Classroom Supplement Units Kindergarten

Pre-writing

Alaska Content Standards

Language Arts

Grade **K** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RL.K.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.K.1.	With prompting and support, ask and answer questions about a literary text using key details from the text.
GOAL	RL.K.3.	With prompting and support, identify characters, settings, major events, and problem-solution in a story, song, or poem.
PERFORMANCE / CONTENT STANDARD	AK.RL.K.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.K.4.	Ask and answer questions about unknown words in a text.
GOAL	RL.K.5.	Identify common types of texts (e.g., picture books, stories, poems, songs).
PERFORMANCE / CONTENT STANDARD	AK.RL.K.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.K.10.	Actively engage in shared reading activities using literature from a variety of cultures with purpose and understanding, and scaffolding as needed.
PERFORMANCE / CONTENT STANDARD	AK.RI.K.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.K.1.	With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text.
GOAL	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
PERFORMANCE / CONTENT STANDARD	AK.RI.K.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
PERFORMANCE / CONTENT STANDARD	AK.RI.K.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas

GOAL	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).
GOAL	RI.K.8.	With prompting and support, identify the opinions an author states in a text.
PERFORMANCE / CONTENT STANDARD	AK.RI.K.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Text Complexity
GOAL	RI.K.10.	Actively engage in shared reading activities using a range of topics and texts with purpose and understanding, with scaffolding as needed.
PERFORMANCE / CONTENT STANDARD	AK.RF.K.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Print Concepts
GOAL	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.K.1.a.	Follow words from left to right, top to bottom, and page-by-page.
INDICATOR	RF.K.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
INDICATOR	RF.K.1.c.	Understand that words are separated by spaces in print.
INDICATOR	RF.K.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
PERFORMANCE / CONTENT STANDARD	AK.RF.K.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Phonological Awareness
GOAL	RF.K.2.	Demonstrate understanding of spoken `words, syllables, and sounds (phonemes).
INDICATOR	RF.K.2.a.	Recognize and produce rhyming words.
INDICATOR	RF.K.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
INDICATOR	RF.K.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
INDICATOR	RF.K.2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
INDICATOR	RF.K.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
PERFORMANCE / CONTENT STANDARD	AK.RF.K.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Phonics and Word Recognition
GOAL	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.K.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
INDICATOR	RF.K.3.b.	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
INDICATOR	RF.K.3.c.	Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).
INDICATOR	RF.K.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
PERFORMANCE / CONTENT STANDARD	AK.RF.K.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.K.4.	Read emergent-reader texts with purpose and understanding.
PERFORMANCE / CONTENT	AK.W.K.	Writing Standards

STANDARD		
GRADE LEVEL EXPECTATION / STRAND		**Research to Build and Present Knowledge**
GOAL	**W.K.7.**	**Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and combine or summarize information/facts learned or express opinions about them).**
PERFORMANCE / CONTENT STANDARD	**AK.SL.K.**	**Speaking and Listening Standards**
GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**
GOAL	**SL.K.1.**	**Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.**
INDICATOR	**SL.K.1.a.**	**Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).**
INDICATOR	**SL.K.1.b.**	**Continue a conversation through multiple exchanges.**
PERFORMANCE / CONTENT STANDARD	**AK.SL.K.**	**Speaking and Listening Standards**
GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**
GOAL	**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.**
GOAL	**SL.K.3.**	**Ask and answer questions in order to seek help, get information, or clarify something that is not understood.**
PERFORMANCE / CONTENT STANDARD	**AK.SL.K.**	**Speaking and Listening Standards**
GRADE LEVEL EXPECTATION / STRAND		**Presentation of Knowledge and Ideas**
GOAL	**SL.K.4.**	**Describe familiar people, places, things, and events, and with prompting and support, provide additional related details.**
PERFORMANCE / CONTENT STANDARD	**AK.L.K.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.K.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	**L.K.1.a.**	**Print many upper- and lowercase letters.**
INDICATOR	**L.K.1.b.**	**Use frequently occurring nouns and verbs.**
INDICATOR	**L.K.1.c.**	**Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).**
INDICATOR	**L.K.1.d.**	**Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).**
INDICATOR	**L.K.1.f.**	**Produce and expand complete sentences in shared language activities.**
PERFORMANCE / CONTENT STANDARD	**AK.L.K.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.K.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	**L.K.2.a.**	**ent's name, and the pronoun I.**
INDICATOR	**L.K.2.b.**	**Recognize and name end punctuation.**
INDICATOR	**L.K.2.c.**	**Write a letter or letters for most consonant and short-vowel sounds (phonemes).**
PERFORMANCE / CONTENT	**AK.L.K.**	**Language Standards**

