

Main Criteria: Classroom Supplement Units Kindergarten

Secondary Criteria: Utah State Core Curriculum

Subject: Language Arts

Grade: K

Classroom Supplement Units Kindergarten

Pre-writing

Utah State Core Curriculum

Language Arts

Grade K - Adopted: 2013

STANDARD / AREA OF LEARNING	UT.CC.R L.K.	Reading Standards for Literature
OBJECTIVE / STRAND		KEY IDEAS AND DETAILS
INDICATOR / CLUSTER	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
INDICATOR / CLUSTER	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
STANDARD / AREA OF LEARNING	UT.CC.R L.K.	Reading Standards for Literature
OBJECTIVE / STRAND		CRAFT AND STRUCTURE
INDICATOR / CLUSTER	RL.K.4.	Ask and answer questions about unknown words in a text.
INDICATOR / CLUSTER	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
STANDARD / AREA OF LEARNING	UT.CC.R L.K.	Reading Standards for Literature
OBJECTIVE / STRAND		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
INDICATOR / CLUSTER	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
STANDARD / AREA OF LEARNING	UT.CC.RI .K.	Reading Standards for Informational Text
OBJECTIVE / STRAND		KEY IDEAS AND DETAILS
INDICATOR / CLUSTER	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
INDICATOR / CLUSTER	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
STANDARD / AREA OF LEARNING	UT.CC.RI .K.	Reading Standards for Informational Text
OBJECTIVE / STRAND		CRAFT AND STRUCTURE
INDICATOR / CLUSTER	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
STANDARD / AREA OF LEARNING	UT.CC.RI .K.	Reading Standards for Informational Text
OBJECTIVE / STRAND		INTEGRATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	RI.K.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
INDICATOR /	RI.K.8.	With prompting and support, identify the reasons an author gives to support points

CLUSTER		in a text.
STANDARD / AREA OF LEARNING	UT.CC.RI.K.	Reading Standards for Informational Text
OBJECTIVE / STRAND		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
INDICATOR / CLUSTER	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
STANDARD / AREA OF LEARNING	UT.CC.RF.K.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		PRINT CONCEPTS
INDICATOR / CLUSTER	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION / STANDARD	RF.K.1.a.	Follow words from left to right, top to bottom, and page by page.
EXPECTATION / STANDARD	RF.K.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
EXPECTATION / STANDARD	RF.K.1.c.	Understand that words are separated by spaces in print.
EXPECTATION / STANDARD	RF.K.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
STANDARD / AREA OF LEARNING	UT.CC.RF.K.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		PHONOLOGICAL AWARENESS
INDICATOR / CLUSTER	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / STANDARD	RF.K.2.a.	Recognize and produce rhyming words.
EXPECTATION / STANDARD	RF.K.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
EXPECTATION / STANDARD	RF.K.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
EXPECTATION / STANDARD	RF.K.2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
EXPECTATION / STANDARD	RF.K.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STANDARD / AREA OF LEARNING	UT.CC.RF.K.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		PHONICS AND WORD RECOGNITION
INDICATOR / CLUSTER	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / STANDARD	RF.K.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
EXPECTATION / STANDARD	RF.K.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
EXPECTATION / STANDARD	RF.K.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
EXPECTATION / STANDARD	RF.K.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STANDARD / AREA OF LEARNING	UT.CC.RF.K.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		FLUENCY
INDICATOR / CLUSTER	RF.K.4.	Read emergent-reader texts with purpose and understanding.

