

Main Criteria: Classroom Supplement Units Kindergarten

Secondary Criteria: Colorado K-12 Academic Standards

Subject: Language Arts

Grade: K

Classroom Supplement Units Kindergarten

Pre-writing

Colorado K-12 Academic Standards

Language Arts

Grade K - Adopted: 2010

CONTENT AREA	CO.K.1.	Oral Expression and Listening
STANDARD	K.1.1.	Oral communication skills are built within a language-rich environment. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.a.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (CCSS: SL.K.4)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.b.	Add drawings or other visual displays to descriptions as desired to provide additional detail. (CCSS: SL.K.5)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.e.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (CCSS: L.K.5b)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.f.	Identify real-life connections between words and their use (e.g., note places at school that are colorful). (CCSS: L.K.5c)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.g.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. (CCSS: L.K.5d)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.h.	Express words and word meanings as encountered in books and conversation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.i.	Use new vocabulary that is directly taught through reading, speaking, and listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.j.	Relate new vocabulary to prior knowledge.
CONTENT AREA	CO.K.1.	Oral Expression and Listening
STANDARD	K.1.2.	Communication relies on effective verbal and nonverbal skills. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.2.a.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (CCSS: SL.K.1)
EVIDENCE OUTCOMES	K.1.2.a.i.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). (CCSS: SL.K.1a)
EVIDENCE OUTCOMES	K.1.2.a.ii	Continue a conversation through multiple exchanges. (CCSS: SL.K.1b)
CONTENT AREA	CO.K.1.	Oral Expression and Listening
STANDARD	K.1.2.	Communication relies on effective verbal and nonverbal skills. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.2.b.	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. (CCSS: SL.K.2)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.2.c.	Ask and answer questions in order to seek help, get information, or clarify something

SKILLS / EVIDENCE OUTCOMES		that is not understood. (CCSS: SL.K.3)
CONTENT AREA	CO.K.1.	Oral Expression and Listening
STANDARD	K.1.3.	Vocal sounds produce words and meaning to create early knowledge of phonemic awareness. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.3.a.	Identify and create rhyming words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.3.c.	Identify words orally according to shared beginning or ending sounds.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.3.e.	Segment one-syllable words into sounds.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.3.f.	Segment spoken words into onset (initial consonant sounds) and rime (vowel to end of syllable).
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.3.g.	Identify the initial, medial, and final phoneme (speech sound) of spoken words.
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.1.	A concept of print to read and a solid comprehension of literary texts are the building blocks for reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.1.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	K.2.1.a.i.	With prompting and support, ask and answer questions about key details in a text. (CCSS: RL.K.1)
EVIDENCE OUTCOMES	K.2.1.a.ii	With prompting and support, identify characters, settings, and major events in a story. (CCSS: RL.K.3)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.1.	A concept of print to read and a solid comprehension of literary texts are the building blocks for reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.1.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	K.2.1.b.i.	Ask and answer questions about unknown words in a text. (CCSS: RL.K.4)
EVIDENCE OUTCOMES	K.2.1.b.ii	Recognize common types of texts (e.g., storybooks, poems). (CCSS: RL.K.5)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.1.	A concept of print to read and a solid comprehension of literary texts are the building blocks for reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.1.d.	Use Range of Reading and Level of Text Complexity to:
EVIDENCE OUTCOMES	K.2.1.d.i.	Actively engage in group reading activities with purpose and understanding. (CCSS: RL.K.10)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.2.	A concept of print to read and a solid comprehension of informational text are the building blocks for reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.2.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	K.2.2.a.i.	With prompting and support, ask and answer questions about key details in a text. (CCSS: RI.K.1)

EVIDENCE OUTCOMES	K.2.2.a.ii	With prompting and support, identify the main topic and retell key details of a text. (CCSS: RI.K.2)
EVIDENCE OUTCOMES	K.2.2.a.ii i.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.K.3)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.2.	A concept of print to read and a solid comprehension of informational text are the building blocks for reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.2.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	K.2.2.b.i.	With prompting and support, ask and answer questions about unknown words in a text. (CCSS: RI.K.4)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.2.	A concept of print to read and a solid comprehension of informational text are the building blocks for reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.2.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	K.2.2.c.i.	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). (CCSS: RI.K.7)
EVIDENCE OUTCOMES	K.2.2.c.ii	With prompting and support, identify the reasons an author gives to support points in a text. (CCSS: RI.K.8)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.2.	A concept of print to read and a solid comprehension of informational text are the building blocks for reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.2.d.	Use Range of Reading and Level of Text Complexity to:
EVIDENCE OUTCOMES	K.2.2.d.i.	Actively engage in group reading activities with purpose and understanding. (CCSS: RI.K.10)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.3.	Decoding words in print requires alphabet recognition and knowledge of letter sounds. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.3.a.	Demonstrate understanding of the organization and basic features of print. (CCSS: RF.K.1)
EVIDENCE OUTCOMES	K.2.3.a.i.	Follow words from left to right, top to bottom, and page by page. (CCSS: RF.K.1a)
EVIDENCE OUTCOMES	K.2.3.a.ii	Recognize that spoken words are represented in written language by specific sequences of letters. (CCSS: RF.K.1b)
EVIDENCE OUTCOMES	K.2.3.a.ii i.	Understand that words are separated by spaces in print. (CCSS: RF.K.1c)
EVIDENCE OUTCOMES	K.2.3.a.iv	Recognize and name all upper- and lowercase letters of the alphabet. (CCSS: RF.K.1d)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.3.	Decoding words in print requires alphabet recognition and knowledge of letter sounds. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.3.b.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.K.2)
EVIDENCE OUTCOMES	K.2.3.b.i.	Recognize and produce rhyming words. (CCSS: RF.K.2a)
EVIDENCE OUTCOMES	K.2.3.b.ii	Count, pronounce, blend, and segment syllables in spoken words. (CCSS: RF.K.2b)
EVIDENCE OUTCOMES	K.2.3.b.ii i.	Blend and segment onsets and rimes of single-syllable spoken words. (CCSS: RF.K.2c)
EVIDENCE OUTCOMES	K.2.3.b.iv	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include