STANDARD		
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.K.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
INDICATOR	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
INDICATOR	L.K.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.K.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 1

Alaska Content Standards

Language Arts

Grade **K** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RL.K.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.K.1.	With prompting and support, ask and answer questions about a literary text using key details from the text.
PERFORMANCE / CONTENT STANDARD	AK.RL.K.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.K.4.	Ask and answer questions about unknown words in a text.
GOAL	RL.K.5.	Identify common types of texts (e.g., picture books, stories, poems, songs).
PERFORMANCE / CONTENT STANDARD	AK.RI.K.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.K.1.	With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text.
GOAL	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
GOAL	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

PERFORMANCE / CONTENT STANDARD	AK.RI.K.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
PERFORMANCE / CONTENT STANDARD	AK.RI.K.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	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).
GOAL	RI.K.8.	With prompting and support, identify the opinions an author states in a text.
PERFORMANCE / CONTENT STANDARD	AK.RI.K.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Text Complexity
GOAL	RI.K.10.	Actively engage in shared reading activities using a range of topics and texts with purpose and understanding, with scaffolding as needed.
PERFORMANCE / CONTENT STANDARD	AK.RF.K.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Print Concepts
GOAL	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.K.1.a.	Follow words from left to right, top to bottom, and page-by-page.
INDICATOR	RF.K.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
INDICATOR	RF.K.1.c.	Understand that words are separated by spaces in print.
INDICATOR	RF.K.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
PERFORMANCE / CONTENT STANDARD	AK.RF.K.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Phonological Awareness
GOAL	RF.K.2.	Demonstrate understanding of spoken `words, syllables, and sounds (phonemes).
INDICATOR	RF.K.2.a.	Recognize and produce rhyming words.
INDICATOR	RF.K.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
INDICATOR	RF.K.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
INDICATOR	RF.K.2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
INDICATOR	RF.K.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
PERFORMANCE / CONTENT STANDARD	AK.RF.K.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Phonics and Word Recognition
GOAL	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.K.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
INDICATOR	RF.K.3.b.	Associate the long and short sounds with the common spellings (graphemes) for the

		five major vowels.
INDICATOR	RF.K.3.c.	Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).
INDICATOR	RF.K.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
PERFORMANCE / CONTENT STANDARD	AK.RF.K.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.K.4.	Read emergent-reader texts with purpose and understanding.
PERFORMANCE / CONTENT STANDARD	AK.W.K.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
PERFORMANCE / CONTENT STANDARD	AK.SL.K.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.K.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATOR	SL.K.1.b.	Continue a conversation through multiple exchanges.
PERFORMANCE / CONTENT STANDARD	AK.SL.K.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
GOAL	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
PERFORMANCE / CONTENT STANDARD	AK.SL.K.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.K.4.	Describe familiar people, places, things, and events, and with prompting and support, provide additional related details.
PERFORMANCE / CONTENT STANDARD	AK.L.K.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.K.1.a.	Print many upper- and lowercase letters.
INDICATOR	L.K.1.b.	Use frequently occurring nouns and verbs.
INDICATOR	L.K.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
INDICATOR	L.K.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
INDICATOR	L.K.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of,

INDICATOR	L.K.1.f.	Produce and expand complete sentences in shared language activities.
PERFORMANCE / CONTENT STANDARD	AK.L.K.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.K.2.a.	ent's name, and the pronoun I.
INDICATOR	L.K.2.b.	Recognize and name end punctuation.
INDICATOR	L.K.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
INDICATOR	L.K.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
PERFORMANCE / CONTENT STANDARD	AK.L.K.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.K.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
INDICATOR	L.K.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
INDICATOR	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
INDICATOR	L.K.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.K.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 2

Alaska Content Standards

Language Arts

Grade **K** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RL.K.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.K.1.	With prompting and support, ask and answer questions about a literary text using key details from the text.

