

**Main Criteria:** Classroom Supplement Units Kindergarten  
**Secondary Criteria:** Hawaii Content and Performance Standards  
**Subject:** Language Arts  
**Grade:** K

## Classroom Supplement Units Kindergarten

Pre-writing

### Hawaii Content and Performance Standards

#### Language Arts

Grade K - Adopted: 2010

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

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

EXPECTATION / BENCHMARK		
EXPECTATION / TOPIC	RF.K.2(a)	Recognize and produce rhyming words.
EXPECTATION / TOPIC	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
EXPECTATION / TOPIC	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
EXPECTATION / TOPIC	RF.K.2(d)	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
EXPECTATION / TOPIC	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
CONTENT STANDARD / COURSE	HI.CC.RF.K.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.K.3(a)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
EXPECTATION / TOPIC	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
EXPECTATION / TOPIC	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
EXPECTATION / TOPIC	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CONTENT STANDARD / COURSE	HI.CC.RF.K.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.K.4.	Read emergent-reader texts with purpose and understanding.
CONTENT STANDARD / COURSE	HI.CC.SL.K.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION / TOPIC	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION / TOPIC	SL.K.1(b)	Continue a conversation through multiple exchanges.
CONTENT STANDARD / COURSE	HI.CC.SL.K.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and

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

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
EXPECTATION / TOPIC	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
CONTENT STANDARD / COURSE	HI.CC.L. K.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION / TOPIC	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION / TOPIC	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
CONTENT STANDARD / COURSE	HI.CC.L. K.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 1

Hawaii Content and Performance Standards

Language Arts

Grade K - Adopted: 2010

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

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

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

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



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

Unit 2

Grade K - Adopted: 2010

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

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

EXPECTATION / TOPIC	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
CONTENT STANDARD / COURSE	HI.CC.RF.K.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.K.3(a)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
EXPECTATION / TOPIC	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
EXPECTATION / TOPIC	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
EXPECTATION / TOPIC	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CONTENT STANDARD / COURSE	HI.CC.RF.K.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.K.4.	Read emergent-reader texts with purpose and understanding.
CONTENT STANDARD / COURSE	HI.CC.W.K.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
CONTENT STANDARD / COURSE	HI.CC.W.K.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.K.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
CONTENT STANDARD / COURSE	HI.CC.W.K.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD / COURSE	HI.CC.SL.K.	Speaking and Listening Standards

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

STANDARD / COURSE	K.	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
EXPECTATION / TOPIC	L.K.2(b)	Recognize and name end punctuation.
EXPECTATION / TOPIC	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
EXPECTATION / TOPIC	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
CONTENT STANDARD / COURSE	HI.CC.L. K.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
EXPECTATION / TOPIC	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
EXPECTATION / TOPIC	L.K.4(b)	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
CONTENT STANDARD / COURSE	HI.CC.L. K.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION / TOPIC	L.K.5(a)	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
EXPECTATION / TOPIC	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION / TOPIC	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
CONTENT STANDARD / COURSE	HI.CC.L. K.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 3

## Grade K - Adopted: 2010

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

STANDARD / COURSE	K.	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
CONTENT STANDARD / COURSE	HI.CC.RF.K.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Print Concepts
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION / TOPIC	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
EXPECTATION / TOPIC	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
EXPECTATION / TOPIC	RF.K.1(c)	Understand that words are separated by spaces in print.
EXPECTATION / TOPIC	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
CONTENT STANDARD / COURSE	HI.CC.RF.K.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonological Awareness
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / TOPIC	RF.K.2(a)	Recognize and produce rhyming words.
EXPECTATION / TOPIC	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
EXPECTATION / TOPIC	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
EXPECTATION / TOPIC	RF.K.2(d)	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
EXPECTATION / TOPIC	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
CONTENT STANDARD / COURSE	HI.CC.RF.K.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.K.3(a)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
EXPECTATION / TOPIC	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
EXPECTATION / TOPIC	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are,



TOPIC		do, does).
EXPECTATION / TOPIC	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CONTENT STANDARD / COURSE	HI.CC.RF.K.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.K.4.	Read emergent-reader texts with purpose and understanding.
CONTENT STANDARD / COURSE	HI.CC.W.K.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.K.3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
CONTENT STANDARD / COURSE	HI.CC.SL.K.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION / TOPIC	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION / TOPIC	SL.K.1(b)	Continue a conversation through multiple exchanges.
CONTENT STANDARD / COURSE	HI.CC.SL.K.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CONTENT STANDARD / COURSE	HI.CC.SL.K.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
INDICATOR / GRADE LEVEL	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.

