

Main Criteria: Classroom Supplement Units Kindergarten

Secondary Criteria: Connecticut Core Standards

Subject: Language Arts

Grade: K

Classroom Supplement Units Kindergarten

Pre-writing

Connecticut Core Standards

Language Arts

Grade K - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.R L.K.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
GRADE LEVEL EXPECTATION	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
DOMAIN / CONTENT STANDARD	CT.CC.R L.K.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.K.4.	Ask and answer questions about unknown words in a text.
GRADE LEVEL EXPECTATION	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
DOMAIN / CONTENT STANDARD	CT.CC.R L.K.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
DOMAIN / CONTENT STANDARD	CT.CC.RI .K.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
GRADE LEVEL EXPECTATION	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
DOMAIN / CONTENT STANDARD	CT.CC.RI .K.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
DOMAIN / CONTENT STANDARD	CT.CC.RI .K.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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).
GRADE LEVEL	RI.K.8.	With prompting and support, identify the reasons an author gives to support points

EXPECTATION		in a text.
DOMAIN / CONTENT STANDARD	CT.CC.RI.K.	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
DOMAIN / CONTENT STANDARD	CT.CC.RF.K.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Print Concepts
GRADE LEVEL EXPECTATION	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
INDICATOR	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
INDICATOR	RF.K.1(c)	Understand that words are separated by spaces in print.
INDICATOR	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
DOMAIN / CONTENT STANDARD	CT.CC.RF.K.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Phonological Awareness
GRADE LEVEL EXPECTATION	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.K.2(a)	Recognize and produce rhyming words.
INDICATOR	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
INDICATOR	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
INDICATOR	RF.K.2(d)	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with <i>ll</i> , <i>lrl</i> , or <i>lxl</i> .)
INDICATOR	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
DOMAIN / CONTENT STANDARD	CT.CC.RF.K.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.K.3(a)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
INDICATOR	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
INDICATOR	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
INDICATOR	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
DOMAIN / CONTENT STANDARD	CT.CC.RF.K.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.K.4.	Read emergent-reader texts with purpose and understanding.
DOMAIN / CONTENT STANDARD	CT.CC.W.K.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL	W.K.7.	Participate in shared research and writing projects (e.g., explore a number of books

EXPECTATION		by a favorite author and express opinions about them).
DOMAIN / CONTENT STANDARD	CT.CC.SL.K.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATOR	SL.K.1(b)	Continue a conversation through multiple exchanges.
DOMAIN / CONTENT STANDARD	CT.CC.SL.K.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
DOMAIN / CONTENT STANDARD	CT.CC.SL.K.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
GRADE LEVEL EXPECTATION	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
GRADE LEVEL EXPECTATION	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
DOMAIN / CONTENT STANDARD	CT.CC.L.K.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.K.1(a)	Print many upper- and lowercase letters.
INDICATOR	L.K.1(b)	Use frequently occurring nouns and verbs.
INDICATOR	L.K.1(c)	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
INDICATOR	L.K.1(d)	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
INDICATOR	L.K.1(f)	Produce and expand complete sentences in shared language activities.
DOMAIN / CONTENT STANDARD	CT.CC.L.K.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
INDICATOR	L.K.2(b)	Recognize and name end punctuation.
INDICATOR	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
DOMAIN / CONTENT STANDARD	CT.CC.L.K.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
INDICATOR	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing

		duck is a bird and learning the verb to duck).
DOMAIN / CONTENT STANDARD	CT.CC.L.K.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
INDICATOR	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
INDICATOR	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
INDICATOR	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
DOMAIN / CONTENT STANDARD	CT.CC.L.K.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 1