GOAL	RL.K.3.	With prompting and support, identify characters, settings, major events, and problem-solution in a story, song, or poem.
PERFORMANCE / CONTENT STANDARD	AK.RL.K.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.K.4.	Ask and answer questions about unknown words in a text.
GOAL	RL.K.5.	Identify common types of texts (e.g., picture books, stories, poems, songs).
PERFORMANCE / CONTENT STANDARD	AK.RL.K.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.K.10.	Actively engage in shared reading activities using literature from a variety of cultures with purpose and understanding, and scaffolding as needed.
PERFORMANCE / CONTENT STANDARD	AK.RI.K.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.K.1.	With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text.
GOAL	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
GOAL	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
PERFORMANCE / CONTENT STANDARD	AK.RI.K.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
PERFORMANCE / CONTENT STANDARD	AK.RI.K.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	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).
GOAL	RI.K.8.	With prompting and support, identify the opinions an author states in a text.
PERFORMANCE / CONTENT STANDARD	AK.RI.K.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Text Complexity
GOAL	RI.K.10.	Actively engage in shared reading activities using a range of topics and texts with purpose and understanding, with scaffolding as needed.
PERFORMANCE / CONTENT STANDARD	AK.RF.K.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Print Concepts
GOAL	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.K.1.a.	Follow words from left to right, top to bottom, and page-by-page.
INDICATOR	RF.K.1.b.	Recognize that spoken words are represented in written language by specific

		sequences of letters.
INDICATOR	RF.K.1.c.	Understand that words are separated by spaces in print.
INDICATOR	RF.K.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
PERFORMANCE / CONTENT STANDARD	AK.RF.K.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Phonological Awareness
GOAL	RF.K.2.	Demonstrate understanding of spoken `words, syllables, and sounds (phonemes).
INDICATOR	RF.K.2.a.	Recognize and produce rhyming words.
INDICATOR	RF.K.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
INDICATOR	RF.K.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
INDICATOR	RF.K.2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
INDICATOR	RF.K.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
PERFORMANCE / CONTENT STANDARD	AK.RF.K.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Phonics and Word Recognition
GOAL	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.K.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
INDICATOR	RF.K.3.b.	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
INDICATOR	RF.K.3.c.	Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).
INDICATOR	RF.K.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
PERFORMANCE / CONTENT STANDARD	AK.RF.K.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.K.4.	Read emergent-reader texts with purpose and understanding.
PERFORMANCE / CONTENT STANDARD	AK.W.K.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.K.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.K.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
PERFORMANCE / CONTENT STANDARD	AK.W.K.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge

GOAL	W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
PERFORMANCE / CONTENT STANDARD	AK.SL.K.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.K.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATOR	SL.K.1.b.	Continue a conversation through multiple exchanges.
PERFORMANCE / CONTENT STANDARD	AK.SL.K.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
GOAL	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
PERFORMANCE / CONTENT STANDARD	AK.SL.K.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.K.4.	Describe familiar people, places, things, and events, and with prompting and support, provide additional related details.
PERFORMANCE / CONTENT STANDARD	AK.L.K.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.K.1.a.	Print many upper- and lowercase letters.
INDICATOR	L.K.1.b.	Use frequently occurring nouns and verbs.
INDICATOR	L.K.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
INDICATOR	L.K.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
INDICATOR	L.K.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
INDICATOR	L.K.1.f.	Produce and expand complete sentences in shared language activities.
PERFORMANCE / CONTENT STANDARD	AK.L.K.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.K.2.a.	ent's name, and the pronoun I.
INDICATOR	L.K.2.b.	Recognize and name end punctuation.
INDICATOR	L.K.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
INDICATOR	L.K.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
PERFORMANCE / CONTENT STANDARD	AK.L.K.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
INDICATOR	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).
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.K.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
INDICATOR	L.K.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
INDICATOR	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
INDICATOR	L.K.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.K.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 3