STANDARD / AREA OF LEARNING	UT.CC.W.K.	Writing Standards
OBJECTIVE / STRAND		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
INDICATOR / CLUSTER	W.K.7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
STANDARD / AREA OF LEARNING	UT.CC.SL.K.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION / STANDARD	SL.K.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION / STANDARD	SL.K.1.b.	Continue a conversation through multiple exchanges.
STANDARD / AREA OF LEARNING	UT.CC.SL.K.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
INDICATOR / CLUSTER	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STANDARD / AREA OF LEARNING	UT.CC.SL.K.	Speaking and Listening Standards
OBJECTIVE / STRAND		PRESENTATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
INDICATOR / CLUSTER	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
INDICATOR / CLUSTER	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
STANDARD / AREA OF LEARNING	UT.CC.L.K.	Language Standards
OBJECTIVE / STRAND		CONVENTIONS OF STANDARD ENGLISH
INDICATOR / CLUSTER	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / STANDARD	L.K.1.a.	With guidance and support, identify and write many upper- and lowercase letters, including those in the student's name.
EXPECTATION / STANDARD	L.K.1.b.	Use frequently occurring nouns and verbs.
EXPECTATION / STANDARD	L.K.1.c.	Form regular plural nouns orally by adding <i>/s/</i> or <i>/es/</i> (e.g., dog, dogs; wish, wishes).
EXPECTATION / STANDARD	L.K.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
EXPECTATION / STANDARD	L.K.1.f.	Produce and expand complete sentences in shared language activities.
STANDARD / AREA OF LEARNING	UT.CC.L.K.	Language Standards
OBJECTIVE / STRAND		CONVENTIONS OF STANDARD ENGLISH
INDICATOR / CLUSTER	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / STANDARD	L.K.2.a.	Capitalize the first word in a sentence and the pronoun <i>I</i> .

EXPECTATION / STANDARD	L.K.2.b.	Recognize and name end punctuation.
EXPECTATION / STANDARD	L.K.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
STANDARD / AREA OF LEARNING	UT.CC.L.K.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
EXPECTATION / STANDARD	L.K.4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
STANDARD / AREA OF LEARNING	UT.CC.L.K.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION / STANDARD	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION / STANDARD	L.K.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
EXPECTATION / STANDARD	L.K.5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
STANDARD / AREA OF LEARNING	UT.CC.L.K.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 1

Utah State Core Curriculum
Language Arts
Grade K - Adopted: 2013

STANDARD / AREA OF LEARNING	UT.CC.R.L.K.	Reading Standards for Literature
OBJECTIVE / STRAND		KEY IDEAS AND DETAILS
INDICATOR / CLUSTER	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD / AREA OF LEARNING	UT.CC.R.L.K.	Reading Standards for Literature
OBJECTIVE / STRAND		CRAFT AND STRUCTURE
INDICATOR / CLUSTER	RL.K.4.	Ask and answer questions about unknown words in a text.
INDICATOR / CLUSTER	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
STANDARD / AREA OF LEARNING	UT.CC.RI.K.	Reading Standards for Informational Text
OBJECTIVE / STRAND		KEY IDEAS AND DETAILS
INDICATOR / CLUSTER	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
INDICATOR / CLUSTER	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.

CLUSTER		
INDICATOR / CLUSTER	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
STANDARD / AREA OF LEARNING	UT.CC.RI.K.	Reading Standards for Informational Text
OBJECTIVE / STRAND		CRAFT AND STRUCTURE
INDICATOR / CLUSTER	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
STANDARD / AREA OF LEARNING	UT.CC.RI.K.	Reading Standards for Informational Text
OBJECTIVE / STRAND		INTEGRATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	RI.K.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
INDICATOR / CLUSTER	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
STANDARD / AREA OF LEARNING	UT.CC.RI.K.	Reading Standards for Informational Text
OBJECTIVE / STRAND		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
INDICATOR / CLUSTER	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
STANDARD / AREA OF LEARNING	UT.CC.RF.K.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		PRINT CONCEPTS
INDICATOR / CLUSTER	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION / STANDARD	RF.K.1.a.	Follow words from left to right, top to bottom, and page by page.
EXPECTATION / STANDARD	RF.K.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
EXPECTATION / STANDARD	RF.K.1.c.	Understand that words are separated by spaces in print.
EXPECTATION / STANDARD	RF.K.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
STANDARD / AREA OF LEARNING	UT.CC.RF.K.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		PHONOLOGICAL AWARENESS
INDICATOR / CLUSTER	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / STANDARD	RF.K.2.a.	Recognize and produce rhyming words.
EXPECTATION / STANDARD	RF.K.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
EXPECTATION / STANDARD	RF.K.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
EXPECTATION / STANDARD	RF.K.2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
EXPECTATION / STANDARD	RF.K.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STANDARD / AREA OF LEARNING	UT.CC.RF.K.	Reading Standards: Foundational Skills
OBJECTIVE /		PHONICS AND WORD RECOGNITION

