

Main Criteria: Classroom Supplement Units Kindergarten
Secondary Criteria: Wisconsin Model Academic Standards
Subject: Language Arts
Grade: K

Classroom Supplement Units Kindergarten

Pre-writing

**Wisconsin Model Academic Standards
Language Arts
Grade K - Adopted: 2010**

DOMAIN	WI.CC.K.RL.	Reading Standards for Literature
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RL.1.	With prompting and support, ask and answer questions about key details in a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RL.3.	With prompting and support, identify characters, settings, and major events in a story.
DOMAIN	WI.CC.K.RL.	Reading Standards for Literature
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RL.4.	Ask and answer questions about unknown words in a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RL.5.	Recognize common types of texts (e.g., storybooks, poems).
DOMAIN	WI.CC.K.RL.	Reading Standards for Literature
CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RL.10.	Actively engage in group reading activities with purpose and understanding.
DOMAIN	WI.CC.K.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RI.1.	With prompting and support, ask and answer questions about key details in a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RI.2.	With prompting and support, identify the main topic and retell key details of a text.
DOMAIN	WI.CC.K.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RI.4.	With prompting and support, ask and answer questions about unknown words in a text.

DOMAIN	W.CC.K.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RI.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).
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RI.8.	With prompting and support, identify the reasons an author gives to support points in a text.
DOMAIN	W.CC.K.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RI.10.	Actively engage in group reading activities with purpose and understanding.
DOMAIN	W.CC.K.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Print Concepts
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RF.1.	Demonstrate understanding of the organization and basic features of print.
DESCRIPTOR / FOCUS AREA	K.RF.1.a.	Follow words from left to right, top to bottom, and page by page.
DESCRIPTOR / FOCUS AREA	K.RF.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
DESCRIPTOR / FOCUS AREA	K.RF.1.c.	Understand that words are separated by spaces in print.
DESCRIPTOR / FOCUS AREA	K.RF.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
DOMAIN	W.CC.K.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Phonological Awareness
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
DESCRIPTOR / FOCUS AREA	K.RF.2.a.	Recognize and produce rhyming words.
DESCRIPTOR / FOCUS AREA	K.RF.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
DESCRIPTOR / FOCUS AREA	K.RF.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
DESCRIPTOR / FOCUS AREA	K.RF.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/.)
DESCRIPTOR / FOCUS AREA	K.RF.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
DOMAIN	W.CC.K.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / FOCUS AREA	K.RF.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

DESCRIPTOR / FOCUS AREA	K.RF.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
DESCRIPTOR / FOCUS AREA	K.RF.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
DESCRIPTOR / FOCUS AREA	K.RF.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
DOMAIN	W.CC.K.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RF.4.	Read emergent-reader texts with purpose and understanding.
DOMAIN	W.CC.K.W.	Writing Standards
CONTENT STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / LEARNING PRIORITY	K.W.7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
DOMAIN	W.CC.K.SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	K.SL.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
DESCRIPTOR / FOCUS AREA	K.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
DESCRIPTOR / FOCUS AREA	K.SL.1.b.	Continue a conversation through multiple exchanges.
DOMAIN	W.CC.K.SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	K.SL.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.
PERFORMANCE STANDARD / LEARNING PRIORITY	K.SL.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
DOMAIN	W.CC.K.SL.	Speaking and Listening Standards
CONTENT STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	K.SL.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
PERFORMANCE STANDARD / LEARNING PRIORITY	K.SL.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
PERFORMANCE STANDARD / LEARNING PRIORITY	K.SL.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
DOMAIN	W.CC.K.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English

