

Main Criteria: Classroom Supplement Units Kindergarten

Secondary Criteria: Washington DC Learning Standards

Subject: Language Arts

Grade: K

Classroom Supplement Units Kindergarten

Pre-writing

Washington DC Learning Standards

Language Arts

Grade K - Adopted: 2010

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

EXPECTATION / ESSENTIAL SKILL		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RI.4.	With prompting and support, ask and answer questions about unknown words in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RI.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RI.8.	With prompting and support, identify the reasons an author gives to support points in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RI.10.	Actively engage in group reading activities with purpose and understanding.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Print Concepts
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RF.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION	K.RF.1.a.	Follow words from left to right, top to bottom, and page by page.
EXPECTATION	K.RF.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
EXPECTATION	K.RF.1.c.	Understand that words are separated by spaces in print.
EXPECTATION	K.RF.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonological Awareness
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	K.RF.2.a.	Recognize and produce rhyming words.

EXPECTATION	K.RF.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
EXPECTATION	K.RF.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
EXPECTATION	K.RF.2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /ll/, /rl/, or /xl/.)
EXPECTATION	K.RF.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	K.RF.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
EXPECTATION	K.RF.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
EXPECTATION	K.RF.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
EXPECTATION	K.RF.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RF.4.	Read emergent-reader texts with purpose and understanding.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	K.W.7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	K.SL.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	K.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	K.SL.1.b.	Continue a conversation through multiple exchanges.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.SL.	Speaking and Listening Standards
STANDARD /		Comprehension and Collaboration

ESSENTIAL SKILL		
STUDENT EXPECTATION / ESSENTIAL SKILL	K.SL.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
STUDENT EXPECTATION / ESSENTIAL SKILL	K.SL.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	K.SL.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
STUDENT EXPECTATION / ESSENTIAL SKILL	K.SL.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
STUDENT EXPECTATION / ESSENTIAL SKILL	K.SL.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	K.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	K.L.1.a.	Print many upper- and lowercase letters.
EXPECTATION	K.L.1.b.	Use frequently occurring nouns and verbs.
EXPECTATION	K.L.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
EXPECTATION	K.L.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
EXPECTATION	K.L.1.f.	Produce and expand complete sentences in shared language activities.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	K.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	K.L.2.a.	Capitalize the first word in a sentence and the pronoun I.
EXPECTATION	K.L.2.b.	Recognize and name end punctuation.
EXPECTATION	K.L.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT EXPECTATION / ESSENTIAL SKILL	K.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
EXPECTATION	K.L.4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	K.L.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	K.L.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION	K.L.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
EXPECTATION	K.L.5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	K.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 1

Washington DC Learning Standards

Language Arts

Grade K - Adopted: 2010

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

STANDARD / STRAND / DISCIPLINE	RI.	
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RI.1.	With prompting and support, ask and answer questions about key details in a text.
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RI.2.	With prompting and support, identify the main topic and retell key details of a text.
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RI.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RI.4.	With prompting and support, ask and answer questions about unknown words in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RI.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RI.8.	With prompting and support, identify the reasons an author gives to support points in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RI.10.	Actively engage in group reading activities with purpose and understanding.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Print Concepts
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RF.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION	K.RF.1.a.	Follow words from left to right, top to bottom, and page by page.
EXPECTATION	K.RF.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.

EXPECTATION	K.RF.1.c.	Understand that words are separated by spaces in print.
EXPECTATION	K.RF.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonological Awareness
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	K.RF.2.a.	Recognize and produce rhyming words.
EXPECTATION	K.RF.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
EXPECTATION	K.RF.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
EXPECTATION	K.RF.2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /ll/, /rl/, or /xl/.)
EXPECTATION	K.RF.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	K.RF.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
EXPECTATION	K.RF.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
EXPECTATION	K.RF.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
EXPECTATION	K.RF.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RF.4.	Read emergent-reader texts with purpose and understanding.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	K.W.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.SL.	Speaking and Listening Standards

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

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

Unit 2

Washington DC Learning Standards

Language Arts

Grade K - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.RL.	Reading Standards for Literature
STANDARD /		Key Ideas and Details

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

DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RI.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RI.8.	With prompting and support, identify the reasons an author gives to support points in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RI.10.	Actively engage in group reading activities with purpose and understanding.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Print Concepts
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RF.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION	K.RF.1.a.	Follow words from left to right, top to bottom, and page by page.
EXPECTATION	K.RF.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
EXPECTATION	K.RF.1.c.	Understand that words are separated by spaces in print.
EXPECTATION	K.RF.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonological Awareness
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	K.RF.2.a.	Recognize and produce rhyming words.
EXPECTATION	K.RF.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
EXPECTATION	K.RF.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
EXPECTATION	K.RF.2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
EXPECTATION	K.RF.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION /	K.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

