Main Criteria: Classroom Supplement Units Kindergarten Secondary Criteria: Delaware Standards and Curricula

Subject: Language Arts
Grade: K

# **Classroom Supplement Units Kindergarten**

Pre-writing

### Delaware Standards and Curricula Language Arts

STANDARD / STRAND	DE.CCKR L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDIN G	CCKRL1.	With prompting and support, ask and answer questions about key details in a text.
ENDURING UNDERSTANDIN G	CCKRL3.	With prompting and support, identify characters, settings, and major events in a story.
STANDARD / STRAND	DE.CCKR L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDIN G	CCKRL4.	Ask and answer questions about unknown words in a text.
ENDURING UNDERSTANDIN G	CCKRL5.	Recognize common types of texts (e.g., storybooks, poems).
STANDARD / STRAND	DE.CCKR L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDIN G	CCKRL10	Actively engage in group reading activities with purpose and understanding.
STANDARD / STRAND	DE.CCKR I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDIN G	CCKRI1.	With prompting and support, ask and answer questions about key details in a text.
ENDURING UNDERSTANDIN G	CCKRI2.	With prompting and support, identify the main topic and retell key details of a text.
STANDARD / STRAND	DE.CCKR I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDIN G	CCKRI4.	With prompting and support, ask and answer questions about unknown words in a text.
STANDARD / STRAND	DE.CCKR I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDIN	CCKRI7.	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

G		illustration depicts).
ENDURING UNDERSTANDIN G	CCKRI8.	With prompting and support, identify the reasons an author gives to support points in a text.
STANDARD / STRAND	DE.CCKR I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDIN G	CCKRI10	Actively engage in group reading activities with purpose and understanding.
STANDARD / STRAND	DE.CCKR F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Print Concepts
ENDURING UNDERSTANDIN G	CCKRF1.	Demonstrate understanding of the organization and basic features of print.
BENCHMARK	CCKRF1a	Follow words from left to right, top to bottom, and page by page.
BENCHMARK	CCKRF1 b.	Recognize that spoken words are represented in written language by specific sequences of letters.
BENCHMARK	CCKRF1c	Understand that words are separated by spaces in print.
BENCHMARK	CCKRF1 d.	Recognize and name all upper- and lowercase letters of the alphabet.
STANDARD / STRAND	DE.CCKR F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Phonological Awareness
ENDURING UNDERSTANDIN G	CCKRF2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
BENCHMARK	CCKRF2a	Recognize and produce rhyming words.
BENCHMARK	CCKRF2 b.	Count, pronounce, blend, and segment syllables in spoken words.
BENCHMARK	CCKRF2c	Blend and segment onsets and rimes of single-syllable spoken words.
BENCHMARK	CCKRF2 d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with /I/, /r/, or /x/.)
BENCHMARK	CCKRF2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STANDARD / STRAND	DE.CCKR F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Phonics and Word Recognition
ENDURING UNDERSTANDIN G	CCKRF3.	Know and apply grade-level phonics and word analysis skills in decoding words.
BENCHMARK	CCKRF3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
BENCHMARK	CCKRF3 b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
BENCHMARK	CCKRF3c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
BENCHMARK	CCKRF3 d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STANDARD / STRAND	DE.CCKR F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING	CCKRF4.	Read emergent-reader texts with purpose and understanding.

UNDERSTANDIN G		
STANDARD / STRAND	DE.CCKS L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDIN G	CCKSL1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
BENCHMARK	CCKSL1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
BENCHMARK	CCKSL1b	Continue a conversation through multiple exchanges.
STANDARD / STRAND	DE.CCKS L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDIN G	CCKSL2.	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.
ENDURING UNDERSTANDIN G	CCKSL3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STANDARD / STRAND	DE.CCKS L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDIN G	CCKSL4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
ENDURING UNDERSTANDIN G	CCKSL5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
ENDURING UNDERSTANDIN G	CCKSL6.	Speak audibly and express thoughts, feelings, and ideas clearly.
STANDARD / STRAND	DE.CCKL	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDIN G	CCKL1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CCKL1a.	Print many upper- and lowercase letters.
BENCHMARK	CCKL1b.	Use frequently occurring nouns and verbs.
BENCHMARK	CCKL1c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
BENCHMARK	CCKL1f.	Produce and expand complete sentences in shared language activities.
STANDARD / STRAND	DE.CCKL	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDIN G	CCKL2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CCKL2a.	Capitalize the first word in a sentence and the pronoun I.
BENCHMARK	CCKL2b.	Recognize and name end punctuation.
BENCHMARK	CCKL2c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
STANDARD / STRAND	DE.CCKL	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDIN G	CCKL4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

CCKL4a.	ldentify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
DE.CCKL	Language Standards K-5
	Vocabulary Acquisition and Use
CCKL5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
CCKL5b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
CCKL5d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
DE.CCKL	Language Standards K-5
	Vocabulary Acquisition and Use
CCKL6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
	DE.CCKL . CCKL5b. CCKL5d. DE.CCKL