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

Unit 1

Grade K - Adopted: 2010

DOMAIN	W.CC.K.RL.	Reading Standards for Literature
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RL.1.	With prompting and support, ask and answer questions about key details in a text.
DOMAIN	W.CC.K.RL.	Reading Standards for Literature
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RL.4.	Ask and answer questions about unknown words in a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RL.5.	Recognize common types of texts (e.g., storybooks, poems).
DOMAIN	W.CC.K.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RI.1.	With prompting and support, ask and answer questions about key details in a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RI.2.	With prompting and support, identify the main topic and retell key details of a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RI.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
DOMAIN	W.CC.K.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RI.4.	With prompting and support, ask and answer questions about unknown words in a text.
DOMAIN	W.CC.K.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RI.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).
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RI.8.	With prompting and support, identify the reasons an author gives to support points in a text.
DOMAIN	W.CC.K.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RI.10.	Actively engage in group reading activities with purpose and understanding.
DOMAIN	W.CC.K.	Reading Standards: Foundational Skills

	RF.	
CONTENT STANDARD		Print Concepts
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RF.1.	Demonstrate understanding of the organization and basic features of print.
DESCRIPTOR / FOCUS AREA	K.RF.1.a.	Follow words from left to right, top to bottom, and page by page.
DESCRIPTOR / FOCUS AREA	K.RF.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
DESCRIPTOR / FOCUS AREA	K.RF.1.c.	Understand that words are separated by spaces in print.
DESCRIPTOR / FOCUS AREA	K.RF.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
DOMAIN	WI.CC.K.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Phonological Awareness
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
DESCRIPTOR / FOCUS AREA	K.RF.2.a.	Recognize and produce rhyming words.
DESCRIPTOR / FOCUS AREA	K.RF.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
DESCRIPTOR / FOCUS AREA	K.RF.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
DESCRIPTOR / FOCUS AREA	K.RF.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/.)
DESCRIPTOR / FOCUS AREA	K.RF.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
DOMAIN	WI.CC.K.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / FOCUS AREA	K.RF.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
DESCRIPTOR / FOCUS AREA	K.RF.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
DESCRIPTOR / FOCUS AREA	K.RF.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
DESCRIPTOR / FOCUS AREA	K.RF.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
DOMAIN	WI.CC.K.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RF.4.	Read emergent-reader texts with purpose and understanding.
DOMAIN	WI.CC.K.W.	Writing Standards
CONTENT STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / LEARNING	K.W.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

PRIORITY		
DOMAIN	W.CC.K.SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	K.SL.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
DESCRIPTOR / FOCUS AREA	K.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
DESCRIPTOR / FOCUS AREA	K.SL.1.b.	Continue a conversation through multiple exchanges.
DOMAIN	W.CC.K.SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	K.SL.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.
PERFORMANCE STANDARD / LEARNING PRIORITY	K.SL.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
DOMAIN	W.CC.K.SL.	Speaking and Listening Standards
CONTENT STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	K.SL.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
PERFORMANCE STANDARD / LEARNING PRIORITY	K.SL.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
PERFORMANCE STANDARD / LEARNING PRIORITY	K.SL.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
DOMAIN	W.CC.K.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	K.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	K.L.1.a.	Print many upper- and lowercase letters.
DESCRIPTOR / FOCUS AREA	K.L.1.b.	Use frequently occurring nouns and verbs.
DESCRIPTOR / FOCUS AREA	K.L.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
DESCRIPTOR / FOCUS AREA	K.L.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
DESCRIPTOR / FOCUS AREA	K.L.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
DESCRIPTOR / FOCUS AREA	K.L.1.f.	Produce and expand complete sentences in shared language activities.
DOMAIN	W.CC.K.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE	K.L.2.	Demonstrate command of the conventions of standard English capitalization,

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

Unit 2

Wisconsin Model Academic Standards

Language Arts

Grade K - Adopted: 2010

DOMAIN	W.CC.K.RL.	Reading Standards for Literature
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RL.1.	With prompting and support, ask and answer questions about key details in a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RL.3.	With prompting and support, identify characters, settings, and major events in a story.
DOMAIN	W.CC.K.	Reading Standards for Literature