STRAND		
INDICATOR / CLUSTER	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / STANDARD	RF.K.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
EXPECTATION / STANDARD	RF.K.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
EXPECTATION / STANDARD	RF.K.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
EXPECTATION / STANDARD	RF.K.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STANDARD / AREA OF LEARNING	UT.CC.R F.K.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		FLUENCY
INDICATOR / CLUSTER	RF.K.4.	Read emergent-reader texts with purpose and understanding.
STANDARD / AREA OF LEARNING	UT.CC.W K.	Writing Standards
OBJECTIVE / STRAND		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
INDICATOR / CLUSTER	W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STANDARD / AREA OF LEARNING	UT.CC.SL .K.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION / STANDARD	SL.K.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION / STANDARD	SL.K.1.b.	Continue a conversation through multiple exchanges.
STANDARD / AREA OF LEARNING	UT.CC.SL .K.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
INDICATOR / CLUSTER	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STANDARD / AREA OF LEARNING	UT.CC.SL .K.	Speaking and Listening Standards
OBJECTIVE / STRAND		PRESENTATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
INDICATOR / CLUSTER	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
INDICATOR / CLUSTER	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
STANDARD / AREA OF LEARNING	UT.CC.L K.	Language Standards
OBJECTIVE / STRAND		CONVENTIONS OF STANDARD ENGLISH
INDICATOR /	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage

CLUSTER		when writing or speaking.
EXPECTATION / STANDARD	L.K.1.a.	With guidance and support, identify and write many upper- and lowercase letters, including those in the student's name.
EXPECTATION / STANDARD	L.K.1.b.	Use frequently occurring nouns and verbs.
EXPECTATION / STANDARD	L.K.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
EXPECTATION / STANDARD	L.K.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
EXPECTATION / STANDARD	L.K.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
EXPECTATION / STANDARD	L.K.1.f.	Produce and expand complete sentences in shared language activities.
STANDARD / AREA OF LEARNING	UT.CC.L.K.	Language Standards
OBJECTIVE / STRAND		CONVENTIONS OF STANDARD ENGLISH
INDICATOR / CLUSTER	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / STANDARD	L.K.2.a.	Capitalize the first word in a sentence and the pronoun I.
EXPECTATION / STANDARD	L.K.2.b.	Recognize and name end punctuation.
EXPECTATION / STANDARD	L.K.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
EXPECTATION / STANDARD	L.K.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
STANDARD / AREA OF LEARNING	UT.CC.L.K.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
EXPECTATION / STANDARD	L.K.4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
STANDARD / AREA OF LEARNING	UT.CC.L.K.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION / STANDARD	L.K.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
EXPECTATION / STANDARD	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION / STANDARD	L.K.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
EXPECTATION / STANDARD	L.K.5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
STANDARD / AREA OF LEARNING	UT.CC.L.K.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 2