**Connecticut Core Standards
Language Arts
Grade K - Adopted: 2010**

DOMAIN / CONTENT STANDARD	CT.CC.R.L.K.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
DOMAIN / CONTENT STANDARD	CT.CC.R.L.K.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.K.4.	Ask and answer questions about unknown words in a text.
GRADE LEVEL EXPECTATION	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
DOMAIN / CONTENT STANDARD	CT.CC.RI.K.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
GRADE LEVEL EXPECTATION	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
GRADE LEVEL EXPECTATION	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
DOMAIN / CONTENT STANDARD	CT.CC.RI.K.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
DOMAIN / CONTENT	CT.CC.RI.K.	Reading Standards for Informational Text

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

EXPECTATION		
DOMAIN / CONTENT STANDARD	CT.CC.W.K.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
DOMAIN / CONTENT STANDARD	CT.CC.SL.K.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATOR	SL.K.1(b)	Continue a conversation through multiple exchanges.
DOMAIN / CONTENT STANDARD	CT.CC.SL.K.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
DOMAIN / CONTENT STANDARD	CT.CC.SL.K.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
GRADE LEVEL EXPECTATION	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
GRADE LEVEL EXPECTATION	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
DOMAIN / CONTENT STANDARD	CT.CC.L.K.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.K.1(a)	Print many upper- and lowercase letters.
INDICATOR	L.K.1(b)	Use frequently occurring nouns and verbs.
INDICATOR	L.K.1(c)	Form regular plural nouns orally by adding <i>/s/</i> or <i>/es/</i> (e.g., dog, dogs; wish, wishes).
INDICATOR	L.K.1(d)	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
INDICATOR	L.K.1(e)	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
INDICATOR	L.K.1(f)	Produce and expand complete sentences in shared language activities.
DOMAIN / CONTENT STANDARD	CT.CC.L.K.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
INDICATOR	L.K.2(b)	Recognize and name end punctuation.

INDICATOR	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
INDICATOR	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
DOMAIN / CONTENT STANDARD	CT.CC.L.K.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
INDICATOR	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
DOMAIN / CONTENT STANDARD	CT.CC.L.K.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
INDICATOR	L.K.5(a)	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
INDICATOR	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
INDICATOR	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
INDICATOR	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
DOMAIN / CONTENT STANDARD	CT.CC.L.K.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 2

Connecticut Core Standards

Language Arts

Grade K - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.R.L.K.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
GRADE LEVEL EXPECTATION	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
DOMAIN / CONTENT STANDARD	CT.CC.R.L.K.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.K.4.	Ask and answer questions about unknown words in a text.
GRADE LEVEL EXPECTATION	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
DOMAIN / CONTENT STANDARD	CT.CC.R.L.K.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity

GRADE LEVEL EXPECTATION	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
DOMAIN / CONTENT STANDARD	CT.CC.RI.K.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
GRADE LEVEL EXPECTATION	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
GRADE LEVEL EXPECTATION	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
DOMAIN / CONTENT STANDARD	CT.CC.RI.K.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
DOMAIN / CONTENT STANDARD	CT.CC.RI.K.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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).
GRADE LEVEL EXPECTATION	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
DOMAIN / CONTENT STANDARD	CT.CC.RI.K.	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
DOMAIN / CONTENT STANDARD	CT.CC.RF.K.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Print Concepts
GRADE LEVEL EXPECTATION	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
INDICATOR	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
INDICATOR	RF.K.1(c)	Understand that words are separated by spaces in print.
INDICATOR	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
DOMAIN / CONTENT STANDARD	CT.CC.RF.K.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Phonological Awareness
GRADE LEVEL EXPECTATION	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.K.2(a)	Recognize and produce rhyming words.
INDICATOR	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
INDICATOR	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
INDICATOR	RF.K.2(d)	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
INDICATOR	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

DOMAIN / CONTENT STANDARD	CT.CC.R F.K.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.K.3(a)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
INDICATOR	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
INDICATOR	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
INDICATOR	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
DOMAIN / CONTENT STANDARD	CT.CC.R F.K.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.K.4.	Read emergent-reader texts with purpose and understanding.
DOMAIN / CONTENT STANDARD	CT.CC.W K.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W K.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.K.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
DOMAIN / CONTENT STANDARD	CT.CC.W K.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
DOMAIN / CONTENT STANDARD	CT.CC.SL .K.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATOR	SL.K.1(b)	Continue a conversation through multiple exchanges.
DOMAIN / CONTENT STANDARD	CT.CC.SL .K.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