	RL.	
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RL.4.	Ask and answer questions about unknown words in a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RL.5.	Recognize common types of texts (e.g., storybooks, poems).
DOMAIN	W.CC.K.RL.	Reading Standards for Literature
CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RL.10.	Actively engage in group reading activities with purpose and understanding.
DOMAIN	W.CC.K.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RI.1.	With prompting and support, ask and answer questions about key details in a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RI.2.	With prompting and support, identify the main topic and retell key details of a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RI.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
DOMAIN	W.CC.K.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RI.4.	With prompting and support, ask and answer questions about unknown words in a text.
DOMAIN	W.CC.K.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RI.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).
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RI.8.	With prompting and support, identify the reasons an author gives to support points in a text.
DOMAIN	W.CC.K.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RI.10.	Actively engage in group reading activities with purpose and understanding.
DOMAIN	W.CC.K.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Print Concepts

PERFORMANCE STANDARD / LEARNING PRIORITY	K.RF.1.	Demonstrate understanding of the organization and basic features of print.
DESCRIPTOR / FOCUS AREA	K.RF.1.a.	Follow words from left to right, top to bottom, and page by page.
DESCRIPTOR / FOCUS AREA	K.RF.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
DESCRIPTOR / FOCUS AREA	K.RF.1.c.	Understand that words are separated by spaces in print.
DESCRIPTOR / FOCUS AREA	K.RF.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
DOMAIN	W.CC.K.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Phonological Awareness
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
DESCRIPTOR / FOCUS AREA	K.RF.2.a.	Recognize and produce rhyming words.
DESCRIPTOR / FOCUS AREA	K.RF.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
DESCRIPTOR / FOCUS AREA	K.RF.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
DESCRIPTOR / FOCUS AREA	K.RF.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/.)
DESCRIPTOR / FOCUS AREA	K.RF.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
DOMAIN	W.CC.K.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / FOCUS AREA	K.RF.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
DESCRIPTOR / FOCUS AREA	K.RF.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
DESCRIPTOR / FOCUS AREA	K.RF.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
DESCRIPTOR / FOCUS AREA	K.RF.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
DOMAIN	W.CC.K.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RF.4.	Read emergent-reader texts with purpose and understanding.
DOMAIN	W.CC.K.W.	Writing Standards
CONTENT STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / LEARNING PRIORITY	K.W.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.
DOMAIN	W.CC.K.W.	Writing Standards

CONTENT STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / LEARNING PRIORITY	K.W.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
DOMAIN	W.CC.K.W.	Writing Standards
CONTENT STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / LEARNING PRIORITY	K.W.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
DOMAIN	W.CC.K.SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	K.SL.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
DESCRIPTOR / FOCUS AREA	K.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
DESCRIPTOR / FOCUS AREA	K.SL.1.b.	Continue a conversation through multiple exchanges.
DOMAIN	W.CC.K.SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	K.SL.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.
PERFORMANCE STANDARD / LEARNING PRIORITY	K.SL.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
DOMAIN	W.CC.K.SL.	Speaking and Listening Standards
CONTENT STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	K.SL.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
PERFORMANCE STANDARD / LEARNING PRIORITY	K.SL.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
PERFORMANCE STANDARD / LEARNING PRIORITY	K.SL.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
DOMAIN	W.CC.K.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	K.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	K.L.1.a.	Print many upper- and lowercase letters.
DESCRIPTOR / FOCUS AREA	K.L.1.b.	Use frequently occurring nouns and verbs.

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

Unit 3

Language Arts
Grade K - Adopted: 2010

DOMAIN	W.CC.K.RL.	Reading Standards for Literature
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RL.1.	With prompting and support, ask and answer questions about key details in a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RL.2.	With prompting and support, retell familiar stories, including key details.
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RL.3.	With prompting and support, identify characters, settings, and major events in a story.
DOMAIN	W.CC.K.RL.	Reading Standards for Literature
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RL.4.	Ask and answer questions about unknown words in a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RL.5.	Recognize common types of texts (e.g., storybooks, poems).
DOMAIN	W.CC.K.RL.	Reading Standards for Literature
CONTENT STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RL.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).
DOMAIN	W.CC.K.RL.	Reading Standards for Literature
CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RL.10.	Actively engage in group reading activities with purpose and understanding.
DOMAIN	W.CC.K.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RI.1.	With prompting and support, ask and answer questions about key details in a text.
DOMAIN	W.CC.K.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RI.4.	With prompting and support, ask and answer questions about unknown words in a text.
DOMAIN	W.CC.K.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Print Concepts