		CVCs ending with /ll/, /rl/, or /xl./) (CCSS: RF.K.2d)
EVIDENCE OUTCOMES	K.2.3.b.v.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (CCSS: RF.K.2e)
EVIDENCE OUTCOMES	K.2.3.b.vi.	Identify phonemes for letters.
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.3.	Decoding words in print requires alphabet recognition and knowledge of letter sounds. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.3.c.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (CCSS: L.K.4)
EVIDENCE OUTCOMES	K.2.3.c.i.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). (CCSS: L.K.4a)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.3.	Decoding words in print requires alphabet recognition and knowledge of letter sounds. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.3.d.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.K3)
EVIDENCE OUTCOMES	K.2.3.d.i.	Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (CCSS: RF.K.3a)
EVIDENCE OUTCOMES	K.2.3.d.ii.	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (CCSS: RF.K.3b)
EVIDENCE OUTCOMES	K.2.3.d.iii.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (CCSS: RF.K.3c)
EVIDENCE OUTCOMES	K.2.3.d.iv.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (CCSS: RF.K.3d)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.3.	Decoding words in print requires alphabet recognition and knowledge of letter sounds. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.3.e.	Read emergent-reader texts with purpose and understanding. (CCSS: RF.K.4)
CONTENT AREA	CO.K.3.	Writing and Composition
STANDARD	K.3.2.	Appropriate mechanics and conventions are used to create simple texts. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.3.2.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.K.1)
EVIDENCE OUTCOMES	K.3.2.a.i.	Print many upper- and lowercase letters. (CCSS: L.K.1a)
EVIDENCE OUTCOMES	K.3.2.a.ii.	Use frequently occurring nouns and verbs. (CCSS: L.K.1b)
EVIDENCE OUTCOMES	K.3.2.a.iii.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). (CCSS: L.K.1c)
EVIDENCE OUTCOMES	K.3.2.a.iv.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). (CCSS: L.K.1d)
EVIDENCE OUTCOMES	K.3.2.a.vi.	Produce and expand complete sentences in shared language activities. (CCSS: L.K.1f)
EVIDENCE OUTCOMES	K.3.2.a.vii.	Use proper spacing between words.
EVIDENCE OUTCOMES	K.3.2.a.ix.	Use appropriate pencil grip.
CONTENT AREA	CO.K.3.	Writing and Composition
STANDARD	K.3.2.	Appropriate mechanics and conventions are used to create simple texts. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.3.2.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.K.2)

EVIDENCE OUTCOMES	K.3.2.b.i.	Capitalize the first word in a sentence and the pronoun I. (CCSS: L.K.2a)
EVIDENCE OUTCOMES	K.3.2.b.ii	Recognize and name end punctuation. (CCSS: L.K.2b)
EVIDENCE OUTCOMES	K.3.2.b.ii i.	Write a letter or letters for most consonant and short-vowel sounds (phonemes). (CCSS: L.K.2c)

Unit 1

Colorado K-12 Academic Standards

Language Arts

Grade K - Adopted: 2010

CONTENT AREA	CO.K.1.	Oral Expression and Listening
STANDARD	K.1.1.	Oral communication skills are built within a language-rich environment. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.a.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (CCSS: SL.K.4)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.b.	Add drawings or other visual displays to descriptions as desired to provide additional detail. (CCSS: SL.K.5)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.d.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (CCSS: L.K.5a)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.e.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (CCSS: L.K.5b)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.f.	Identify real-life connections between words and their use (e.g., note places at school that are colorful). (CCSS: L.K.5c)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.g.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. (CCSS: L.K.5d)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.h.	Express words and word meanings as encountered in books and conversation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.i.	Use new vocabulary that is directly taught through reading, speaking, and listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.j.	Relate new vocabulary to prior knowledge.
CONTENT AREA	CO.K.1.	Oral Expression and Listening
STANDARD	K.1.2.	Communication relies on effective verbal and nonverbal skills. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.2.a.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (CCSS: SL.K.1)
EVIDENCE OUTCOMES	K.1.2.a.i.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). (CCSS: SL.K.1a)
EVIDENCE OUTCOMES	K.1.2.a.ii	Continue a conversation through multiple exchanges. (CCSS: SL.K.1b)
CONTENT AREA	CO.K.1.	Oral Expression and Listening
STANDARD	K.1.2.	Communication relies on effective verbal and nonverbal skills. Students can:
CONCEPTS AND SKILLS / EVIDENCE	K.1.2.b.	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. (CCSS: SL.K.2)

OUTCOMES		
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.2.c.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CCSS: SL.K.3)
CONTENT AREA	CO.K.1.	Oral Expression and Listening
STANDARD	K.1.3.	Vocal sounds produce words and meaning to create early knowledge of phonemic awareness. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.3.a.	Identify and create rhyming words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.3.c.	Identify words orally according to shared beginning or ending sounds.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.3.e.	Segment one-syllable words into sounds.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.3.f.	Segment spoken words into onset (initial consonant sounds) and rime (vowel to end of syllable).
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.3.g.	Identify the initial, medial, and final phoneme (speech sound) of spoken words.
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.1.	A concept of print to read and a solid comprehension of literary texts are the building blocks for reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.1.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	K.2.1.a.i.	With prompting and support, ask and answer questions about key details in a text. (CCSS: RL.K.1)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.1.	A concept of print to read and a solid comprehension of literary texts are the building blocks for reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.1.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	K.2.1.b.i.	Ask and answer questions about unknown words in a text. (CCSS: RL.K.4)
EVIDENCE OUTCOMES	K.2.1.b.ii	Recognize common types of texts (e.g., storybooks, poems). (CCSS: RL.K.5)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.2.	A concept of print to read and a solid comprehension of informational text are the building blocks for reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.2.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	K.2.2.a.i.	With prompting and support, ask and answer questions about key details in a text. (CCSS: RI.K.1)
EVIDENCE OUTCOMES	K.2.2.a.ii	With prompting and support, identify the main topic and retell key details of a text. (CCSS: RI.K.2)
EVIDENCE OUTCOMES	K.2.2.a.iii	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.K.3)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.2.	A concept of print to read and a solid comprehension of informational text are the building blocks for reading. Students can:
CONCEPTS AND SKILLS /	K.2.2.b.	Use Craft and Structure to:

EVIDENCE OUTCOMES		
EVIDENCE OUTCOMES	K.2.2.b.i.	With prompting and support, ask and answer questions about unknown words in a text. (CCSS: RI.K.4)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.2.	A concept of print to read and a solid comprehension of informational text are the building blocks for reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.2.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	K.2.2.c.i.	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). (CCSS: RI.K.7)
EVIDENCE OUTCOMES	K.2.2.c.ii.	With prompting and support, identify the reasons an author gives to support points in a text. (CCSS: RI.K.8)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.2.	A concept of print to read and a solid comprehension of informational text are the building blocks for reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.2.d.	Use Range of Reading and Level of Text Complexity to:
EVIDENCE OUTCOMES	K.2.2.d.i.	Actively engage in group reading activities with purpose and understanding. (CCSS: RI.K.10)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.3.	Decoding words in print requires alphabet recognition and knowledge of letter sounds. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.3.a.	Demonstrate understanding of the organization and basic features of print. (CCSS: RF.K.1)
EVIDENCE OUTCOMES	K.2.3.a.i.	Follow words from left to right, top to bottom, and page by page. (CCSS: RF.K.1a)
EVIDENCE OUTCOMES	K.2.3.a.ii.	Recognize that spoken words are represented in written language by specific sequences of letters. (CCSS: RF.K.1b)
EVIDENCE OUTCOMES	K.2.3.a.iii.	Understand that words are separated by spaces in print. (CCSS: RF.K.1c)
EVIDENCE OUTCOMES	K.2.3.a.iv.	Recognize and name all upper- and lowercase letters of the alphabet. (CCSS: RF.K.1d)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.3.	Decoding words in print requires alphabet recognition and knowledge of letter sounds. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.3.b.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.K.2)
EVIDENCE OUTCOMES	K.2.3.b.i.	Recognize and produce rhyming words. (CCSS: RF.K.2a)
EVIDENCE OUTCOMES	K.2.3.b.ii.	Count, pronounce, blend, and segment syllables in spoken words. (CCSS: RF.K.2b)
EVIDENCE OUTCOMES	K.2.3.b.iii.	Blend and segment onsets and rimes of single-syllable spoken words. (CCSS: RF.K.2c)
EVIDENCE OUTCOMES	K.2.3.b.iv.	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/.) (CCSS: RF.K.2d)
EVIDENCE OUTCOMES	K.2.3.b.v.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (CCSS: RF.K.2e)
EVIDENCE OUTCOMES	K.2.3.b.vi.	Identify phonemes for letters.
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.3.	Decoding words in print requires alphabet recognition and knowledge of letter sounds. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.3.c.	Determine or clarify the meaning of unknown and multiple-meaning words and

SKILLS / EVIDENCE OUTCOMES		phrases based on kindergarten reading and content. (CCSS: L.K.4)
EVIDENCE OUTCOMES	K.2.3.c.i.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). (CCSS: L.K.4a)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.3.	Decoding words in print requires alphabet recognition and knowledge of letter sounds. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.3.d.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.K3)
EVIDENCE OUTCOMES	K.2.3.d.i.	Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (CCSS: RF.K.3a)
EVIDENCE OUTCOMES	K.2.3.d.ii	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (CCSS: RF.K.3b)
EVIDENCE OUTCOMES	K.2.3.d.ii i.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (CCSS: RF.K.3c)
EVIDENCE OUTCOMES	K.2.3.d.iv	Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (CCSS: RF.K.3d)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.3.	Decoding words in print requires alphabet recognition and knowledge of letter sounds. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.3.e.	Read emergent-reader texts with purpose and understanding. (CCSS: RF.K.4)
CONTENT AREA	CO.K.3.	Writing and Composition
STANDARD	K.3.2.	Appropriate mechanics and conventions are used to create simple texts. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.3.2.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.K.1)
EVIDENCE OUTCOMES	K.3.2.a.i.	Print many upper- and lowercase letters. (CCSS: L.K.1a)
EVIDENCE OUTCOMES	K.3.2.a.ii	Use frequently occurring nouns and verbs. (CCSS: L.K.1b)
EVIDENCE OUTCOMES	K.3.2.a.ii i.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). (CCSS: L.K.1c)
EVIDENCE OUTCOMES	K.3.2.a.iv	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). (CCSS: L.K.1d)
EVIDENCE OUTCOMES	K.3.2.a.v.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). (CCSS: L.K.1e)
EVIDENCE OUTCOMES	K.3.2.a.vi	Produce and expand complete sentences in shared language activities. (CCSS: L.K.1f)
EVIDENCE OUTCOMES	K.3.2.a.vi i.	Use proper spacing between words.
EVIDENCE OUTCOMES	K.3.2.a.ix	Use appropriate pencil grip.
CONTENT AREA	CO.K.3.	Writing and Composition
STANDARD	K.3.2.	Appropriate mechanics and conventions are used to create simple texts. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.3.2.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.K.2)
EVIDENCE OUTCOMES	K.3.2.b.i.	Capitalize the first word in a sentence and the pronoun I. (CCSS: L.K.2a)
EVIDENCE OUTCOMES	K.3.2.b.ii	Recognize and name end punctuation. (CCSS: L.K.2b)
EVIDENCE OUTCOMES	K.3.2.b.ii i.	Write a letter or letters for most consonant and short-vowel sounds (phonemes). (CCSS: L.K.2c)
EVIDENCE	K.3.2.b.iv	Spell simple words phonetically, drawing on knowledge of sound-letter