### Delaware Standards and Curricula Language Arts

		- ····
STANDARD / STRAND	DE.CCKR L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDIN G	CCKRL1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD / STRAND	DE.CCKR L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDIN G	CCKRL4.	Ask and answer questions about unknown words in a text.
ENDURING UNDERSTANDIN G	CCKRL5.	Recognize common types of texts (e.g., storybooks, poems).
STANDARD / STRAND	DE.CCKR I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDIN G	CCKRI1.	With prompting and support, ask and answer questions about key details in a text.
ENDURING UNDERSTANDIN G	CCKRI2.	With prompting and support, identify the main topic and retell key details of a text.
ENDURING UNDERSTANDIN G	CCKRI3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
STANDARD / STRAND	DE.CCKR I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDIN G	CCKRI4.	With prompting and support, ask and answer questions about unknown words in a text.

STANDARD / STRAND	DE.CCKR I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDIN G	CCKRI7.	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).
ENDURING UNDERSTANDIN G	CCKRI8.	With prompting and support, identify the reasons an author gives to support points in a text.
STANDARD / STRAND	DE.CCKR I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDIN G	CCKRI10	Actively engage in group reading activities with purpose and understanding.
STANDARD / STRAND	DE.CCKR F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Print Concepts
ENDURING UNDERSTANDIN G	CCKRF1.	Demonstrate understanding of the organization and basic features of print.
BENCHMARK	CCKRF1a	Follow words from left to right, top to bottom, and page by page.
BENCHMARK	CCKRF1 b.	Recognize that spoken words are represented in written language by specific sequences of letters.
BENCHMARK	CCKRF1c	Understand that words are separated by spaces in print.
BENCHMARK	CCKRF1 d.	Recognize and name all upper- and lowercase letters of the alphabet.
STANDARD / STRAND	DE.CCKR F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Phonological Awareness
ENDURING UNDERSTANDIN G	CCKRF2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
BENCHMARK	CCKRF2a	Recognize and produce rhyming words.
BENCHMARK	CCKRF2 b.	Count, pronounce, blend, and segment syllables in spoken words.
BENCHMARK	CCKRF2c	Blend and segment onsets and rimes of single-syllable spoken words.
BENCHMARK	CCKRF2 d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with /II, /r/, or /x/.)
BENCHMARK	CCKRF2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STANDARD / STRAND	DE.CCKR F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Phonics and Word Recognition
ENDURING UNDERSTANDIN G	CCKRF3.	Know and apply grade-level phonics and word analysis skills in decoding words.
BENCHMARK	CCKRF3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
BENCHMARK	CCKRF3 b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
BENCHMARK	CCKRF3c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
BENCHMARK	CCKRF3 d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

STANDARD / STRAND	DE.CCKR F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDIN G	CCKRF4.	Read emergent-reader texts with purpose and understanding.
STANDARD / STRAND	DE.CCK W.	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDIN G	CCKW8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STANDARD / STRAND	DE.CCKS L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDIN G	CCKSL1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
BENCHMARK	CCKSL1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
BENCHMARK	CCKSL1b	Continue a conversation through multiple exchanges.
STANDARD / STRAND	DE.CCKS L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDIN G	CCKSL2.	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.
ENDURING UNDERSTANDIN G	CCKSL3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STANDARD / STRAND	DE.CCKS L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDIN G	CCKSL4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
ENDURING UNDERSTANDIN G	CCKSL5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
ENDURING UNDERSTANDIN G	CCKSL6.	Speak audibly and express thoughts, feelings, and ideas clearly.
STANDARD / STRAND	DE.CCKL	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDIN G	CCKL1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CCKL1a.	Print many upper- and lowercase letters.
BENCHMARK	CCKL1b.	Use frequently occurring nouns and verbs.
BENCHMARK	CCKL1c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
BENCHMARK	CCKL1e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
BENCHMARK	CCKL1f.	Produce and expand complete sentences in shared language activities.
STANDARD / STRAND	DE.CCKL	Language Standards K-5

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDIN G	CCKL2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CCKL2a.	Capitalize the first word in a sentence and the pronoun I.
BENCHMARK	CCKL2b.	Recognize and name end punctuation.
BENCHMARK	CCKL2c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
BENCHMARK	CCKL2d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
STANDARD / STRAND	DE.CCKL	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDIN G	CCKL4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
BENCHMARK	CCKL4a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
STANDARD / STRAND	DE.CCKL	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDIN G	CCKL5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
BENCHMARK	CCKL5a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
BENCHMARK	CCKL5b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
BENCHMARK	CCKL5d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
STANDARD / STRAND	DE.CCKL	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDIN G	CCKL6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## Delaware Standards and Curricula Language Arts

		•
STANDARD / STRAND	DE.CCKR L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDIN G	CCKRL1.	With prompting and support, ask and answer questions about key details in a text.
ENDURING UNDERSTANDIN G	CCKRL3.	With prompting and support, identify characters, settings, and major events in a story.
STANDARD / STRAND	DE.CCKR L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDIN G		Ask and answer questions about unknown words in a text.
ENDURING	CCKRL5.	Recognize common types of texts (e.g., storybooks, poems).