Alaska Content Standards

Language Arts

Grade **K** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RL.K.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.K.1.	With prompting and support, ask and answer questions about a literary text using key details from the text.
GOAL	RL.K.2.	With prompting and support, retell familiar stories, using key details.
GOAL	RL.K.3.	With prompting and support, identify characters, settings, major events, and problem-solution in a story, song, or poem.
PERFORMANCE / CONTENT STANDARD	AK.RL.K.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.K.4.	Ask and answer questions about unknown words in a text.
GOAL	RL.K.5.	Identify common types of texts (e.g., picture books, stories, poems, songs).
PERFORMANCE / CONTENT STANDARD	AK.RL.K.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas

GOAL	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) or use illustrations to tell or retell a story.
PERFORMANCE / CONTENT STANDARD	AK.RL.K.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.K.10.	Actively engage in shared reading activities using literature from a variety of cultures with purpose and understanding, and scaffolding as needed.
PERFORMANCE / CONTENT STANDARD	AK.RI.K.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.K.1.	With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text.
PERFORMANCE / CONTENT STANDARD	AK.RI.K.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
PERFORMANCE / CONTENT STANDARD	AK.RF.K.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Print Concepts
GOAL	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.K.1.a.	Follow words from left to right, top to bottom, and page-by-page.
INDICATOR	RF.K.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
INDICATOR	RF.K.1.c.	Understand that words are separated by spaces in print.
INDICATOR	RF.K.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
PERFORMANCE / CONTENT STANDARD	AK.RF.K.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Phonological Awareness
GOAL	RF.K.2.	Demonstrate understanding of spoken `words, syllables, and sounds (phonemes).
INDICATOR	RF.K.2.a.	Recognize and produce rhyming words.
INDICATOR	RF.K.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
INDICATOR	RF.K.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
INDICATOR	RF.K.2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
INDICATOR	RF.K.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
PERFORMANCE / CONTENT STANDARD	AK.RF.K.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Phonics and Word Recognition
GOAL	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.K.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each

		consonant.
INDICATOR	RF.K.3.b.	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
INDICATOR	RF.K.3.c.	Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).
INDICATOR	RF.K.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
PERFORMANCE / CONTENT STANDARD	AK.RF.K.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.K.4.	Read emergent-reader texts with purpose and understanding.
PERFORMANCE / CONTENT STANDARD	AK.W.K.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.K.3.	Use a combination of drawing, dictating, and writing to narrate a real or imagined event or several loosely linked events, tell about the events in the order in which they occurred, and provide an ending (how the problem was solved) or a reaction (e.g., a feeling) to what happened.
PERFORMANCE / CONTENT STANDARD	AK.SL.K.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.K.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATOR	SL.K.1.b.	Continue a conversation through multiple exchanges.
PERFORMANCE / CONTENT STANDARD	AK.SL.K.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
GOAL	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
PERFORMANCE / CONTENT STANDARD	AK.SL.K.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.K.4.	Describe familiar people, places, things, and events, and with prompting and support, provide additional related details.
PERFORMANCE / CONTENT STANDARD	AK.L.K.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.K.1.a.	Print many upper- and lowercase letters.
INDICATOR	L.K.1.b.	Use frequently occurring nouns and verbs.
INDICATOR	L.K.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

INDICATOR	L.K.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
INDICATOR	L.K.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
INDICATOR	L.K.1.f.	Produce and expand complete sentences in shared language activities.
PERFORMANCE / CONTENT STANDARD	AK.L.K.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.K.2.a.	ent's name, and the pronoun I.
INDICATOR	L.K.2.b.	Recognize and name end punctuation.
INDICATOR	L.K.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
INDICATOR	L.K.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
PERFORMANCE / CONTENT STANDARD	AK.L.K.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.K.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
INDICATOR	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
INDICATOR	L.K.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.K.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 5