OUTCOMES	.	relationships. (CCSS: L.K.2d)
CONTENT AREA	CO.K.4.	Research and Reasoning
STANDARD	K.4.2.	Identify purpose, information and question an issue. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.4.2.a.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (CCSS: W.K.7)
EVIDENCE OUTCOMES	K.4.2.a.ii	Gather relevant information and check various information sources for accuracy (In a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle.).
CONTENT AREA	CO.K.4.	Research and Reasoning
STANDARD	K.4.2.	Identify purpose, information and question an issue. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.4.2.b.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.K.8)

Unit 2

Colorado K-12 Academic Standards

Language Arts

Grade K - Adopted: 2010

CONTENT AREA	CO.K.1.	Oral Expression and Listening
STANDARD	K.1.1.	Oral communication skills are built within a language-rich environment. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.a.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (CCSS: SL.K.4)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.b.	Add drawings or other visual displays to descriptions as desired to provide additional detail. (CCSS: SL.K.5)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.d.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (CCSS: L.K.5a)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.e.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (CCSS: L.K.5b)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.f.	Identify real-life connections between words and their use (e.g., note places at school that are colorful). (CCSS: L.K.5c)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.g.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. (CCSS: L.K.5d)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.h.	Express words and word meanings as encountered in books and conversation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.i.	Use new vocabulary that is directly taught through reading, speaking, and listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.j.	Relate new vocabulary to prior knowledge.
CONTENT AREA	CO.K.1.	Oral Expression and Listening
STANDARD	K.1.2.	Communication relies on effective verbal and nonverbal skills. Students can:
CONCEPTS AND SKILLS / EVIDENCE	K.1.2.a.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (CCSS: SL.K.1)

OUTCOMES		
EVIDENCE OUTCOMES	K.1.2.a.i.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). (CCSS: SL.K.1a)
EVIDENCE OUTCOMES	K.1.2.a.ii	Continue a conversation through multiple exchanges. (CCSS: SL.K.1b)
CONTENT AREA	CO.K.1.	Oral Expression and Listening
STANDARD	K.1.2.	Communication relies on effective verbal and nonverbal skills. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.2.b.	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. (CCSS: SL.K.2)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.2.c.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CCSS: SL.K.3)
CONTENT AREA	CO.K.1.	Oral Expression and Listening
STANDARD	K.1.3.	Vocal sounds produce words and meaning to create early knowledge of phonemic awareness. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.3.a.	Identify and create rhyming words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.3.c.	Identify words orally according to shared beginning or ending sounds.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.3.e.	Segment one-syllable words into sounds.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.3.f.	Segment spoken words into onset (initial consonant sounds) and rime (vowel to end of syllable).
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.3.g.	Identify the initial, medial, and final phoneme (speech sound) of spoken words.
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.1.	A concept of print to read and a solid comprehension of literary texts are the building blocks for reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.1.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	K.2.1.a.i.	With prompting and support, ask and answer questions about key details in a text. (CCSS: RL.K.1)
EVIDENCE OUTCOMES	K.2.1.a.ii	With prompting and support, identify characters, settings, and major events in a story. (CCSS: RL.K.3)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.1.	A concept of print to read and a solid comprehension of literary texts are the building blocks for reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.1.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	K.2.1.b.i.	Ask and answer questions about unknown words in a text. (CCSS: RL.K.4)
EVIDENCE OUTCOMES	K.2.1.b.ii	Recognize common types of texts (e.g., storybooks, poems). (CCSS: RL.K.5)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.1.	A concept of print to read and a solid comprehension of literary texts are the building blocks for reading. Students can:
CONCEPTS AND SKILLS /	K.2.1.d.	Use Range of Reading and Level of Text Complexity to:

EVIDENCE OUTCOMES		
EVIDENCE OUTCOMES	K.2.1.d.i.	Actively engage in group reading activities with purpose and understanding. (CCSS: RL.K.10)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.2.	A concept of print to read and a solid comprehension of informational text are the building blocks for reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.2.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	K.2.2.a.i.	With prompting and support, ask and answer questions about key details in a text. (CCSS: RI.K.1)
EVIDENCE OUTCOMES	K.2.2.a.ii.	With prompting and support, identify the main topic and retell key details of a text. (CCSS: RI.K.2)
EVIDENCE OUTCOMES	K.2.2.a.iii.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.K.3)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.2.	A concept of print to read and a solid comprehension of informational text are the building blocks for reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.2.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	K.2.2.b.i.	With prompting and support, ask and answer questions about unknown words in a text. (CCSS: RI.K.4)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.2.	A concept of print to read and a solid comprehension of informational text are the building blocks for reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.2.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	K.2.2.c.i.	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). (CCSS: RI.K.7)
EVIDENCE OUTCOMES	K.2.2.c.ii.	With prompting and support, identify the reasons an author gives to support points in a text. (CCSS: RI.K.8)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.2.	A concept of print to read and a solid comprehension of informational text are the building blocks for reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.2.d.	Use Range of Reading and Level of Text Complexity to:
EVIDENCE OUTCOMES	K.2.2.d.i.	Actively engage in group reading activities with purpose and understanding. (CCSS: RI.K.10)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.3.	Decoding words in print requires alphabet recognition and knowledge of letter sounds. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.3.a.	Demonstrate understanding of the organization and basic features of print. (CCSS: RF.K.1)
EVIDENCE OUTCOMES	K.2.3.a.i.	Follow words from left to right, top to bottom, and page by page. (CCSS: RF.K.1a)
EVIDENCE OUTCOMES	K.2.3.a.ii.	Recognize that spoken words are represented in written language by specific sequences of letters. (CCSS: RF.K.1b)
EVIDENCE OUTCOMES	K.2.3.a.iii.	Understand that words are separated by spaces in print. (CCSS: RF.K.1c)
EVIDENCE OUTCOMES	K.2.3.a.iv.	Recognize and name all upper- and lowercase letters of the alphabet. (CCSS: RF.K.1d)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.3.	Decoding words in print requires alphabet recognition and knowledge of letter

