

**Main Criteria:** Classroom Supplement Units Kindergarten

**Secondary Criteria:** Arkansas Curriculum Frameworks

**Subject:** Language Arts

**Grade:** K

## Classroom Supplement Units Kindergarten

Pre-writing

### Arkansas Curriculum Frameworks

#### Language Arts

Grade K - Adopted: 2010

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

NT STANDARD	.K.	
STANDARD/STUDENT LEARNING EXPECTATION		Craft and Structure
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.K.6.	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
STRAND/CONTENT STANDARD	AR.CC.RI.K.	Reading Standards for Informational Text
STANDARD/STUDENT LEARNING EXPECTATION		Integration of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/BENCHMARK	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).
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
STRAND/CONTENT STANDARD	AR.CC.RI.K.	Reading Standards for Informational Text
STANDARD/STUDENT LEARNING EXPECTATION		Range of Reading and Level of Text Complexity
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
STRAND/CONTENT STANDARD	AR.CC.RF.K.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Print Concepts
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
BENCHMARK/PROFICIENCY	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
BENCHMARK/PROFICIENCY	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
BENCHMARK/PROFICIENCY	RF.K.1(c)	Understand that words are separated by spaces in print.
BENCHMARK/PROFICIENCY	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
STRAND/CONTENT STANDARD	AR.CC.RF.K.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Phonological Awareness
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
BENCHMARK/PROFICIENCY	RF.K.2(a)	Recognize and produce rhyming words.

BENCHMARK/PROFICIENCY	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
BENCHMARK/PROFICIENCY	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
BENCHMARK/PROFICIENCY	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/.)
BENCHMARK/PROFICIENCY	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STRAND/CONTENT STANDARD	AR.CC.RF.K.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Phonics and Word Recognition
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
BENCHMARK/PROFICIENCY	RF.K.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.
BENCHMARK/PROFICIENCY	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
BENCHMARK/PROFICIENCY	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
BENCHMARK/PROFICIENCY	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STRAND/CONTENT STANDARD	AR.CC.RF.K.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Fluency
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.K.4.	Read emergent-reader texts with purpose and understanding.
STRAND/CONTENT STANDARD	AR.CC.W.K.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Research to Build and Present Knowledge
STUDENT LEARNING EXPECTATION/BENCHMARK	W.K.7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
STRAND/CONTENT STANDARD	AR.CC.SL.K.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Comprehension and Collaboration
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
BENCHMARK/PROFICIENCY	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).
BENCHMARK/PROFICIENCY	SL.K.1(b)	Continue a conversation through multiple exchanges.
STRAND/CONTENT STANDARD	AR.CC.SL.K.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Comprehension and Collaboration

STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND/CONTENT STANDARD	AR.CC.S L.K.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Presentation of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
STRAND/CONTENT STANDARD	AR.CC.L. K.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Conventions of Standard English
STUDENT LEARNING EXPECTATION/BENCHMARK	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK/PROFICIENCY	L.K.1(a)	Print many upper- and lowercase letters.
BENCHMARK/PROFICIENCY	L.K.1(b)	Use frequently occurring nouns and verbs.
BENCHMARK/PROFICIENCY	L.K.1(c)	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
BENCHMARK/PROFICIENCY	L.K.1(f)	Produce and expand complete sentences in shared language activities.
STRAND/CONTENT STANDARD	AR.CC.L. K.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Conventions of Standard English
STUDENT LEARNING EXPECTATION/BENCHMARK	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK/PROFICIENCY	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
BENCHMARK/PROFICIENCY	L.K.2(b)	Recognize and name end punctuation.
BENCHMARK/PROFICIENCY	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
STRAND/CONTENT STANDARD	AR.CC.L. K.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and

LEARNING EXPECTATION/BENCHMARK		phrases based on kindergarten reading and content.
BENCHMARK/PROFICIENCY	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).
STRAND/CONTENT STANDARD	AR.CC.L.K.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
BENCHMARK/PROFICIENCY	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
BENCHMARK/PROFICIENCY	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
BENCHMARK/PROFICIENCY	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.
STRAND/CONTENT STANDARD	AR.CC.L.K.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 1