Language Arts
Grade K - Adopted: 2013

STANDARD / AREA OF LEARNING	UT.CC.R L.K.	Reading Standards for Literature
OBJECTIVE / STRAND		KEY IDEAS AND DETAILS
INDICATOR / CLUSTER	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
INDICATOR / CLUSTER	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
STANDARD / AREA OF LEARNING	UT.CC.R L.K.	Reading Standards for Literature
OBJECTIVE / STRAND		CRAFT AND STRUCTURE
INDICATOR / CLUSTER	RL.K.4.	Ask and answer questions about unknown words in a text.
INDICATOR / CLUSTER	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
STANDARD / AREA OF LEARNING	UT.CC.R L.K.	Reading Standards for Literature
OBJECTIVE / STRAND		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
INDICATOR / CLUSTER	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
STANDARD / AREA OF LEARNING	UT.CC.RI .K.	Reading Standards for Informational Text
OBJECTIVE / STRAND		KEY IDEAS AND DETAILS
INDICATOR / CLUSTER	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
INDICATOR / CLUSTER	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
INDICATOR / CLUSTER	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
STANDARD / AREA OF LEARNING	UT.CC.RI .K.	Reading Standards for Informational Text
OBJECTIVE / STRAND		CRAFT AND STRUCTURE
INDICATOR / CLUSTER	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
STANDARD / AREA OF LEARNING	UT.CC.RI .K.	Reading Standards for Informational Text
OBJECTIVE / STRAND		INTEGRATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	RI.K.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
INDICATOR / CLUSTER	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
STANDARD / AREA OF LEARNING	UT.CC.RI .K.	Reading Standards for Informational Text
OBJECTIVE / STRAND		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
INDICATOR / CLUSTER	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
STANDARD / AREA OF	UT.CC.R F.K.	Reading Standards: Foundational Skills

LEARNING		
OBJECTIVE / STRAND		PRINT CONCEPTS
INDICATOR / CLUSTER	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION / STANDARD	RF.K.1.a.	Follow words from left to right, top to bottom, and page by page.
EXPECTATION / STANDARD	RF.K.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
EXPECTATION / STANDARD	RF.K.1.c.	Understand that words are separated by spaces in print.
EXPECTATION / STANDARD	RF.K.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
STANDARD / AREA OF LEARNING	UT.CC.R F.K.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		PHONOLOGICAL AWARENESS
INDICATOR / CLUSTER	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / STANDARD	RF.K.2.a.	Recognize and produce rhyming words.
EXPECTATION / STANDARD	RF.K.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
EXPECTATION / STANDARD	RF.K.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
EXPECTATION / STANDARD	RF.K.2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
EXPECTATION / STANDARD	RF.K.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STANDARD / AREA OF LEARNING	UT.CC.R F.K.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		PHONICS AND WORD RECOGNITION
INDICATOR / CLUSTER	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / STANDARD	RF.K.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
EXPECTATION / STANDARD	RF.K.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
EXPECTATION / STANDARD	RF.K.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
EXPECTATION / STANDARD	RF.K.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STANDARD / AREA OF LEARNING	UT.CC.R F.K.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		FLUENCY
INDICATOR / CLUSTER	RF.K.4.	Read emergent-reader texts with purpose and understanding.
STANDARD / AREA OF LEARNING	UT.CC.W K.	Writing Standards
OBJECTIVE / STRAND		TEXT TYPES AND PURPOSES
INDICATOR / CLUSTER	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
STANDARD / AREA OF LEARNING	UT.CC.W K.	Writing Standards

OBJECTIVE / STRAND		PRODUCTION AND DISTRIBUTION OF WRITING
INDICATOR / CLUSTER	W.K.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
STANDARD / AREA OF LEARNING	UT.CC.W.K.	Writing Standards
OBJECTIVE / STRAND		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
INDICATOR / CLUSTER	W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STANDARD / AREA OF LEARNING	UT.CC.SL.K.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION / STANDARD	SL.K.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION / STANDARD	SL.K.1.b.	Continue a conversation through multiple exchanges.
STANDARD / AREA OF LEARNING	UT.CC.SL.K.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
INDICATOR / CLUSTER	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STANDARD / AREA OF LEARNING	UT.CC.SL.K.	Speaking and Listening Standards
OBJECTIVE / STRAND		PRESENTATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
INDICATOR / CLUSTER	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
INDICATOR / CLUSTER	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
STANDARD / AREA OF LEARNING	UT.CC.L.K.	Language Standards
OBJECTIVE / STRAND		CONVENTIONS OF STANDARD ENGLISH
INDICATOR / CLUSTER	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / STANDARD	L.K.1.a.	With guidance and support, identify and write many upper- and lowercase letters, including those in the student's name.
EXPECTATION / STANDARD	L.K.1.b.	Use frequently occurring nouns and verbs.
EXPECTATION / STANDARD	L.K.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
EXPECTATION / STANDARD	L.K.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
EXPECTATION / STANDARD	L.K.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
EXPECTATION / STANDARD	L.K.1.f.	Produce and expand complete sentences in shared language activities.
STANDARD / AREA OF LEARNING	UT.CC.L.K.	Language Standards