UNDERSTANDIN G		
STANDARD / STRAND	DE.CCKR L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDIN G		Actively engage in group reading activities with purpose and understanding.
STANDARD / STRAND	DE.CCKR I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDIN G	CCKRI1.	With prompting and support, ask and answer questions about key details in a text.
ENDURING UNDERSTANDIN G	CCKRI2.	With prompting and support, identify the main topic and retell key details of a text.
ENDURING UNDERSTANDIN G	CCKRI3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
STANDARD / STRAND	DE.CCKR I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDIN G	CCKRI4.	With prompting and support, ask and answer questions about unknown words in a text.
STANDARD / STRAND	DE.CCKR I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDIN G	CCKRI7.	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).
ENDURING UNDERSTANDIN G	CCKRI8.	With prompting and support, identify the reasons an author gives to support points in a text.
STANDARD / STRAND	DE.CCKR I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDIN G	CCKRI10	Actively engage in group reading activities with purpose and understanding.
STANDARD / STRAND	DE.CCKR F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Print Concepts
ENDURING UNDERSTANDIN G	CCKRF1.	Demonstrate understanding of the organization and basic features of print.
BENCHMARK	CCKRF1a	Follow words from left to right, top to bottom, and page by page.
BENCHMARK	CCKRF1 b.	Recognize that spoken words are represented in written language by specific sequences of letters.
BENCHMARK	CCKRF1c	Understand that words are separated by spaces in print.
BENCHMARK	CCKRF1 d.	Recognize and name all upper- and lowercase letters of the alphabet.
STANDARD / STRAND	DE.CCKR F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Phonological Awareness

ENDURING UNDERSTANDIN G	CCKRF2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
BENCHMARK	CCKRF2a	Recognize and produce rhyming words.
BENCHMARK	CCKRF2 b.	Count, pronounce, blend, and segment syllables in spoken words.
BENCHMARK	CCKRF2c	Blend and segment onsets and rimes of single-syllable spoken words.
BENCHMARK	CCKRF2 d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with /I/, /r/, or /x/.)
BENCHMARK	CCKRF2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STANDARD / STRAND	DE.CCKR F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Phonics and Word Recognition
ENDURING UNDERSTANDIN G	CCKRF3.	Know and apply grade-level phonics and word analysis skills in decoding words.
BENCHMARK	CCKRF3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
BENCHMARK	CCKRF3 b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
BENCHMARK	CCKRF3c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
BENCHMARK	CCKRF3 d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STANDARD / STRAND	DE.CCKR F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDIN G	CCKRF4.	Read emergent-reader texts with purpose and understanding.
STANDARD / STRAND	DE.CCK W.	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDIN G	CCKW2.	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.
STANDARD / STRAND	DE.CCK W.	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDIN G	CCKW5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
STANDARD / STRAND	DE.CCK W.	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDIN G	CCKW8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STANDARD / STRAND	DE.CCKS L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDIN G	CCKSL1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

BENCHMARK	CCKSL1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
BENCHMARK	CCKSL1b	Continue a conversation through multiple exchanges.
STANDARD / STRAND	DE.CCKS L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDIN G	CCKSL2.	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.
ENDURING UNDERSTANDIN G	CCKSL3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STANDARD / STRAND	DE.CCKS L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDIN G	CCKSL4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
ENDURING UNDERSTANDIN G	CCKSL5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
ENDURING UNDERSTANDIN G	CCKSL6.	Speak audibly and express thoughts, feelings, and ideas clearly.
STANDARD / STRAND	DE.CCKL	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDIN G	CCKL1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CCKL1a.	Print many upper- and lowercase letters.
BENCHMARK	CCKL1b.	Use frequently occurring nouns and verbs.
BENCHMARK	CCKL1c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
BENCHMARK	CCKL1e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
BENCHMARK	CCKL1f.	Produce and expand complete sentences in shared language activities.
STANDARD / STRAND	DE.CCKL	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDIN G	CCKL2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CCKL2a.	Capitalize the first word in a sentence and the pronoun I.
BENCHMARK	CCKL2b.	Recognize and name end punctuation.
BENCHMARK	CCKL2c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
BENCHMARK	CCKL2d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
STANDARD / STRAND	DE.CCKL	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDIN G	CCKL4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
BENCHMARK	CCKL4a.	ldentify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
BENCHMARK	CCKL4b.	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.