Arkansas Curriculum Frameworks

Language Arts

Grade K - Adopted: 2010

STRAND/CONTENT STANDARD	AR.CC.R.L.K.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Key Ideas and Details
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
STRAND/CONTENT STANDARD	AR.CC.R.L.K.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Craft and Structure
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.K.4.	Ask and answer questions about unknown words in a text.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
STRAND/CONTENT STANDARD	AR.CC.RI.K.	Reading Standards for Informational Text
STANDARD/STUDENT LEARNING		Key Ideas and Details

EXPECTATION		
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
STRAND/CONTENT STANDARD	AR.CC.RI.K.	Reading Standards for Informational Text
STANDARD/STUDENT LEARNING EXPECTATION		Craft and Structure
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.K.6.	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
STRAND/CONTENT STANDARD	AR.CC.RI.K.	Reading Standards for Informational Text
STANDARD/STUDENT LEARNING EXPECTATION		Integration of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/BENCHMARK	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).
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
STRAND/CONTENT STANDARD	AR.CC.RI.K.	Reading Standards for Informational Text
STANDARD/STUDENT LEARNING EXPECTATION		Range of Reading and Level of Text Complexity
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
STRAND/CONTENT STANDARD	AR.CC.RF.K.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Print Concepts
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
BENCHMARK/PROFICIENCY	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
BENCHMARK/PROFICIENCY	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
BENCHMARK/PROFICIENCY	RF.K.1(c)	Understand that words are separated by spaces in print.
BENCHMARK/PROFICIENCY	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.

OFICIENCY		
STRAND/CONTENT STANDARD	AR.CC.R F.K.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Phonological Awareness
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
BENCHMARK/PROFICIENCY	RF.K.2(a)	Recognize and produce rhyming words.
BENCHMARK/PROFICIENCY	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
BENCHMARK/PROFICIENCY	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
BENCHMARK/PROFICIENCY	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 /ll/, /lrl/, or /lxl/.)
BENCHMARK/PROFICIENCY	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STRAND/CONTENT STANDARD	AR.CC.R F.K.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Phonics and Word Recognition
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
BENCHMARK/PROFICIENCY	RF.K.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.
BENCHMARK/PROFICIENCY	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
BENCHMARK/PROFICIENCY	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
BENCHMARK/PROFICIENCY	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STRAND/CONTENT STANDARD	AR.CC.R F.K.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Fluency
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.K.4.	Read emergent-reader texts with purpose and understanding.
STRAND/CONTENT STANDARD	AR.CC.W K.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Research to Build and Present Knowledge
STUDENT LEARNING EXPECTATION/BENCHMARK	W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STRAND/CONTENT STANDARD	AR.CC.S L.K.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Comprehension and Collaboration

STUDENT LEARNING EXPECTATION/BENCHMARK	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
BENCHMARK/PROFICIENCY	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).
BENCHMARK/PROFICIENCY	SL.K.1(b)	Continue a conversation through multiple exchanges.
STRAND/CONTENT STANDARD	AR.CC.S L.K.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Comprehension and Collaboration
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND/CONTENT STANDARD	AR.CC.S L.K.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Presentation of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
STRAND/CONTENT STANDARD	AR.CC.L. K.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Conventions of Standard English
STUDENT LEARNING EXPECTATION/BENCHMARK	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK/PROFICIENCY	L.K.1(a)	Print many upper- and lowercase letters.
BENCHMARK/PROFICIENCY	L.K.1(b)	Use frequently occurring nouns and verbs.
BENCHMARK/PROFICIENCY	L.K.1(c)	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
BENCHMARK/PROFICIENCY	L.K.1(e)	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
BENCHMARK/PROFICIENCY	L.K.1(f)	Produce and expand complete sentences in shared language activities.
STRAND/CONTENT STANDARD	AR.CC.L. K.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Conventions of Standard English
STUDENT LEARNING	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



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

Unit 2

Arkansas Curriculum Frameworks  
Language Arts  
Grade K - Adopted: 2010

STRAND/CONTENT STANDARD	AR.CC.R.L.K.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Key Ideas and Details
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.