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

Unit 3

Utah State Core Curriculum

Language Arts

Grade K - Adopted: 2013

STANDARD / AREA OF LEARNING	UT.CC.R.L.K.	Reading Standards for Literature
OBJECTIVE / STRAND		KEY IDEAS AND DETAILS
INDICATOR / CLUSTER	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
INDICATOR / CLUSTER	RL.K.2.	With prompting and support, retell familiar stories, including key details.
INDICATOR / CLUSTER	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.

STANDARD / AREA OF LEARNING	UT.CC.R L.K.	Reading Standards for Literature
OBJECTIVE / STRAND		CRAFT AND STRUCTURE
INDICATOR / CLUSTER	RL.K.4.	Ask and answer questions about unknown words in a text.
INDICATOR / CLUSTER	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
STANDARD / AREA OF LEARNING	UT.CC.R L.K.	Reading Standards for Literature
OBJECTIVE / STRAND		INTEGRATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
STANDARD / AREA OF LEARNING	UT.CC.R L.K.	Reading Standards for Literature
OBJECTIVE / STRAND		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
INDICATOR / CLUSTER	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
STANDARD / AREA OF LEARNING	UT.CC.RI .K.	Reading Standards for Informational Text
OBJECTIVE / STRAND		KEY IDEAS AND DETAILS
INDICATOR / CLUSTER	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD / AREA OF LEARNING	UT.CC.RI .K.	Reading Standards for Informational Text
OBJECTIVE / STRAND		CRAFT AND STRUCTURE
INDICATOR / CLUSTER	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
STANDARD / AREA OF LEARNING	UT.CC.R F.K.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		PRINT CONCEPTS
INDICATOR / CLUSTER	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION / STANDARD	RF.K.1.a.	Follow words from left to right, top to bottom, and page by page.
EXPECTATION / STANDARD	RF.K.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
EXPECTATION / STANDARD	RF.K.1.c.	Understand that words are separated by spaces in print.
EXPECTATION / STANDARD	RF.K.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
STANDARD / AREA OF LEARNING	UT.CC.R F.K.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		PHONOLOGICAL AWARENESS
INDICATOR / CLUSTER	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / STANDARD	RF.K.2.a.	Recognize and produce rhyming words.
EXPECTATION / STANDARD	RF.K.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
EXPECTATION / STANDARD	RF.K.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.

STANDARD		
EXPECTATION / STANDARD	RF.K.2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
EXPECTATION / STANDARD	RF.K.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STANDARD / AREA OF LEARNING	UT.CC.R F.K.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		PHONICS AND WORD RECOGNITION
INDICATOR / CLUSTER	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / STANDARD	RF.K.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
EXPECTATION / STANDARD	RF.K.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
EXPECTATION / STANDARD	RF.K.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
EXPECTATION / STANDARD	RF.K.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STANDARD / AREA OF LEARNING	UT.CC.R F.K.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		FLUENCY
INDICATOR / CLUSTER	RF.K.4.	Read emergent-reader texts with purpose and understanding.
STANDARD / AREA OF LEARNING	UT.CC.W K.	Writing Standards
OBJECTIVE / STRAND		TEXT TYPES AND PURPOSES
INDICATOR / CLUSTER	W.K.3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
STANDARD / AREA OF LEARNING	UT.CC.SL .K.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION / STANDARD	SL.K.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION / STANDARD	SL.K.1.b.	Continue a conversation through multiple exchanges.
STANDARD / AREA OF LEARNING	UT.CC.SL .K.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
INDICATOR / CLUSTER	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STANDARD / AREA OF LEARNING	UT.CC.SL .K.	Speaking and Listening Standards
OBJECTIVE / STRAND		PRESENTATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