STANDARD / STRAND	DE.CCKL	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDIN G	CCKL5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
BENCHMARK	CCKL5a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
BENCHMARK		Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
BENCHMARK		Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
STANDARD / STRAND	DE.CCKL	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDIN G	CCKL6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

### Delaware Standards and Curricula

#### Language Arts

		Grade K - Adopted: 2010
STANDARD / STRAND	DE.CCKR L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDIN G	CCKRL1.	With prompting and support, ask and answer questions about key details in a text.
ENDURING UNDERSTANDIN G	CCKRL2.	With prompting and support, retell familiar stories, including key details.
ENDURING UNDERSTANDIN G	CCKRL3.	With prompting and support, identify characters, settings, and major events in a story.
STANDARD / STRAND	DE.CCKR L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDIN G	CCKRL4.	Ask and answer questions about unknown words in a text.
ENDURING UNDERSTANDIN G	CCKRL5.	Recognize common types of texts (e.g., storybooks, poems).
STANDARD / STRAND	DE.CCKR L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDIN G	CCKRL7.	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).
STANDARD / STRAND	DE.CCKR L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDIN G	CCKRL10	Actively engage in group reading activities with purpose and understanding.
STANDARD /	DE.CCKR	Reading Standards for Informational Text K-5

STRAND	I.	
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDIN G	CCKRI1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD / STRAND	DE.CCKR I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDIN G	CCKRI4.	With prompting and support, ask and answer questions about unknown words in a text.
STANDARD / STRAND	DE.CCKR F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Print Concepts
ENDURING UNDERSTANDIN G	CCKRF1.	Demonstrate understanding of the organization and basic features of print.
BENCHMARK	CCKRF1a	Follow words from left to right, top to bottom, and page by page.
BENCHMARK	CCKRF1 b.	Recognize that spoken words are represented in written language by specific sequences of letters.
BENCHMARK	CCKRF1c	Understand that words are separated by spaces in print.
BENCHMARK	CCKRF1 d.	Recognize and name all upper- and lowercase letters of the alphabet.
STANDARD / STRAND	DE.CCKR F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Phonological Awareness
ENDURING UNDERSTANDIN G	CCKRF2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
BENCHMARK	CCKRF2a	Recognize and produce rhyming words.
BENCHMARK	CCKRF2 b.	Count, pronounce, blend, and segment syllables in spoken words.
BENCHMARK	CCKRF2c	Blend and segment onsets and rimes of single-syllable spoken words.
BENCHMARK	CCKRF2 d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with /II, /r/, or /x/.)
BENCHMARK	CCKRF2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STANDARD / STRAND	DE.CCKR F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Phonics and Word Recognition
ENDURING UNDERSTANDIN G	CCKRF3.	Know and apply grade-level phonics and word analysis skills in decoding words.
BENCHMARK	CCKRF3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
BENCHMARK	CCKRF3 b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
BENCHMARK	CCKRF3c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
BENCHMARK	CCKRF3 d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STANDARD / STRAND	DE.CCKR F.	Reading Standards: Foundational Skills (K-5)
STRAND /		Fluency

INDICATOR		
ENDURING UNDERSTANDIN G	CCKRF4.	Read emergent-reader texts with purpose and understanding.
STANDARD / STRAND	DE.CCK W.	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDIN G	CCKW3.	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.
STANDARD / STRAND	DE.CCKS L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDIN G	CCKSL1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
BENCHMARK	CCKSL1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
BENCHMARK	CCKSL1b	Continue a conversation through multiple exchanges.
STANDARD / STRAND	DE.CCKS L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDIN G	CCKSL2.	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.
ENDURING UNDERSTANDIN G	CCKSL3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STANDARD / STRAND	DE.CCKS L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDIN G	CCKSL4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
ENDURING UNDERSTANDIN G	CCKSL5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
ENDURING UNDERSTANDIN G	CCKSL6.	Speak audibly and express thoughts, feelings, and ideas clearly.
STANDARD / STRAND	DE.CCKL	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDIN G	CCKL1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CCKL1a.	Print many upper- and lowercase letters.
BENCHMARK	CCKL1b.	Use frequently occurring nouns and verbs.
BENCHMARK	CCKL1c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
BENCHMARK	CCKL1e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
BENCHMARK	CCKL1f.	Produce and expand complete sentences in shared language activities.
STANDARD / STRAND	DE.CCKL	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDIN	CCKL2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

G		
BENCHMARK	CCKL2a.	Capitalize the first word in a sentence and the pronoun I.
BENCHMARK	CCKL2b.	Recognize and name end punctuation.
BENCHMARK	CCKL2c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
BENCHMARK	CCKL2d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
STANDARD / STRAND	DE.CCKL	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDIN G	CCKL4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
BENCHMARK	CCKL4a.	ldentify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
STANDARD / STRAND	DE.CCKL	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDIN G	CCKL5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
BENCHMARK	CCKL5b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
BENCHMARK	CCKL5d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
STANDARD / STRAND	DE.CCKL	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDIN G	CCKL6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