ENCHMARK		
STUDENT LEARNING EXPECTATION/B ENCHMARK	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
STRAND/CONTENT STANDARD	AR.CC.R L.K.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Craft and Structure
STUDENT LEARNING EXPECTATION/B ENCHMARK	RL.K.4.	Ask and answer questions about unknown words in a text.
STUDENT LEARNING EXPECTATION/B ENCHMARK	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
STRAND/CONTENT STANDARD	AR.CC.R L.K.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Range of Reading and Level of Text Complexity
STUDENT LEARNING EXPECTATION/B ENCHMARK	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
STRAND/CONTENT STANDARD	AR.CC.RI .K.	Reading Standards for Informational Text
STANDARD/STUDENT LEARNING EXPECTATION		Key Ideas and Details
STUDENT LEARNING EXPECTATION/B ENCHMARK	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
STUDENT LEARNING EXPECTATION/B ENCHMARK	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
STUDENT LEARNING EXPECTATION/B ENCHMARK	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
STRAND/CONTENT STANDARD	AR.CC.RI .K.	Reading Standards for Informational Text
STANDARD/STUDENT LEARNING EXPECTATION		Craft and Structure
STUDENT LEARNING EXPECTATION/B ENCHMARK	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
STUDENT LEARNING EXPECTATION/B ENCHMARK	RI.K.6.	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
STRAND/CONTENT STANDARD	AR.CC.RI .K.	Reading Standards for Informational Text
STANDARD/STUDENT LEARNING EXPECTATION		Integration of Knowledge and Ideas
STUDENT	RI.K.7.	With prompting and support, describe the relationship between illustrations and the

LEARNING EXPECTATION/BENCHMARK		text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
STRAND/CONTENT STANDARD	AR.CC.RI.K.	Reading Standards for Informational Text
STANDARD/STUDENT LEARNING EXPECTATION		Range of Reading and Level of Text Complexity
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
STRAND/CONTENT STANDARD	AR.CC.RF.K.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Print Concepts
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
BENCHMARK/PROFICIENCY	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
BENCHMARK/PROFICIENCY	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
BENCHMARK/PROFICIENCY	RF.K.1(c)	Understand that words are separated by spaces in print.
BENCHMARK/PROFICIENCY	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
STRAND/CONTENT STANDARD	AR.CC.RF.K.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Phonological Awareness
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
BENCHMARK/PROFICIENCY	RF.K.2(a)	Recognize and produce rhyming words.
BENCHMARK/PROFICIENCY	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
BENCHMARK/PROFICIENCY	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
BENCHMARK/PROFICIENCY	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/.)
BENCHMARK/PROFICIENCY	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STRAND/CONTENT STANDARD	AR.CC.RF.K.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Phonics and Word Recognition
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
BENCHMARK/PROFICIENCY	RF.K.3(a)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by

OFICIENCY		producing the primary or many of the most frequent sound for each consonant.
BENCHMARK/PROFICIENCY	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
BENCHMARK/PROFICIENCY	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
BENCHMARK/PROFICIENCY	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STRAND/CONTENT STANDARD	AR.CC.RF.K.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Fluency
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.K.4.	Read emergent-reader texts with purpose and understanding.
STRAND/CONTENT STANDARD	AR.CC.W.K.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Text Types and Purposes
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STRAND/CONTENT STANDARD	AR.CC.W.K.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Production and Distribution of Writing
STUDENT LEARNING EXPECTATION/BENCHMARK	W.K.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
STRAND/CONTENT STANDARD	AR.CC.W.K.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Research to Build and Present Knowledge
STUDENT LEARNING EXPECTATION/BENCHMARK	W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STRAND/CONTENT STANDARD	AR.CC.SL.K.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Comprehension and Collaboration
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
BENCHMARK/PROFICIENCY	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).
BENCHMARK/PROFICIENCY	SL.K.1(b)	Continue a conversation through multiple exchanges.
STRAND/CONTENT STANDARD	AR.CC.SL.K.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Comprehension and Collaboration

STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND/CONTENT STANDARD	AR.CC.S L.K.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Presentation of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
STRAND/CONTENT STANDARD	AR.CC.L. K.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Conventions of Standard English
STUDENT LEARNING EXPECTATION/BENCHMARK	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK/PROFICIENCY	L.K.1(a)	Print many upper- and lowercase letters.
BENCHMARK/PROFICIENCY	L.K.1(b)	Use frequently occurring nouns and verbs.
BENCHMARK/PROFICIENCY	L.K.1(c)	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
BENCHMARK/PROFICIENCY	L.K.1(e)	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
BENCHMARK/PROFICIENCY	L.K.1(f)	Produce and expand complete sentences in shared language activities.
STRAND/CONTENT STANDARD	AR.CC.L. K.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Conventions of Standard English
STUDENT LEARNING EXPECTATION/BENCHMARK	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK/PROFICIENCY	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
BENCHMARK/PROFICIENCY	L.K.2(b)	Recognize and name end punctuation.
BENCHMARK/PROFICIENCY	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
BENCHMARK/PROFICIENCY	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
STRAND/CONTENT STANDARD	AR.CC.L. K.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use

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

Unit 3

Arkansas Curriculum Frameworks

Language Arts

Grade K - Adopted: 2010

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

DENT LEARNING EXPECTATION		
STUDENT LEARNING EXPECTATION/B ENCHMARK	RL.K.4.	Ask and answer questions about unknown words in a text.
STUDENT LEARNING EXPECTATION/B ENCHMARK	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
STRAND/CONTE NT STANDARD	AR.CC.R L.K.	Reading Standards for Literature
STANDARD/STU DENT LEARNING EXPECTATION		Integration of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/B ENCHMARK	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).
STRAND/CONTE NT STANDARD	AR.CC.R L.K.	Reading Standards for Literature
STANDARD/STU DENT LEARNING EXPECTATION		Range of Reading and Level of Text Complexity
STUDENT LEARNING EXPECTATION/B ENCHMARK	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
STRAND/CONTE NT STANDARD	AR.CC.RI .K.	Reading Standards for Informational Text
STANDARD/STU DENT LEARNING EXPECTATION		Key Ideas and Details
STUDENT LEARNING EXPECTATION/B ENCHMARK	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
STRAND/CONTE NT STANDARD	AR.CC.RI .K.	Reading Standards for Informational Text
STANDARD/STU DENT LEARNING EXPECTATION		Craft and Structure
STUDENT LEARNING EXPECTATION/B ENCHMARK	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
STRAND/CONTE NT STANDARD	AR.CC.R F.K.	Reading Standards: Foundational Skills
STANDARD/STU DENT LEARNING EXPECTATION		Print Concepts
STUDENT LEARNING EXPECTATION/B ENCHMARK	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
BENCHMARK/PR OFICIENCY	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
BENCHMARK/PR OFICIENCY	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
BENCHMARK/PR OFICIENCY	RF.K.1(c)	Understand that words are separated by spaces in print.
BENCHMARK/PR	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.

OFICIENCY		
STRAND/CONTENT STANDARD	AR.CC.R F.K.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Phonological Awareness
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
BENCHMARK/PROFICIENCY	RF.K.2(a)	Recognize and produce rhyming words.
BENCHMARK/PROFICIENCY	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
BENCHMARK/PROFICIENCY	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
BENCHMARK/PROFICIENCY	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 /ll/, /lrl/, or /lxl/.)
BENCHMARK/PROFICIENCY	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STRAND/CONTENT STANDARD	AR.CC.R F.K.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Phonics and Word Recognition
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
BENCHMARK/PROFICIENCY	RF.K.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.
BENCHMARK/PROFICIENCY	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
BENCHMARK/PROFICIENCY	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
BENCHMARK/PROFICIENCY	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STRAND/CONTENT STANDARD	AR.CC.R F.K.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Fluency
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.K.4.	Read emergent-reader texts with purpose and understanding.
STRAND/CONTENT STANDARD	AR.CC.W K.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Text Types and Purposes
STUDENT LEARNING EXPECTATION/BENCHMARK	W.K.3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
STRAND/CONTENT STANDARD	AR.CC.S L.K.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Comprehension and Collaboration