INDICATOR / CLUSTER	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
INDICATOR / CLUSTER	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
STANDARD / AREA OF LEARNING	UT.CC.L.K.	Language Standards
OBJECTIVE / STRAND		CONVENTIONS OF STANDARD ENGLISH
INDICATOR / CLUSTER	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / STANDARD	L.K.1.a.	With guidance and support, identify and write many upper- and lowercase letters, including those in the student's name.
EXPECTATION / STANDARD	L.K.1.b.	Use frequently occurring nouns and verbs.
EXPECTATION / STANDARD	L.K.1.c.	Form regular plural nouns orally by adding <i>/s/</i> or <i>/es/</i> (e.g., dog, dogs; wish, wishes).
EXPECTATION / STANDARD	L.K.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
EXPECTATION / STANDARD	L.K.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
EXPECTATION / STANDARD	L.K.1.f.	Produce and expand complete sentences in shared language activities.
STANDARD / AREA OF LEARNING	UT.CC.L.K.	Language Standards
OBJECTIVE / STRAND		CONVENTIONS OF STANDARD ENGLISH
INDICATOR / CLUSTER	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / STANDARD	L.K.2.a.	Capitalize the first word in a sentence and the pronoun I.
EXPECTATION / STANDARD	L.K.2.b.	Recognize and name end punctuation.
EXPECTATION / STANDARD	L.K.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
EXPECTATION / STANDARD	L.K.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
STANDARD / AREA OF LEARNING	UT.CC.L.K.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
EXPECTATION / STANDARD	L.K.4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
STANDARD / AREA OF LEARNING	UT.CC.L.K.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION / STANDARD	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION / STANDARD	L.K.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
EXPECTATION / STANDARD	L.K.5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
STANDARD / AREA OF LEARNING	UT.CC.L.K.	Language Standards
OBJECTIVE /		VOCABULARY ACQUISITION AND USE

STRAND		
INDICATOR / CLUSTER	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 5

Utah State Core Curriculum
Language Arts
Grade K - Adopted: 2013

STANDARD / AREA OF LEARNING	UT.CC.R L.K.	Reading Standards for Literature
OBJECTIVE / STRAND		KEY IDEAS AND DETAILS
INDICATOR / CLUSTER	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
INDICATOR / CLUSTER	RL.K.2.	With prompting and support, retell familiar stories, including key details.
INDICATOR / CLUSTER	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
STANDARD / AREA OF LEARNING	UT.CC.R L.K.	Reading Standards for Literature
OBJECTIVE / STRAND		CRAFT AND STRUCTURE
INDICATOR / CLUSTER	RL.K.4.	Ask and answer questions about unknown words in a text.
INDICATOR / CLUSTER	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
STANDARD / AREA OF LEARNING	UT.CC.R L.K.	Reading Standards for Literature
OBJECTIVE / STRAND		INTEGRATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
STANDARD / AREA OF LEARNING	UT.CC.R L.K.	Reading Standards for Literature
OBJECTIVE / STRAND		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
INDICATOR / CLUSTER	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
STANDARD / AREA OF LEARNING	UT.CC.RI .K.	Reading Standards for Informational Text
OBJECTIVE / STRAND		KEY IDEAS AND DETAILS
INDICATOR / CLUSTER	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
INDICATOR / CLUSTER	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
INDICATOR / CLUSTER	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
STANDARD / AREA OF LEARNING	UT.CC.RI .K.	Reading Standards for Informational Text
OBJECTIVE / STRAND		CRAFT AND STRUCTURE
INDICATOR / CLUSTER	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
STANDARD / AREA OF	UT.CC.RI .K.	Reading Standards for Informational Text