		sounds. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.3.b.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.K.2)
EVIDENCE OUTCOMES	K.2.3.b.i.	Recognize and produce rhyming words. (CCSS: RF.K.2a)
EVIDENCE OUTCOMES	K.2.3.b.ii	Count, pronounce, blend, and segment syllables in spoken words. (CCSS: RF.K.2b)
EVIDENCE OUTCOMES	K.2.3.b.ii i.	Blend and segment onsets and rimes of single-syllable spoken words. (CCSS: RF.K.2c)
EVIDENCE OUTCOMES	K.2.3.b.iv	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/.) (CCSS: RF.K.2d)
EVIDENCE OUTCOMES	K.2.3.b.v.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (CCSS: RF.K.2e)
EVIDENCE OUTCOMES	K.2.3.b.vi	Identify phonemes for letters.
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.3.	Decoding words in print requires alphabet recognition and knowledge of letter sounds. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.3.c.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (CCSS: L.K.4)
EVIDENCE OUTCOMES	K.2.3.c.i.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). (CCSS: L.K.4a)
EVIDENCE OUTCOMES	K.2.3.c.ii	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. (CCSS: L.K.4b)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.3.	Decoding words in print requires alphabet recognition and knowledge of letter sounds. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.3.d.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.K.3)
EVIDENCE OUTCOMES	K.2.3.d.i.	Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (CCSS: RF.K.3a)
EVIDENCE OUTCOMES	K.2.3.d.ii	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (CCSS: RF.K.3b)
EVIDENCE OUTCOMES	K.2.3.d.ii i.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (CCSS: RF.K.3c)
EVIDENCE OUTCOMES	K.2.3.d.iv	Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (CCSS: RF.K.3d)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.3.	Decoding words in print requires alphabet recognition and knowledge of letter sounds. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.3.e.	Read emergent-reader texts with purpose and understanding. (CCSS: RF.K.4)
CONTENT AREA	CO.K.3.	Writing and Composition
STANDARD	K.3.1.	Text types and purposes, labels, and familiar words are used to communicate information and ideas. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.3.1.b.	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. (CCSS: W.K.2)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.3.1.d.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5)
CONTENT AREA	CO.K.3.	Writing and Composition
STANDARD	K.3.2.	Appropriate mechanics and conventions are used to create simple texts. Students can:

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.3.2.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.K.1)
EVIDENCE OUTCOMES	K.3.2.a.i.	Print many upper- and lowercase letters. (CCSS: L.K.1a)
EVIDENCE OUTCOMES	K.3.2.a.ii.	Use frequently occurring nouns and verbs. (CCSS: L.K.1b)
EVIDENCE OUTCOMES	K.3.2.a.iii.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). (CCSS: L.K.1c)
EVIDENCE OUTCOMES	K.3.2.a.iv.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). (CCSS: L.K.1d)
EVIDENCE OUTCOMES	K.3.2.a.v.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). (CCSS: L.K.1e)
EVIDENCE OUTCOMES	K.3.2.a.vi.	Produce and expand complete sentences in shared language activities. (CCSS: L.K.1f)
EVIDENCE OUTCOMES	K.3.2.a.vii.	Use proper spacing between words.
EVIDENCE OUTCOMES	K.3.2.a.ix.	Use appropriate pencil grip.
CONTENT AREA	CO.K.3.	Writing and Composition
STANDARD	K.3.2.	Appropriate mechanics and conventions are used to create simple texts. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.3.2.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.K.2)
EVIDENCE OUTCOMES	K.3.2.b.i.	Capitalize the first word in a sentence and the pronoun I. (CCSS: L.K.2a)
EVIDENCE OUTCOMES	K.3.2.b.ii.	Recognize and name end punctuation. (CCSS: L.K.2b)
EVIDENCE OUTCOMES	K.3.2.b.iii.	Write a letter or letters for most consonant and short-vowel sounds (phonemes). (CCSS: L.K.2c)
EVIDENCE OUTCOMES	K.3.2.b.iv.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (CCSS: L.K.2d)
CONTENT AREA	CO.K.4.	Research and Reasoning
STANDARD	K.4.2.	Identify purpose, information and question an issue. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.4.2.a.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (CCSS: W.K.7)
EVIDENCE OUTCOMES	K.4.2.a.ii.	Gather relevant information and check various information sources for accuracy (In a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle.).
CONTENT AREA	CO.K.4.	Research and Reasoning
STANDARD	K.4.2.	Identify purpose, information and question an issue. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.4.2.b.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.K.8)

Unit 3

Colorado K-12 Academic Standards

Language Arts

Grade K - Adopted: 2010

CONTENT AREA	CO.K.1.	Oral Expression and Listening
STANDARD	K.1.1.	Oral communication skills are built within a language-rich environment. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.a.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (CCSS: SL.K.4)

