**

New York P-12 Learning Standards

Language Arts

Grade K - Adopted: 2017/Effective 2020

**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		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 /
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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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**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		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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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
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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	KL1:13	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 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 /
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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		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 /
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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		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 /
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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		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 /
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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		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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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
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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.

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**

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 KL1:13 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

**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		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	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		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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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).

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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		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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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	KL1:13	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.

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).

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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		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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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).

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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		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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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	KL1:13	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.