PERFORMANCE STANDARD / LEARNING PRIORITY	K.RF.1.	Demonstrate understanding of the organization and basic features of print.
DESCRIPTOR / FOCUS AREA	K.RF.1.a.	Follow words from left to right, top to bottom, and page by page.
DESCRIPTOR / FOCUS AREA	K.RF.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
DESCRIPTOR / FOCUS AREA	K.RF.1.c.	Understand that words are separated by spaces in print.
DESCRIPTOR / FOCUS AREA	K.RF.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
DOMAIN	W.CC.K.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Phonological Awareness
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
DESCRIPTOR / FOCUS AREA	K.RF.2.a.	Recognize and produce rhyming words.
DESCRIPTOR / FOCUS AREA	K.RF.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
DESCRIPTOR / FOCUS AREA	K.RF.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
DESCRIPTOR / FOCUS AREA	K.RF.2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /ll/, /rl/, or /xl/.)
DESCRIPTOR / FOCUS AREA	K.RF.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
DOMAIN	W.CC.K.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / FOCUS AREA	K.RF.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
DESCRIPTOR / FOCUS AREA	K.RF.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
DESCRIPTOR / FOCUS AREA	K.RF.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
DESCRIPTOR / FOCUS AREA	K.RF.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
DOMAIN	W.CC.K.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RF.4.	Read emergent-reader texts with purpose and understanding.
DOMAIN	W.CC.K.W.	Writing Standards
CONTENT STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / LEARNING PRIORITY	K.W.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.
DOMAIN	W.CC.K.SL.	Speaking and Listening Standards

CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	K.SL.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
DESCRIPTOR / FOCUS AREA	K.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
DESCRIPTOR / FOCUS AREA	K.SL.1.b.	Continue a conversation through multiple exchanges.
DOMAIN	W.CC.K.SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	K.SL.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.
PERFORMANCE STANDARD / LEARNING PRIORITY	K.SL.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
DOMAIN	W.CC.K.SL.	Speaking and Listening Standards
CONTENT STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	K.SL.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
PERFORMANCE STANDARD / LEARNING PRIORITY	K.SL.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
PERFORMANCE STANDARD / LEARNING PRIORITY	K.SL.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
DOMAIN	W.CC.K.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	K.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	K.L.1.a.	Print many upper- and lowercase letters.
DESCRIPTOR / FOCUS AREA	K.L.1.b.	Use frequently occurring nouns and verbs.
DESCRIPTOR / FOCUS AREA	K.L.1.c.	Form regular plural nouns orally by adding <i>/s/</i> or <i>/es/</i> (e.g., dog, dogs; wish, wishes).
DESCRIPTOR / FOCUS AREA	K.L.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
DESCRIPTOR / FOCUS AREA	K.L.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
DESCRIPTOR / FOCUS AREA	K.L.1.f.	Produce and expand complete sentences in shared language activities.
DOMAIN	W.CC.K.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	K.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

DESCRIPTOR / FOCUS AREA	K.L.2.a.	Capitalize the first word in a sentence and the pronoun I.
DESCRIPTOR / FOCUS AREA	K.L.2.b.	Recognize and name end punctuation.
DESCRIPTOR / FOCUS AREA	K.L.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
DESCRIPTOR / FOCUS AREA	K.L.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
DOMAIN	W.CC.K.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	K.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
DESCRIPTOR / FOCUS AREA	K.L.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).
DOMAIN	W.CC.K.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	K.L.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
DESCRIPTOR / FOCUS AREA	K.L.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
DESCRIPTOR / FOCUS AREA	K.L.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
DESCRIPTOR / FOCUS AREA	K.L.5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
DOMAIN	W.CC.K.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	K.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 5