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.b.	Add drawings or other visual displays to descriptions as desired to provide additional detail. (CCSS: SL.K.5)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.e.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (CCSS: L.K.5b)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.f.	Identify real-life connections between words and their use (e.g., note places at school that are colorful). (CCSS: L.K.5c)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.g.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. (CCSS: L.K.5d)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.h.	Express words and word meanings as encountered in books and conversation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.i.	Use new vocabulary that is directly taught through reading, speaking, and listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.j.	Relate new vocabulary to prior knowledge.
CONTENT AREA	CO.K.1.	Oral Expression and Listening
STANDARD	K.1.2.	Communication relies on effective verbal and nonverbal skills. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.2.a.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (CCSS: SL.K.1)
EVIDENCE OUTCOMES	K.1.2.a.i.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). (CCSS: SL.K.1a)
EVIDENCE OUTCOMES	K.1.2.a.ii	Continue a conversation through multiple exchanges. (CCSS: SL.K.1b)
CONTENT AREA	CO.K.1.	Oral Expression and Listening
STANDARD	K.1.2.	Communication relies on effective verbal and nonverbal skills. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.2.b.	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. (CCSS: SL.K.2)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.2.c.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CCSS: SL.K.3)
CONTENT AREA	CO.K.1.	Oral Expression and Listening
STANDARD	K.1.3.	Vocal sounds produce words and meaning to create early knowledge of phonemic awareness. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.3.a.	Identify and create rhyming words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.3.c.	Identify words orally according to shared beginning or ending sounds.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.3.e.	Segment one-syllable words into sounds.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.3.f.	Segment spoken words into onset (initial consonant sounds) and rime (vowel to end of syllable).
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.3.g.	Identify the initial, medial, and final phoneme (speech sound) of spoken words.

SKILLS / EVIDENCE OUTCOMES		
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.1.	A concept of print to read and a solid comprehension of literary texts are the building blocks for reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.1.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	K.2.1.a.i.	With prompting and support, ask and answer questions about key details in a text. (CCSS: RL.K.1)
EVIDENCE OUTCOMES	K.2.1.a.ii	With prompting and support, retell familiar stories, including key details. (CCSS: RL.K.2)
EVIDENCE OUTCOMES	K.2.1.a.iii	With prompting and support, identify characters, settings, and major events in a story. (CCSS: RL.K.3)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.1.	A concept of print to read and a solid comprehension of literary texts are the building blocks for reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.1.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	K.2.1.b.i.	Ask and answer questions about unknown words in a text. (CCSS: RL.K.4)
EVIDENCE OUTCOMES	K.2.1.b.ii	Recognize common types of texts (e.g., storybooks, poems). (CCSS: RL.K.5)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.1.	A concept of print to read and a solid comprehension of literary texts are the building blocks for reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.1.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	K.2.1.c.i.	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). (CCSS: RL.K.7)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.1.	A concept of print to read and a solid comprehension of literary texts are the building blocks for reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.1.d.	Use Range of Reading and Level of Text Complexity to:
EVIDENCE OUTCOMES	K.2.1.d.i.	Actively engage in group reading activities with purpose and understanding. (CCSS: RL.K.10)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.2.	A concept of print to read and a solid comprehension of informational text are the building blocks for reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.2.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	K.2.2.a.i.	With prompting and support, ask and answer questions about key details in a text. (CCSS: RI.K.1)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.2.	A concept of print to read and a solid comprehension of informational text are the building blocks for reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.2.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	K.2.2.b.i.	With prompting and support, ask and answer questions about unknown words in a text. (CCSS: RI.K.4)

CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.3.	Decoding words in print requires alphabet recognition and knowledge of letter sounds. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.3.a.	Demonstrate understanding of the organization and basic features of print. (CCSS: RF.K.1)
EVIDENCE OUTCOMES	K.2.3.a.i.	Follow words from left to right, top to bottom, and page by page. (CCSS: RF.K.1a)
EVIDENCE OUTCOMES	K.2.3.a.ii	Recognize that spoken words are represented in written language by specific sequences of letters. (CCSS: RF.K.1b)
EVIDENCE OUTCOMES	K.2.3.a.ii i.	Understand that words are separated by spaces in print. (CCSS: RF.K.1c)
EVIDENCE OUTCOMES	K.2.3.a.iv	Recognize and name all upper- and lowercase letters of the alphabet. (CCSS: RF.K.1d)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.3.	Decoding words in print requires alphabet recognition and knowledge of letter sounds. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.3.b.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.K.2)
EVIDENCE OUTCOMES	K.2.3.b.i.	Recognize and produce rhyming words. (CCSS: RF.K.2a)
EVIDENCE OUTCOMES	K.2.3.b.ii	Count, pronounce, blend, and segment syllables in spoken words. (CCSS: RF.K.2b)
EVIDENCE OUTCOMES	K.2.3.b.ii i.	Blend and segment onsets and rimes of single-syllable spoken words. (CCSS: RF.K.2c)
EVIDENCE OUTCOMES	K.2.3.b.iv	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/.) (CCSS: RF.K.2d)
EVIDENCE OUTCOMES	K.2.3.b.v.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (CCSS: RF.K.2e)
EVIDENCE OUTCOMES	K.2.3.b.vi	Identify phonemes for letters.
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.3.	Decoding words in print requires alphabet recognition and knowledge of letter sounds. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.3.c.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (CCSS: L.K.4)
EVIDENCE OUTCOMES	K.2.3.c.i.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). (CCSS: L.K.4a)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.3.	Decoding words in print requires alphabet recognition and knowledge of letter sounds. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.3.d.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.K.3)
EVIDENCE OUTCOMES	K.2.3.d.i.	Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (CCSS: RF.K.3a)
EVIDENCE OUTCOMES	K.2.3.d.ii	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (CCSS: RF.K.3b)
EVIDENCE OUTCOMES	K.2.3.d.ii i.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (CCSS: RF.K.3c)
EVIDENCE OUTCOMES	K.2.3.d.iv	Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (CCSS: RF.K.3d)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.3.	Decoding words in print requires alphabet recognition and knowledge of letter sounds. Students can:
CONCEPTS AND SKILLS /	K.2.3.e.	Read emergent-reader texts with purpose and understanding. (CCSS: RF.K.4)