### Delaware Standards and Curricula Language Arts

STANDARD / STRAND	DE.CCKR L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDIN G	CCKRL1.	With prompting and support, ask and answer questions about key details in a text.
ENDURING UNDERSTANDIN G	CCKRL2.	With prompting and support, retell familiar stories, including key details.
ENDURING UNDERSTANDIN G	CCKRL3.	With prompting and support, identify characters, settings, and major events in a story.
STANDARD / STRAND	DE.CCKR L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDIN G	CCKRL4.	Ask and answer questions about unknown words in a text.
ENDURING UNDERSTANDIN G	CCKRL5.	Recognize common types of texts (e.g., storybooks, poems).
STANDARD /	DE.CCKR	Reading Standards for Literature K-5

STRAND	L.	
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDIN G	CCKRL7.	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).
STANDARD / STRAND	DE.CCKR L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDIN G	CCKRL10	Actively engage in group reading activities with purpose and understanding.
STANDARD / STRAND	DE.CCKR I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDIN G	CCKRI1.	With prompting and support, ask and answer questions about key details in a text.
ENDURING UNDERSTANDIN G	CCKRI2.	With prompting and support, identify the main topic and retell key details of a text.
ENDURING UNDERSTANDIN G	CCKRI3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
STANDARD / STRAND	DE.CCKR I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDIN G	CCKRI4.	With prompting and support, ask and answer questions about unknown words in a text.
STANDARD / STRAND	DE.CCKR I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDIN G	CCKRI8.	With prompting and support, identify the reasons an author gives to support points in a text.
STANDARD / STRAND	DE.CCKR I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDIN G	CCKRI10	Actively engage in group reading activities with purpose and understanding.
STANDARD / STRAND	DE.CCKR F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Print Concepts
ENDURING UNDERSTANDIN G	CCKRF1.	Demonstrate understanding of the organization and basic features of print.
BENCHMARK	CCKRF1a	Follow words from left to right, top to bottom, and page by page.
BENCHMARK	CCKRF1 b.	Recognize that spoken words are represented in written language by specific sequences of letters.
BENCHMARK	CCKRF1c	Understand that words are separated by spaces in print.
BENCHMARK	CCKRF1 d.	Recognize and name all upper- and lowercase letters of the alphabet.
STANDARD / STRAND	DE.CCKR F.	Reading Standards: Foundational Skills (K-5)