ESSENTIAL SKILL		
EXPECTATION	K.RF.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
EXPECTATION	K.RF.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
EXPECTATION	K.RF.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
EXPECTATION	K.RF.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RF.4.	Read emergent-reader texts with purpose and understanding.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	K.W.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	K.W.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	K.W.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	K.SL.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	K.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	K.SL.1.b.	Continue a conversation through multiple exchanges.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	K.SL.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
STUDENT EXPECTATION / ESSENTIAL SKILL	K.SL.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	K.SL.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
STUDENT EXPECTATION / ESSENTIAL SKILL	K.SL.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
STUDENT EXPECTATION / ESSENTIAL SKILL	K.SL.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	K.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	K.L.1.a.	Print many upper- and lowercase letters.
EXPECTATION	K.L.1.b.	Use frequently occurring nouns and verbs.
EXPECTATION	K.L.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
EXPECTATION	K.L.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
EXPECTATION	K.L.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
EXPECTATION	K.L.1.f.	Produce and expand complete sentences in shared language activities.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	K.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	K.L.2.a.	Capitalize the first word in a sentence and the pronoun I.
EXPECTATION	K.L.2.b.	Recognize and name end punctuation.
EXPECTATION	K.L.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).

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

Unit 3

Washington DC Learning Standards

Language Arts

Grade K - Adopted: 2010

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

ESSENTIAL SKILL		
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RL.3.	With prompting and support, identify characters, settings, and major events in a story.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RL.4.	Ask and answer questions about unknown words in a text.
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RL.5.	Recognize common types of texts (e.g., storybooks, poems).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RL.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RL.10.	Actively engage in group reading activities with purpose and understanding.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RI.1.	With prompting and support, ask and answer questions about key details in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RI.4.	With prompting and support, ask and answer questions about unknown words in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.RF.	Reading Standards: Foundational Skills

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

ESSENTIAL SKILL		
STUDENT EXPECTATION / ESSENTIAL SKILL	K.W.3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	K.SL.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	K.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	K.SL.1.b.	Continue a conversation through multiple exchanges.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	K.SL.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
STUDENT EXPECTATION / ESSENTIAL SKILL	K.SL.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	K.SL.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
STUDENT EXPECTATION / ESSENTIAL SKILL	K.SL.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
STUDENT EXPECTATION / ESSENTIAL SKILL	K.SL.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	K.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	K.L.1.a.	Print many upper- and lowercase letters.
EXPECTATION	K.L.1.b.	Use frequently occurring nouns and verbs.
EXPECTATION	K.L.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

EXPECTATION	K.L.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
EXPECTATION	K.L.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
EXPECTATION	K.L.1.f.	Produce and expand complete sentences in shared language activities.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	K.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	K.L.2.a.	Capitalize the first word in a sentence and the pronoun I.
EXPECTATION	K.L.2.b.	Recognize and name end punctuation.
EXPECTATION	K.L.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
EXPECTATION	K.L.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	K.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
EXPECTATION	K.L.4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	K.L.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	K.L.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION	K.L.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
EXPECTATION	K.L.5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	K.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Language Arts

Grade K - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RL.1.	With prompting and support, ask and answer questions about key details in a text.
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RL.2.	With prompting and support, retell familiar stories, including key details.
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RL.3.	With prompting and support, identify characters, settings, and major events in a story.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RL.4.	Ask and answer questions about unknown words in a text.
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RL.5.	Recognize common types of texts (e.g., storybooks, poems).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RL.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RL.10.	Actively engage in group reading activities with purpose and understanding.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RI.1.	With prompting and support, ask and answer questions about key details in a text.

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

EXPECTATION	K.RF.2.a.	Recognize and produce rhyming words.
EXPECTATION	K.RF.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
EXPECTATION	K.RF.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
EXPECTATION	K.RF.2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
EXPECTATION	K.RF.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	K.RF.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
EXPECTATION	K.RF.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
EXPECTATION	K.RF.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
EXPECTATION	K.RF.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	K.RF.4.	Read emergent-reader texts with purpose and understanding.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	K.W.1.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
STUDENT EXPECTATION / ESSENTIAL SKILL	K.W.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
STUDENT EXPECTATION / ESSENTIAL SKILL	K.W.3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	K.W.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

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

EXPECTATION	K.L.1.f.	Produce and expand complete sentences in shared language activities.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	K.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	K.L.2.a.	Capitalize the first word in a sentence and the pronoun I.
EXPECTATION	K.L.2.b.	Recognize and name end punctuation.
EXPECTATION	K.L.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
EXPECTATION	K.L.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	K.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
EXPECTATION	K.L.4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	K.L.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	K.L.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
EXPECTATION	K.L.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION	K.L.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
EXPECTATION	K.L.5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.K.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	K.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.