EVIDENCE OUTCOMES		
CONTENT AREA	CO.K.3.	Writing and Composition
STANDARD	K.3.1.	Text types and purposes, labels, and familiar words are used to communicate information and ideas. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.3.1.c.	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. (CCSS: W.K.3)
CONTENT AREA	CO.K.3.	Writing and Composition
STANDARD	K.3.2.	Appropriate mechanics and conventions are used to create simple texts. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.3.2.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.K.1)
EVIDENCE OUTCOMES	K.3.2.a.i.	Print many upper- and lowercase letters. (CCSS: L.K.1a)
EVIDENCE OUTCOMES	K.3.2.a.ii	Use frequently occurring nouns and verbs. (CCSS: L.K.1b)
EVIDENCE OUTCOMES	K.3.2.a.iii.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). (CCSS: L.K.1c)
EVIDENCE OUTCOMES	K.3.2.a.iv	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). (CCSS: L.K.1d)
EVIDENCE OUTCOMES	K.3.2.a.v.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). (CCSS: L.K.1e)
EVIDENCE OUTCOMES	K.3.2.a.vi	Produce and expand complete sentences in shared language activities. (CCSS: L.K.1f)
EVIDENCE OUTCOMES	K.3.2.a.vii.	Use proper spacing between words.
EVIDENCE OUTCOMES	K.3.2.a.ix	Use appropriate pencil grip.
CONTENT AREA	CO.K.3.	Writing and Composition
STANDARD	K.3.2.	Appropriate mechanics and conventions are used to create simple texts. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.3.2.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.K.2)
EVIDENCE OUTCOMES	K.3.2.b.i.	Capitalize the first word in a sentence and the pronoun I. (CCSS: L.K.2a)
EVIDENCE OUTCOMES	K.3.2.b.ii	Recognize and name end punctuation. (CCSS: L.K.2b)
EVIDENCE OUTCOMES	K.3.2.b.iii.	Write a letter or letters for most consonant and short-vowel sounds (phonemes). (CCSS: L.K.2c)
EVIDENCE OUTCOMES	K.3.2.b.iv	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (CCSS: L.K.2d)

Unit 5

Colorado K-12 Academic Standards

Language Arts

Grade K - Adopted: 2010

CONTENT AREA	CO.K.1.	Oral Expression and Listening
STANDARD	K.1.1.	Oral communication skills are built within a language-rich environment. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.a.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (CCSS: SL.K.4)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.b.	Add drawings or other visual displays to descriptions as desired to provide additional detail. (CCSS: SL.K.5)

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.d.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (CCSS: L.K.5a)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.e.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (CCSS: L.K.5b)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.f.	Identify real-life connections between words and their use (e.g., note places at school that are colorful). (CCSS: L.K.5c)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.g.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. (CCSS: L.K.5d)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.h.	Express words and word meanings as encountered in books and conversation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.i.	Use new vocabulary that is directly taught through reading, speaking, and listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.j.	Relate new vocabulary to prior knowledge.
CONTENT AREA	CO.K.1.	Oral Expression and Listening
STANDARD	K.1.2.	Communication relies on effective verbal and nonverbal skills. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.2.a.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (CCSS: SL.K.1)
EVIDENCE OUTCOMES	K.1.2.a.i.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). (CCSS: SL.K.1a)
EVIDENCE OUTCOMES	K.1.2.a.ii	Continue a conversation through multiple exchanges. (CCSS: SL.K.1b)
CONTENT AREA	CO.K.1.	Oral Expression and Listening
STANDARD	K.1.2.	Communication relies on effective verbal and nonverbal skills. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.2.b.	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. (CCSS: SL.K.2)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.2.c.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CCSS: SL.K.3)
CONTENT AREA	CO.K.1.	Oral Expression and Listening
STANDARD	K.1.3.	Vocal sounds produce words and meaning to create early knowledge of phonemic awareness. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.3.a.	Identify and create rhyming words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.3.c.	Identify words orally according to shared beginning or ending sounds.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.3.e.	Segment one-syllable words into sounds.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.3.f.	Segment spoken words into onset (initial consonant sounds) and rime (vowel to end of syllable).

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.3.g.	Identify the initial, medial, and final phoneme (speech sound) of spoken words.
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.1.	A concept of print to read and a solid comprehension of literary texts are the building blocks for reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.1.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	K.2.1.a.i.	With prompting and support, ask and answer questions about key details in a text. (CCSS: RL.K.1)
EVIDENCE OUTCOMES	K.2.1.a.ii	With prompting and support, retell familiar stories, including key details. (CCSS: RL.K.2)
EVIDENCE OUTCOMES	K.2.1.a.iii	With prompting and support, identify characters, settings, and major events in a story. (CCSS: RL.K.3)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.1.	A concept of print to read and a solid comprehension of literary texts are the building blocks for reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.1.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	K.2.1.b.i.	Ask and answer questions about unknown words in a text. (CCSS: RL.K.4)
EVIDENCE OUTCOMES	K.2.1.b.ii	Recognize common types of texts (e.g., storybooks, poems). (CCSS: RL.K.5)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.1.	A concept of print to read and a solid comprehension of literary texts are the building blocks for reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.1.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	K.2.1.c.i.	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). (CCSS: RL.K.7)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.1.	A concept of print to read and a solid comprehension of literary texts are the building blocks for reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.1.d.	Use Range of Reading and Level of Text Complexity to:
EVIDENCE OUTCOMES	K.2.1.d.i.	Actively engage in group reading activities with purpose and understanding. (CCSS: RL.K.10)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.2.	A concept of print to read and a solid comprehension of informational text are the building blocks for reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.2.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	K.2.2.a.i.	With prompting and support, ask and answer questions about key details in a text. (CCSS: RI.K.1)
EVIDENCE OUTCOMES	K.2.2.a.ii	With prompting and support, identify the main topic and retell key details of a text. (CCSS: RI.K.2)
EVIDENCE OUTCOMES	K.2.2.a.iii	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.K.3)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.2.	A concept of print to read and a solid comprehension of informational text are the building blocks for reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.2.b.	Use Craft and Structure to:

SKILLS / EVIDENCE OUTCOMES		
EVIDENCE OUTCOMES	K.2.2.b.i.	With prompting and support, ask and answer questions about unknown words in a text. (CCSS: RI.K.4)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.2.	A concept of print to read and a solid comprehension of informational text are the building blocks for reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.2.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	K.2.2.c.ii.	With prompting and support, identify the reasons an author gives to support points in a text. (CCSS: RI.K.8)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.2.	A concept of print to read and a solid comprehension of informational text are the building blocks for reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.2.d.	Use Range of Reading and Level of Text Complexity to:
EVIDENCE OUTCOMES	K.2.2.d.i.	Actively engage in group reading activities with purpose and understanding. (CCSS: RI.K.10)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.3.	Decoding words in print requires alphabet recognition and knowledge of letter sounds. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.3.a.	Demonstrate understanding of the organization and basic features of print. (CCSS: RF.K.1)
EVIDENCE OUTCOMES	K.2.3.a.i.	Follow words from left to right, top to bottom, and page by page. (CCSS: RF.K.1a)
EVIDENCE OUTCOMES	K.2.3.a.ii.	Recognize that spoken words are represented in written language by specific sequences of letters. (CCSS: RF.K.1b)
EVIDENCE OUTCOMES	K.2.3.a.ii.i.	Understand that words are separated by spaces in print. (CCSS: RF.K.1c)
EVIDENCE OUTCOMES	K.2.3.a.iv.	Recognize and name all upper- and lowercase letters of the alphabet. (CCSS: RF.K.1d)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.3.	Decoding words in print requires alphabet recognition and knowledge of letter sounds. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.3.b.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.K.2)
EVIDENCE OUTCOMES	K.2.3.b.i.	Recognize and produce rhyming words. (CCSS: RF.K.2a)
EVIDENCE OUTCOMES	K.2.3.b.ii.	Count, pronounce, blend, and segment syllables in spoken words. (CCSS: RF.K.2b)
EVIDENCE OUTCOMES	K.2.3.b.ii.i.	Blend and segment onsets and rimes of single-syllable spoken words. (CCSS: RF.K.2c)
EVIDENCE OUTCOMES	K.2.3.b.iv.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /ll/, /rl/, or /xl/.) (CCSS: RF.K.2d)
EVIDENCE OUTCOMES	K.2.3.b.v.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (CCSS: RF.K.2e)
EVIDENCE OUTCOMES	K.2.3.b.vi.	Identify phonemes for letters.
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.3.	Decoding words in print requires alphabet recognition and knowledge of letter sounds. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.3.c.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (CCSS: L.K.4)

EVIDENCE OUTCOMES	K.2.3.c.i.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). (CCSS: L.K.4a)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.3.	Decoding words in print requires alphabet recognition and knowledge of letter sounds. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.3.d.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.K3)
EVIDENCE OUTCOMES	K.2.3.d.i.	Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (CCSS: RF.K.3a)
EVIDENCE OUTCOMES	K.2.3.d.ii.	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (CCSS: RF.K.3b)
EVIDENCE OUTCOMES	K.2.3.d.ii.i.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (CCSS: RF.K.3c)
EVIDENCE OUTCOMES	K.2.3.d.iv.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (CCSS: RF.K.3d)
CONTENT AREA	CO.K.2.	Reading for All Purposes
STANDARD	K.2.3.	Decoding words in print requires alphabet recognition and knowledge of letter sounds. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.2.3.e.	Read emergent-reader texts with purpose and understanding. (CCSS: RF.K.4)
CONTENT AREA	CO.K.3.	Writing and Composition
STANDARD	K.3.1.	Text types and purposes, labels, and familiar words are used to communicate information and ideas. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.3.1.a.	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...). (CCSS: W.K.1)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.3.1.b.	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. (CCSS: W.K.2)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.3.1.c.	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. (CCSS: W.K.3)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.3.1.d.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5)
CONTENT AREA	CO.K.3.	Writing and Composition
STANDARD	K.3.2.	Appropriate mechanics and conventions are used to create simple texts. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.3.2.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.K.1)
EVIDENCE OUTCOMES	K.3.2.a.i.	Print many upper- and lowercase letters. (CCSS: L.K.1a)
EVIDENCE OUTCOMES	K.3.2.a.ii.	Use frequently occurring nouns and verbs. (CCSS: L.K.1b)
EVIDENCE OUTCOMES	K.3.2.a.ii.i.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). (CCSS: L.K.1c)
EVIDENCE OUTCOMES	K.3.2.a.iv.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). (CCSS: L.K.1d)
EVIDENCE OUTCOMES	K.3.2.a.v.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). (CCSS: L.K.1e)
EVIDENCE OUTCOMES	K.3.2.a.vi.	Produce and expand complete sentences in shared language activities. (CCSS: L.K.1f)
EVIDENCE OUTCOMES	K.3.2.a.vi.i.	Use proper spacing between words.
EVIDENCE	K.3.2.a.ix	Use appropriate pencil grip.

OUTCOMES	.	
CONTENT AREA	CO.K.3.	Writing and Composition
STANDARD	K.3.2.	Appropriate mechanics and conventions are used to create simple texts. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.3.2.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.K.2)
EVIDENCE OUTCOMES	K.3.2.b.i.	Capitalize the first word in a sentence and the pronoun I. (CCSS: L.K.2a)
EVIDENCE OUTCOMES	K.3.2.b.ii	Recognize and name end punctuation. (CCSS: L.K.2b)
EVIDENCE OUTCOMES	K.3.2.b.iii	Write a letter or letters for most consonant and short-vowel sounds (phonemes). (CCSS: L.K.2c)
EVIDENCE OUTCOMES	K.3.2.b.iv	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (CCSS: L.K.2d)