STRAND / INDICATOR		Phonological Awareness
ENDURING UNDERSTANDIN G	CCKRF2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
BENCHMARK	CCKRF2a	Recognize and produce rhyming words.
BENCHMARK	CCKRF2 b.	Count, pronounce, blend, and segment syllables in spoken words.
BENCHMARK	CCKRF2c	Blend and segment onsets and rimes of single-syllable spoken words.
BENCHMARK	CCKRF2 d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with /II, /rl, or /xl.)
BENCHMARK	CCKRF2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STANDARD / STRAND	DE.CCKR F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Phonics and Word Recognition
ENDURING UNDERSTANDIN G	CCKRF3.	Know and apply grade-level phonics and word analysis skills in decoding words.
BENCHMARK	CCKRF3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
BENCHMARK	CCKRF3 b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
BENCHMARK	CCKRF3c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
BENCHMARK	CCKRF3 d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STANDARD / STRAND	DE.CCKR F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDIN G	CCKRF4.	Read emergent-reader texts with purpose and understanding.
STANDARD / STRAND	DE.CCK W.	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDIN G	CCKW1.	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).
ENDURING UNDERSTANDIN G	CCKW2.	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.
ENDURING UNDERSTANDIN G	CCKW3.	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.
STANDARD / STRAND	DE.CCK W.	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDIN G	CCKW5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
STANDARD / STRAND	DE.CCKS L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDIN G	CCKSL1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SENCHMARK  CCKSLID  DE.CCKS  Speaking and Listening Standards K-5  STRAND  CCKSLID  Comprehension and Collaboration  INDICATOR  ENDURING  UNDERSTANDIN  CCKSLI  Aka and answer questions in order to seek help, get information, or clarify something of a text read aloud or information, or clarify something of a text read aloud or information, or clarify something of a text read aloud or information, or clarify something of through other media by asking and answering questions about key details and requesting clarification if isomething is not understood.  ENDURING  ENDURING  CCKSLI  Aka and answer questions in order to seek help, get information, or clarify something of a text read aloud or information, or clarify something of the content of the cont	BENCHMARK	CCKSL1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns
STANDARD J STRAND STRAND L STR			
STRAND L. STRAND   COMprehension and Collaboration   STRAND   COMprehension and Collaboration   STRAND   COMprehension and Collaboration   STRAND   CKSL3.   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.   GENDURING   DE.CCKS   Speaking and Listening Standards K-5     STRAND   CKSL3.   Ask and answer questions in order to seek help, get information, or clarify something of the property of th	BENCHMARK	CCKSL1b	Continue a conversation through multiple exchanges.
INDICATOR EADURING UNDERSTANDIN C CCKSLS. EARDING C CKSLS. UNDERSTANDIN C CKSLS. EARDING C CKSLS. EBENCHMARK C CKSLS. EARDING C CKSLS. EAR			Speaking and Listening Standards K-5
through other media by asking and answering questions about key details and requesting Carification if something is not understood.  Ask and answer questions in order to seek help, get information, or clarify something is not understood.  STRAND / L.  DECCKS Speaking and Listening Standards K-5 STRAND / L.  Presentation of Knowledge and Ideas  CCKSL4.  Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  CCKSL5.  Add drawings or other visual displays to descriptions as desired to provide additional detail.  CCKSL5.  CCKSL5.  Add drawings or other visual displays to descriptions as desired to provide additional detail.  CCKSL5.  CCKSL5.  CCKSL5.  Add drawings or other visual displays to descriptions as desired to provide additional detail.  CCKSL5.  CC	STRAND / INDICATOR		Comprehension and Collaboration
UNDERSTANDIN 6  STANDARD / L.  STRAND / NDICATOR  BEDURING UNDERSTANDIN C  CCKSL4.  Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  CCKSL5.  Add drawings or other visual displays to descriptions as desired to provide additional detail.  CCKSL5.  Speak audibly and express thoughts, feelings, and ideas clearly.  BEDURING UNDERSTANDIN G  CCKSL6.  Speak audibly and express thoughts, feelings, and ideas clearly.  STANDARD / STRAND  COKSL6.  Speak audibly and express thoughts, feelings, and ideas clearly.  CONVENTION OF CONV		CCKSL2.	through other media by asking and answering questions about key details and
STRAND   L.   Presentation of Knowledge and Ideas   INDICATOR   Presentation of Knowledge and Ideas   INDICATOR   CKSL4.   Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.   GENDURING UNDERSTANDIN   GCKSL5.   Add drawings or other visual displays to descriptions as desired to provide additional detail.   GENDURING UNDERSTANDIN   GCKSL6.   Speak audibly and express thoughts, feelings, and ideas clearly.   GENDURING UNDERSTANDIN   GCKSL6.   Conventions of Standard English   INDICATOR   CONVENTION   GCKSL6.   Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   GENCHMARK   CKKL1.   Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   GENCHMARK   CKKL1.   Defrequently occurring nouns and verbs.   GENCHMARK   CKKL1.   Use frequently occurring nouns and verbs.   GENCHMARK   CKKL1.   Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).   GENCHMARK   CKKL1.   Decompact of the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).   GENCHMARK   CKKL1.   Produce and expand complete sentences in shared language activities.   STANDARD   STRAND   DECKL2.   Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   GENCHMARK   CKKL2.   Capitalize the first word in a sentence and the pronoun I.   GENCHMARK   CKKL2.   Recognize and name end punctuation.   GENCHMARK   CKKL2.   Spell simple words phonetically, drawing on knowledge of sound-letter relationships.   STANDARD   DECKL   Language Standards K-5   STRAND   (NDICATOR   Spell simple words phonetically, drawing on knowledge of sound-letter relationships.   STANDARD   DECKL   Language Standards K-5   STRAND   (NDICATOR   Spell simple words phonetically, drawing on knowledge of sound-letter relationships.   STANDARD   DECKL   Language Standards K-5   STANDARD   DECKL   Langua	ENDURING UNDERSTANDIN G	CCKSL3.	