DOMAIN / CONTENT STANDARD	CT.CC.SL.K.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
GRADE LEVEL EXPECTATION	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
GRADE LEVEL EXPECTATION	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
DOMAIN / CONTENT STANDARD	CT.CC.L.K.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.K.1(a)	Print many upper- and lowercase letters.
INDICATOR	L.K.1(b)	Use frequently occurring nouns and verbs.
INDICATOR	L.K.1(c)	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
INDICATOR	L.K.1(d)	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
INDICATOR	L.K.1(e)	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
INDICATOR	L.K.1(f)	Produce and expand complete sentences in shared language activities.
DOMAIN / CONTENT STANDARD	CT.CC.L.K.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
INDICATOR	L.K.2(b)	Recognize and name end punctuation.
INDICATOR	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
INDICATOR	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
DOMAIN / CONTENT STANDARD	CT.CC.L.K.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
INDICATOR	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
INDICATOR	L.K.4(b)	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
DOMAIN / CONTENT STANDARD	CT.CC.L.K.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
INDICATOR	L.K.5(a)	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
INDICATOR	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
INDICATOR	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
INDICATOR	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action

		(e.g., walk, march, strut, prance) by acting out the meanings.
DOMAIN / CONTENT STANDARD	CT.CC.L.K.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 3

Connecticut Core Standards

Language Arts

Grade K - Adopted: 2010

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

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

INDICATOR	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATOR	SL.K.1(b)	Continue a conversation through multiple exchanges.
DOMAIN / CONTENT STANDARD	CT.CC.SL.K.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
DOMAIN / CONTENT STANDARD	CT.CC.SL.K.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
GRADE LEVEL EXPECTATION	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
GRADE LEVEL EXPECTATION	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
DOMAIN / CONTENT STANDARD	CT.CC.L.K.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.K.1(a)	Print many upper- and lowercase letters.
INDICATOR	L.K.1(b)	Use frequently occurring nouns and verbs.
INDICATOR	L.K.1(c)	Form regular plural nouns orally by adding <i>/s/</i> or <i>/es/</i> (e.g., dog, dogs; wish, wishes).
INDICATOR	L.K.1(d)	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
INDICATOR	L.K.1(e)	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
INDICATOR	L.K.1(f)	Produce and expand complete sentences in shared language activities.
DOMAIN / CONTENT STANDARD	CT.CC.L.K.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.K.2(a)	Capitalize the first word in a sentence and the pronoun <i>I</i> .
INDICATOR	L.K.2(b)	Recognize and name end punctuation.
INDICATOR	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
INDICATOR	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
DOMAIN / CONTENT STANDARD	CT.CC.L.K.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
INDICATOR	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
DOMAIN / CONTENT STANDARD	CT.CC.L.K.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
INDICATOR	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
INDICATOR	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
INDICATOR	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
DOMAIN / CONTENT STANDARD	CT.CC.L.K.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 5

Connecticut Core Standards

Language Arts

Grade K - Adopted: 2010

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

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

		major vowels.
INDICATOR	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
INDICATOR	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
DOMAIN / CONTENT STANDARD	CT.CC.R F.K.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.K.4.	Read emergent-reader texts with purpose and understanding.
DOMAIN / CONTENT STANDARD	CT.CC.W. K.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	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 . . .).
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. K.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.K.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
DOMAIN / CONTENT STANDARD	CT.CC.SL .K.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATOR	SL.K.1(b)	Continue a conversation through multiple exchanges.
DOMAIN / CONTENT STANDARD	CT.CC.SL .K.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
DOMAIN / CONTENT STANDARD	CT.CC.SL .K.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
GRADE LEVEL EXPECTATION	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
GRADE LEVEL EXPECTATION	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.

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