EXPECTATION / BENCHMARK		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
CONTENT STANDARD / COURSE	HI.CC.L. K.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.K.1(a)	Print many upper- and lowercase letters.
EXPECTATION / TOPIC	L.K.1(b)	Use frequently occurring nouns and verbs.
EXPECTATION / TOPIC	L.K.1(c)	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
EXPECTATION / TOPIC	L.K.1(e)	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
EXPECTATION / TOPIC	L.K.1(f)	Produce and expand complete sentences in shared language activities.
CONTENT STANDARD / COURSE	HI.CC.L. K.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
EXPECTATION / TOPIC	L.K.2(b)	Recognize and name end punctuation.
EXPECTATION / TOPIC	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
EXPECTATION / TOPIC	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
CONTENT STANDARD / COURSE	HI.CC.L. K.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
EXPECTATION / TOPIC	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
CONTENT STANDARD / COURSE	HI.CC.L. K.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR /	L.K.5.	With guidance and support from adults, explore word relationships and nuances in

GRADE LEVEL EXPECTATION / BENCHMARK		word meanings.
EXPECTATION / TOPIC	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION / TOPIC	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
CONTENT STANDARD / COURSE	HI.CC.L.K.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 5

Hawaii Content and Performance Standards

Language Arts

Grade K - Adopted: 2010

CONTENT STANDARD / COURSE	HI.CC.RL.K.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.K.2.	With prompting and support, retell familiar stories, including key details.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
CONTENT STANDARD / COURSE	HI.CC.RL.K.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.K.4.	Ask and answer questions about unknown words in a text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
CONTENT STANDARD / COURSE	HI.CC.RL.K.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL	RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

EXPECTATION / BENCHMARK		
CONTENT STANDARD / COURSE	HI.CC.RL.K.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
CONTENT STANDARD / COURSE	HI.CC.RI.K.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
CONTENT STANDARD / COURSE	HI.CC.RI.K.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
CONTENT STANDARD / COURSE	HI.CC.RI.K.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
CONTENT STANDARD / COURSE	HI.CC.RI.K.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
CONTENT STANDARD / COURSE	HI.CC.RF.K.	Reading Standards: Foundational Skills
STANDARD /		Print Concepts

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

CONTENT STANDARD / COURSE	HI.CC.W.K.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.K.1.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.K.3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
CONTENT STANDARD / COURSE	HI.CC.W.K.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.K.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
CONTENT STANDARD / COURSE	HI.CC.SL.K.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION / TOPIC	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION / TOPIC	SL.K.1(b)	Continue a conversation through multiple exchanges.
CONTENT STANDARD / COURSE	HI.CC.SL.K.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CONTENT STANDARD / COURSE	HI.CC.SL.K.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

EXPECTATION / BENCHMARK		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
CONTENT STANDARD / COURSE	HI.CC.L. K.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.K.1(a)	Print many upper- and lowercase letters.
EXPECTATION / TOPIC	L.K.1(b)	Use frequently occurring nouns and verbs.
EXPECTATION / TOPIC	L.K.1(c)	Form regular plural nouns orally by adding <i>/s/</i> or <i>/es/</i> (e.g., dog, dogs; wish, wishes).
EXPECTATION / TOPIC	L.K.1(e)	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
EXPECTATION / TOPIC	L.K.1(f)	Produce and expand complete sentences in shared language activities.
CONTENT STANDARD / COURSE	HI.CC.L. K.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
EXPECTATION / TOPIC	L.K.2(b)	Recognize and name end punctuation.
EXPECTATION / TOPIC	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
EXPECTATION / TOPIC	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
CONTENT STANDARD / COURSE	HI.CC.L. K.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
EXPECTATION / TOPIC	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
CONTENT STANDARD / COURSE	HI.CC.L. K.	Language Standards
STANDARD /		Vocabulary Acquisition and Use

<b>PERFORMANCE INDICATOR / DOMAIN</b>		
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
<b>EXPECTATION / TOPIC</b>	L.K.5(a)	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
<b>EXPECTATION / TOPIC</b>	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
<b>EXPECTATION / TOPIC</b>	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
<b>CONTENT STANDARD / COURSE</b>	HI.CC.L. K.	Language Standards
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		Vocabulary Acquisition and Use
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.