INDICATOR ENDURING UNDERSTANDIN C CKSL4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. C BADURING UNDERSTANDIN C CKSL5. Add drawings or other visual displays to descriptions as desired to provide additional detail. C BENDURING UNDERSTANDIN C CKSL6. Speak audibly and express thoughts, feelings, and ideas clearly. UNDERSTANDIN C C STRAND STRAND STRAND STRAND C ENDURING UNDERSTANDIN C BENCHMARK C CKLL1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters. BENCHMARK C CKLL1. Describe frequently occurring nouns and verbs. BENCHMARK C CKLL2. Describe frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). STRAND STRAND STRAND STRAND STRAND STRAND C SCKL1. CONVENTION C CONVENTION C CONVENTION C CONVENTION C C CONVENTION C C CONVENTION C C C C CONVENTION C C C C C C C C C C C C C C C C C C C			Speaking and Listening Standards K-5
SUNDERSTANDIN G  ENDURING UNDERSTANDIN G  ENDU	STRAND / INDICATOR		Presentation of Knowledge and Ideas
Additional detail.  ENDURING UNDERSTANDIN CCKSL6. Speak audibly and express thoughts, feelings, and ideas clearly.  STANDARD STRAND CONVENTION CCKLL Language Standards K-5  STRAND CONVENTION CCKL1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  BENCHMARK CCKL1a. Print many upper- and lowercase letters.  BENCHMARK CCKL1b. Use frequently occurring nouns and verbs.  BENCHMARK CCKL1c. Form regular plural nouns orally by adding Isl or Iesl (e.g., dog, dogs; wish, wishes).  BENCHMARK CCKL1c. By the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).  BENCHMARK CCKL1f. Produce and expand complete sentences in shared language activities.  STRAND I INDICATOR  ENDURING COKL2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  BENCHMARK CCKL2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  BENCHMARK CCKL2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  STRAND I DECKL Language Standards K-5  STRAND I DECKL Language Standards K-5  STRAND I DECKL2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  BENCHMARK CCKL2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  STRAND I NOW CKL2d. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.  BENCHMARK CCKL4. Language Standards K-5  STRAND I NOW CKL4. Language Standards K-5  STRAND I Language Standards K-5	ENDURING UNDERSTANDIN G	CCKSL4.	
UNDERSTANDIN G  STANDARD / STRAND DECKL  Language Standards K-5  STRAND / S	UNDERSTANDIN	CCKSL5.	
STRAND   CONVENTIONS OF Standard English   CONVENTIONS OF STAND   CO	UNDERSTANDIN	CCKSL6.	Speak audibly and express thoughts, feelings, and ideas clearly.
INDICATOR   CCKL1.   Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   Demonstrate Command of the conventions of standard English grammar and usage when writing or speaking.   Demonstrate Command of the conventions of standard English grammar and usage when writing or speaking.   Demonstrate Command of the conventions of standard English (e.g., dog, dogs; wish, wishes).	STANDARD / STRAND	DE.CCKL	Language Standards K-5
UNDERSTANDIN G  BENCHMARK   CCKL1a.   Print many upper- and lowercase letters.  BENCHMARK   CCKL1b.   Use frequently occurring nouns and verbs.  BENCHMARK   CCKL1c.   Form regular plural nouns orally by adding IsI or IesI (e.g., dog, dogs; wish, wishes).  BENCHMARK   CCKL1c.   Form regular plural nouns orally by adding IsI or IesI (e.g., dog, dogs; wish, wishes).  BENCHMARK   CCKL1c.   Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).  BENCHMARK   CCKL1f.   Produce and expand complete sentences in shared language activities.  STANDARD   DE.CCKL   Language Standards K-5  STRAND   CONventions of Standard English   INDICATOR   CONVENTION   CONVENTION	STRAND / INDICATOR		Conventions of Standard English
BENCHMARK CCKL1b. Use frequently occurring nouns and verbs.  BENCHMARK CCKL1c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).  BENCHMARK CCKL1e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).  BENCHMARK CCKL1f. Produce and expand complete sentences in shared language activities.  STANDARD / STRAND / DE.CCKL Language Standards K-5  STRAND / CONventions of Standard English INDICATOR  ENDURING UNDERSTANDIN GENCHL2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  BENCHMARK CCKL2a. Capitalize the first word in a sentence and the pronoun I.  BENCHMARK CCKL2b. Recognize and name end punctuation.  BENCHMARK CCKL2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  BENCHMARK CCKL2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  STANDARD / DE.CCKL Language Standards K-5  STRAND / INDICATOR  BENCHMARK CCKL4a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.  G CKL4a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	UNDERSTANDIN	CCKL1.	
BENCHMARK  CCKL1c. Form regular plural nouns orally by adding Isl or Iesl (e.g., dog, dogs; wish, wishes).  BENCHMARK  CCKL1e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).  BENCHMARK  CCKL1f. Produce and expand complete sentences in shared language activities.  STANDARD DE.CCKL Language Standards K-5  STRAND CONVENTIONS OF Standard English INDICATOR  ENDURING UNDERSTANDIN GENCH CALL Capitalize the first word in a sentence and the pronoun I.  BENCHMARK CCKL2b. Recognize and name end punctuation.  BENCHMARK CCKL2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  BENCHMARK CCKL2c. Unite a letter or letters for most consonant and short-vowel sounds (phonemes).  BENCHMARK CCKL2c. Language Standards K-5  STANDARD I DE.CCKL Language Standards K-5  STRAND I NOCABULATY Acquisition and Use INDICATOR  ENDURING UNDERSTANDIN G CCKL4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.  G CKL4a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).  STANDARD I DE.CCKL Language Standards K-5	BENCHMARK	CCKL1a.	Print many upper- and lowercase letters.