STUDENT LEARNING EXPECTATION/BENCHMARK	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
BENCHMARK/PROFICIENCY	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).
BENCHMARK/PROFICIENCY	SL.K.1(b)	Continue a conversation through multiple exchanges.
STRAND/CONTENT STANDARD	AR.CC.S L.K.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Comprehension and Collaboration
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND/CONTENT STANDARD	AR.CC.S L.K.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Presentation of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
STRAND/CONTENT STANDARD	AR.CC.L. K.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Conventions of Standard English
STUDENT LEARNING EXPECTATION/BENCHMARK	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK/PROFICIENCY	L.K.1(a)	Print many upper- and lowercase letters.
BENCHMARK/PROFICIENCY	L.K.1(b)	Use frequently occurring nouns and verbs.
BENCHMARK/PROFICIENCY	L.K.1(c)	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
BENCHMARK/PROFICIENCY	L.K.1(e)	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
BENCHMARK/PROFICIENCY	L.K.1(f)	Produce and expand complete sentences in shared language activities.
STRAND/CONTENT STANDARD	AR.CC.L. K.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Conventions of Standard English
STUDENT LEARNING	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

Unit 5

Arkansas Curriculum Frameworks

Language Arts

Grade K - Adopted: 2010

STRAND/CONTENT STANDARD	AR.CC.R.L.K.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Key Ideas and Details
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
STUDENT	RL.K.2.	With prompting and support, retell familiar stories, including key details.

LEARNING EXPECTATION/BENCHMARK		
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
STRAND/CONTENT STANDARD	AR.CC.R L.K.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Craft and Structure
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.K.4.	Ask and answer questions about unknown words in a text.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
STRAND/CONTENT STANDARD	AR.CC.R L.K.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Integration of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/BENCHMARK	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).
STRAND/CONTENT STANDARD	AR.CC.R L.K.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Range of Reading and Level of Text Complexity
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
STRAND/CONTENT STANDARD	AR.CC.RI .K.	Reading Standards for Informational Text
STANDARD/STUDENT LEARNING EXPECTATION		Key Ideas and Details
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
STRAND/CONTENT STANDARD	AR.CC.RI .K.	Reading Standards for Informational Text
STANDARD/STUDENT LEARNING EXPECTATION		Craft and Structure
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.

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

EXPECTATION/BENCHMARK		
BENCHMARK/PROFICIENCY	RF.K.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.
BENCHMARK/PROFICIENCY	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
BENCHMARK/PROFICIENCY	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
BENCHMARK/PROFICIENCY	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STRAND/CONTENT STANDARD	AR.CC.RF.K.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Fluency
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.K.4.	Read emergent-reader texts with purpose and understanding.
STRAND/CONTENT STANDARD	AR.CC.W.K.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Text Types and Purposes
STUDENT LEARNING EXPECTATION/BENCHMARK	W.K.1.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STUDENT LEARNING EXPECTATION/BENCHMARK	W.K.3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
STRAND/CONTENT STANDARD	AR.CC.W.K.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Production and Distribution of Writing
STUDENT LEARNING EXPECTATION/BENCHMARK	W.K.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
STRAND/CONTENT STANDARD	AR.CC.SL.K.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Comprehension and Collaboration
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
BENCHMARK/PROFICIENCY	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).
BENCHMARK/PROFICIENCY	SL.K.1(b)	Continue a conversation through multiple exchanges.
STRAND/CONTENT STANDARD	AR.CC.SL.K.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING		Comprehension and Collaboration

EXPECTATION		
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND/CONTENT STANDARD	AR.CC.S L.K.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Presentation of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
STRAND/CONTENT STANDARD	AR.CC.L. K.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Conventions of Standard English
STUDENT LEARNING EXPECTATION/BENCHMARK	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK/PROFICIENCY	L.K.1(a)	Print many upper- and lowercase letters.
BENCHMARK/PROFICIENCY	L.K.1(b)	Use frequently occurring nouns and verbs.
BENCHMARK/PROFICIENCY	L.K.1(c)	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
BENCHMARK/PROFICIENCY	L.K.1(e)	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
BENCHMARK/PROFICIENCY	L.K.1(f)	Produce and expand complete sentences in shared language activities.
STRAND/CONTENT STANDARD	AR.CC.L. K.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Conventions of Standard English
STUDENT LEARNING EXPECTATION/BENCHMARK	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK/PROFICIENCY	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
BENCHMARK/PROFICIENCY	L.K.2(b)	Recognize and name end punctuation.
BENCHMARK/PROFICIENCY	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
BENCHMARK/PROFICIENCY	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
STRAND/CONTENT STANDARD	AR.CC.L. K.	Language Standards

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