LEARNING		
OBJECTIVE / STRAND		INTEGRATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
STANDARD / AREA OF LEARNING	UT.CC.RI.K.	Reading Standards for Informational Text
OBJECTIVE / STRAND		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
INDICATOR / CLUSTER	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
STANDARD / AREA OF LEARNING	UT.CC.RF.K.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		PRINT CONCEPTS
INDICATOR / CLUSTER	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION / STANDARD	RF.K.1.a.	Follow words from left to right, top to bottom, and page by page.
EXPECTATION / STANDARD	RF.K.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
EXPECTATION / STANDARD	RF.K.1.c.	Understand that words are separated by spaces in print.
EXPECTATION / STANDARD	RF.K.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
STANDARD / AREA OF LEARNING	UT.CC.RF.K.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		PHONOLOGICAL AWARENESS
INDICATOR / CLUSTER	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / STANDARD	RF.K.2.a.	Recognize and produce rhyming words.
EXPECTATION / STANDARD	RF.K.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
EXPECTATION / STANDARD	RF.K.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
EXPECTATION / STANDARD	RF.K.2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
EXPECTATION / STANDARD	RF.K.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STANDARD / AREA OF LEARNING	UT.CC.RF.K.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		PHONICS AND WORD RECOGNITION
INDICATOR / CLUSTER	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / STANDARD	RF.K.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
EXPECTATION / STANDARD	RF.K.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
EXPECTATION / STANDARD	RF.K.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
EXPECTATION / STANDARD	RF.K.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STANDARD / AREA OF LEARNING	UT.CC.RF.K.	Reading Standards: Foundational Skills

OBJECTIVE / STRAND		FLUENCY
INDICATOR / CLUSTER	RF.K.4.	Read emergent-reader texts with purpose and understanding.
STANDARD / AREA OF LEARNING	UT.CC.W.K.	Writing Standards
OBJECTIVE / STRAND		TEXT TYPES AND PURPOSES
INDICATOR / CLUSTER	W.K.1.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
INDICATOR / CLUSTER	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
INDICATOR / CLUSTER	W.K.3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
STANDARD / AREA OF LEARNING	UT.CC.W.K.	Writing Standards
OBJECTIVE / STRAND		PRODUCTION AND DISTRIBUTION OF WRITING
INDICATOR / CLUSTER	W.K.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
STANDARD / AREA OF LEARNING	UT.CC.SL.K.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION / STANDARD	SL.K.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION / STANDARD	SL.K.1.b.	Continue a conversation through multiple exchanges.
STANDARD / AREA OF LEARNING	UT.CC.SL.K.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
INDICATOR / CLUSTER	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STANDARD / AREA OF LEARNING	UT.CC.SL.K.	Speaking and Listening Standards
OBJECTIVE / STRAND		PRESENTATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
INDICATOR / CLUSTER	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
INDICATOR / CLUSTER	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
STANDARD / AREA OF LEARNING	UT.CC.L.K.	Language Standards
OBJECTIVE / STRAND		CONVENTIONS OF STANDARD ENGLISH
INDICATOR / CLUSTER	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION /	L.K.1.a.	With guidance and support, identify and write many upper- and lowercase letters,

STANDARD		including those in the student's name.
EXPECTATION / STANDARD	L.K.1.b.	Use frequently occurring nouns and verbs.
EXPECTATION / STANDARD	L.K.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
EXPECTATION / STANDARD	L.K.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
EXPECTATION / STANDARD	L.K.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
EXPECTATION / STANDARD	L.K.1.f.	Produce and expand complete sentences in shared language activities.
STANDARD / AREA OF LEARNING	UT.CC.L.K.	Language Standards
OBJECTIVE / STRAND		CONVENTIONS OF STANDARD ENGLISH
INDICATOR / CLUSTER	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / STANDARD	L.K.2.a.	Capitalize the first word in a sentence and the pronoun I.
EXPECTATION / STANDARD	L.K.2.b.	Recognize and name end punctuation.
EXPECTATION / STANDARD	L.K.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
EXPECTATION / STANDARD	L.K.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
STANDARD / AREA OF LEARNING	UT.CC.L.K.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
EXPECTATION / STANDARD	L.K.4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
STANDARD / AREA OF LEARNING	UT.CC.L.K.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION / STANDARD	L.K.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
EXPECTATION / STANDARD	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION / STANDARD	L.K.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
EXPECTATION / STANDARD	L.K.5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
STANDARD / AREA OF LEARNING	UT.CC.L.K.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.