BENCHMARK  CCKL1e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).  BENCHMARK  CCKL1f. Produce and expand complete sentences in shared language activities.  STANDARD / STRAND  CONVENTIONS of Standard English INDICATOR  ENDURING UNDERSTANDIN G  BENCHMARK  CCKL2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. G  BENCHMARK  CCKL2a. Capitalize the first word in a sentence and the pronoun I.  BENCHMARK  CCKL2b. Recognize and name end punctuation.  BENCHMARK  CCKL2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  BENCHMARK  CCKL2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  STANDARD / DE.CCKL  STRAND  Vocabulary Acquisition and Use  INDICATOR  ENDURING UNDERSTANDIN G  BENCHMARK  CCKL4a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).  STANDARD / DE.CCKL  Language Standards K-5	BENCHMARK	CCKL1b.	Use frequently occurring nouns and verbs.
BENCHMARK  CCKL1f. Produce and expand complete sentences in shared language activities.  STANDARD / STRAND  DE.CCKL Language Standards K-5  STRAND / INDICATOR  ENDURING UNDERSTANDIN G  BENCHMARK CCKL2a. Capitalize the first word in a sentence and the pronoun I.  BENCHMARK CCKL2b. Recognize and name end punctuation.  BENCHMARK CCKL2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  BENCHMARK CCKL2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  STANDARD / STRAND / INDICATOR  ENDURING UNDERSTANDIN G  ENCKL4a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).  STANDARD / DE.CCKL Language Standards K-5	BENCHMARK	CCKL1c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
STANDARD / STRAND  STAND / STRAND / STR	BENCHMARK	CCKL1e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
STRAND   Conventions of Standard English	BENCHMARK	CCKL1f.	Produce and expand complete sentences in shared language activities.
ENDURING UNDERSTANDIN G  ENDURING UNDERSTANDIN G  BENCHMARK CCKL2a. Capitalize the first word in a sentence and the pronoun I.  BENCHMARK CCKL2b. Recognize and name end punctuation.  BENCHMARK CCKL2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  BENCHMARK CCKL2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  STANDARD / STRAND   DE.CCKL Language Standards K-5  STRAND   Vocabulary Acquisition and Use  ENDURING UNDERSTANDIN G  BENCHMARK CCKL4a. Determine or clarify the meaning of unknown and multiple-meaning words and Understand Understa	STANDARD / STRAND	DE.CCKL	Language Standards K-5
UNDERSTANDIN G punctuation, and spelling when writing.  BENCHMARK CCKL2a. Capitalize the first word in a sentence and the pronoun I.  BENCHMARK CCKL2b. Recognize and name end punctuation.  BENCHMARK CCKL2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  BENCHMARK CCKL2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  STANDARD / DE.CCKL Language Standards K-5  STRAND / INDICATOR  ENDURING UNDERSTANDIN G CCKL4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.  G BENCHMARK CCKL4a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).  STANDARD / DE.CCKL Language Standards K-5	STRAND / INDICATOR		Conventions of Standard English
BENCHMARK  CCKL2b. Recognize and name end punctuation.  BENCHMARK  CCKL2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  BENCHMARK  CCKL2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  STANDARD / DE.CCKL Language Standards K-5  STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDIN CCKL4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.  G  BENCHMARK  CCKL4a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).  STANDARD / DE.CCKL Language Standards K-5	UNDERSTANDIN	CCKL2.	
BENCHMARK  CCKL2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  BENCHMARK  CCKL2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  STANDARD / STRAND  STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDIN G  BENCHMARK  CCKL4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.  G  BENCHMARK  CCKL4a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).  STANDARD / DE.CCKL Language Standards K-5	BENCHMARK	CCKL2a.	Capitalize the first word in a sentence and the pronoun I.
BENCHMARK  CCKL2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  STANDARD / STRAND  STRAND / STRAND / INDICATOR  ENDURING UNDERSTANDIN G  BENCHMARK CCKL4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.  GCKL4a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).  STANDARD / DE.CCKL Language Standards K-5	BENCHMARK	CCKL2b.	Recognize and name end punctuation.
STANDARD / STRAND  STRAND / STRAND / STRAND / STRAND / INDICATOR  ENDURING UNDERSTANDIN G	BENCHMARK	CCKL2c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
STRAND   STRAND   Vocabulary Acquisition and Use    ENDURING UNDERSTANDIN G   Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.  BENCHMARK   CCKL4a.   Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).  STANDARD   DE.CCKL   Language Standards K-5	BENCHMARK	CCKL2d.	
INDICATOR       CCKL4.       Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.         BENCHMARK       CCKL4a.       Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).         STANDARD /       DE.CCKL       Language Standards K-5	STANDARD / STRAND	DE.CCKL	Language Standards K-5
UNDERSTANDIN phrases based on kindergarten reading and content.  BENCHMARK CCKL4a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).  STANDARD / DE.CCKL Language Standards K-5	STRAND / INDICATOR		Vocabulary Acquisition and Use
duck is a bird and learning the verb to duck).  STANDARD / DE.CCKL Language Standards K-5	ENDURING UNDERSTANDIN G	CCKL4.	
	BENCHMARK	CCKL4a.	
	STANDARD / STRAND	DE.CCKL	Language Standards K-5

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDIN G	CCKL5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
BENCHMARK	CCKL5a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
BENCHMARK	CCKL5b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
BENCHMARK	CCKL5d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
STANDARD / STRAND	DE.CCKL	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDIN G	CCKL6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

© 2015 EdGate Correlation Services, LLC. All Rights reserved. Contact Us - Privacy - Service Agreement