Wisconsin Model Academic Standards

Language Arts

Grade K - Adopted: 2010

DOMAIN	W.CC.K.RL.	Reading Standards for Literature
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RL.1.	With prompting and support, ask and answer questions about key details in a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RL.2.	With prompting and support, retell familiar stories, including key details.
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RL.3.	With prompting and support, identify characters, settings, and major events in a story.
DOMAIN	W.CC.K.RL.	Reading Standards for Literature
CONTENT		Craft and Structure

STANDARD		
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RL.4.	Ask and answer questions about unknown words in a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RL.5.	Recognize common types of texts (e.g., storybooks, poems).
DOMAIN	W.CC.K.RL.	Reading Standards for Literature
CONTENT STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RL.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).
DOMAIN	W.CC.K.RL.	Reading Standards for Literature
CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RL.10.	Actively engage in group reading activities with purpose and understanding.
DOMAIN	W.CC.K.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RI.1.	With prompting and support, ask and answer questions about key details in a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RI.2.	With prompting and support, identify the main topic and retell key details of a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RI.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
DOMAIN	W.CC.K.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RI.4.	With prompting and support, ask and answer questions about unknown words in a text.
DOMAIN	W.CC.K.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RI.8.	With prompting and support, identify the reasons an author gives to support points in a text.
DOMAIN	W.CC.K.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RI.10.	Actively engage in group reading activities with purpose and understanding.
DOMAIN	W.CC.K.	Reading Standards: Foundational Skills

	RF.	
CONTENT STANDARD		Print Concepts
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RF.1.	Demonstrate understanding of the organization and basic features of print.
DESCRIPTOR / FOCUS AREA	K.RF.1.a.	Follow words from left to right, top to bottom, and page by page.
DESCRIPTOR / FOCUS AREA	K.RF.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
DESCRIPTOR / FOCUS AREA	K.RF.1.c.	Understand that words are separated by spaces in print.
DESCRIPTOR / FOCUS AREA	K.RF.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
DOMAIN	WI.CC.K.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Phonological Awareness
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
DESCRIPTOR / FOCUS AREA	K.RF.2.a.	Recognize and produce rhyming words.
DESCRIPTOR / FOCUS AREA	K.RF.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
DESCRIPTOR / FOCUS AREA	K.RF.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
DESCRIPTOR / FOCUS AREA	K.RF.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/.)
DESCRIPTOR / FOCUS AREA	K.RF.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
DOMAIN	WI.CC.K.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / FOCUS AREA	K.RF.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
DESCRIPTOR / FOCUS AREA	K.RF.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
DESCRIPTOR / FOCUS AREA	K.RF.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
DESCRIPTOR / FOCUS AREA	K.RF.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
DOMAIN	WI.CC.K.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RF.4.	Read emergent-reader texts with purpose and understanding.
DOMAIN	WI.CC.K.W.	Writing Standards
CONTENT STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / LEARNING	K.W.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 . . .).

PRIORITY		
PERFORMANCE STANDARD / LEARNING PRIORITY	K.W.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.
PERFORMANCE STANDARD / LEARNING PRIORITY	K.W.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.
DOMAIN	W.CC.K.W.	Writing Standards
CONTENT STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / LEARNING PRIORITY	K.W.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
DOMAIN	W.CC.K.SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	K.SL.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
DESCRIPTOR / FOCUS AREA	K.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
DESCRIPTOR / FOCUS AREA	K.SL.1.b.	Continue a conversation through multiple exchanges.
DOMAIN	W.CC.K.SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	K.SL.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.
PERFORMANCE STANDARD / LEARNING PRIORITY	K.SL.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
DOMAIN	W.CC.K.SL.	Speaking and Listening Standards
CONTENT STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	K.SL.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
PERFORMANCE STANDARD / LEARNING PRIORITY	K.SL.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
PERFORMANCE STANDARD / LEARNING PRIORITY	K.SL.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
DOMAIN	W.CC.K.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	K.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	K.L.1.a.	Print many upper- and lowercase letters.

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