Alaska Content Standards

Language Arts

Grade **K** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RL.K.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.K.1.	With prompting and support, ask and answer questions about a literary text using key

		details from the text.
GOAL	RL.K.2.	With prompting and support, retell familiar stories, using key details.
GOAL	RL.K.3.	With prompting and support, identify characters, settings, major events, and problem-solution in a story, song, or poem.
PERFORMANCE / CONTENT STANDARD	AK.RL.K.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.K.4.	Ask and answer questions about unknown words in a text.
GOAL	RL.K.5.	Identify common types of texts (e.g., picture books, stories, poems, songs).
PERFORMANCE / CONTENT STANDARD	AK.RL.K.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	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) or use illustrations to tell or retell a story.
PERFORMANCE / CONTENT STANDARD	AK.RL.K.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.K.10.	Actively engage in shared reading activities using literature from a variety of cultures with purpose and understanding, and scaffolding as needed.
PERFORMANCE / CONTENT STANDARD	AK.RI.K.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.K.1.	With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text.
GOAL	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
GOAL	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
PERFORMANCE / CONTENT STANDARD	AK.RI.K.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
PERFORMANCE / CONTENT STANDARD	AK.RI.K.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.K.8.	With prompting and support, identify the opinions an author states in a text.
PERFORMANCE / CONTENT STANDARD	AK.RI.K.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Text Complexity
GOAL	RI.K.10.	Actively engage in shared reading activities using a range of topics and texts with purpose and understanding, with scaffolding as needed.
PERFORMANCE	AK.RF.K.	Foundational Skills

/ CONTENT STANDARD		
GRADE LEVEL EXPECTATION / STRAND		Print Concepts
GOAL	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.K.1.a.	Follow words from left to right, top to bottom, and page-by-page.
INDICATOR	RF.K.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
INDICATOR	RF.K.1.c.	Understand that words are separated by spaces in print.
INDICATOR	RF.K.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
PERFORMANCE / CONTENT STANDARD	AK.RF.K.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Phonological Awareness
GOAL	RF.K.2.	Demonstrate understanding of spoken `words, syllables, and sounds (phonemes).
INDICATOR	RF.K.2.a.	Recognize and produce rhyming words.
INDICATOR	RF.K.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
INDICATOR	RF.K.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
INDICATOR	RF.K.2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
INDICATOR	RF.K.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
PERFORMANCE / CONTENT STANDARD	AK.RF.K.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Phonics and Word Recognition
GOAL	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.K.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
INDICATOR	RF.K.3.b.	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
INDICATOR	RF.K.3.c.	Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).
INDICATOR	RF.K.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
PERFORMANCE / CONTENT STANDARD	AK.RF.K.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.K.4.	Read emergent-reader texts with purpose and understanding.
PERFORMANCE / CONTENT STANDARD	AK.W.K.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.K.1.	Use a combination of drawing, dictating, and writing to state an opinion or a preference about a topic or part of a book (e.g., I like dogs better than cats because...; My favorite part of the story is when...; I think it was funny when...).
GOAL	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.
GOAL	W.K.3.	Use a combination of drawing, dictating, and writing to narrate a real or imagined event or several loosely linked events, tell about the events in the order in which they occurred, and provide an ending (how the problem was solved) or a reaction (e.g., a

		feeling) to what happened.
PERFORMANCE / CONTENT STANDARD	AK.W.K.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.K.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
PERFORMANCE / CONTENT STANDARD	AK.SL.K.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.K.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATOR	SL.K.1.b.	Continue a conversation through multiple exchanges.
PERFORMANCE / CONTENT STANDARD	AK.SL.K.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
GOAL	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
PERFORMANCE / CONTENT STANDARD	AK.SL.K.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.K.4.	Describe familiar people, places, things, and events, and with prompting and support, provide additional related details.
PERFORMANCE / CONTENT STANDARD	AK.L.K.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.K.1.a.	Print many upper- and lowercase letters.
INDICATOR	L.K.1.b.	Use frequently occurring nouns and verbs.
INDICATOR	L.K.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
INDICATOR	L.K.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
INDICATOR	L.K.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
INDICATOR	L.K.1.f.	Produce and expand complete sentences in shared language activities.
PERFORMANCE / CONTENT STANDARD	AK.L.K.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.K.2.a.	ent's name, and the pronoun I.

INDICATOR	L.K.2.b.	Recognize and name end punctuation.
INDICATOR	L.K.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
INDICATOR	L.K.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
PERFORMANCE / CONTENT STANDARD	AK.L.K.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.K.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
INDICATOR	L.K.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
INDICATOR	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
INDICATOR	L.K.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.K.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.