

**Main Criteria:** Classroom Supplement Units Kindergarten

**Secondary Criteria:** Kansas Curricular Standards

**Subject:** Language Arts

**Grade:** K

## Classroom Supplement Units Kindergarten

Pre-writing

### Kansas Curricular Standards

#### Language Arts

Grade K - Adopted: 2012

<b>STANDARD</b>	<b>KS.KCCR S-LL.</b>	<b>College and Career Readiness Anchor Standards for Literacy Learning</b>
<b>BENCHMARK</b>		<b>Literacy Learning</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>KCCRS-LL.1.</b>	<b>Engage in literacy learning through a collaborative and community effort and in an integrated fashion, rather than as discreet skills in isolation.</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>KCCRS-LL.3.</b>	<b>Engage the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>KCCRS-LL.4.</b>	<b>Engage a strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>KCCRS-LL.5.</b>	<b>Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts.</b>
<b>STANDARD</b>	<b>KS.KCCR S-R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>KCCRS-R.1.</b>	<b>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>KCCRS-R.2.</b>	<b>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>KCCRS-R.3.</b>	<b>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>
<b>STANDARD</b>	<b>KS.KCCR S-R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>KCCRS-R.4.</b>	<b>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>KCCRS-R.5.</b>	<b>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>KCCRS-R.6.</b>	<b>Assess how point of view or purpose shapes the content and style of a text.</b>
<b>STANDARD</b>	<b>KS.KCCR S-R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>KCCRS-R.7.</b>	<b>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*</b>
<b>STANDARD</b>	<b>KS.KCCR S-R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>KCCRS-R.10.</b>	<b>Read and comprehend complex literary and informational texts independently and proficiently.</b>

LEVEL		
INDICATOR / PROFICIENCY LEVEL	KCCRS-R.12.	Read--both independently and collaboratively--print, non-print, and multi-modal works proficiently and critically to be media literate.
STANDARD	KS.KCCR S-W.	College and Career Readiness Anchor Standards for Writing
BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	KCCRS-W.11.	Create--both independently and collaboratively--technical, non-print, digital, and multimodal versions of text types and purposes outlined in standards 1, 2, and 3.
STANDARD	KS.KCCR S-W.	College and Career Readiness Anchor Standards for Writing
BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	KCCRS-W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	KCCRS-W.12.	Strengthen writing craft--both independently and collaboratively--through a recursive writing and revision process and the use of the common vocabulary of the 6-Trait model.
INDICATOR / PROFICIENCY LEVEL	KCCRS-W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	KS.KCCR S-W.	College and Career Readiness Anchor Standards for Writing
BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	KCCRS-W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD	KS.KCCR S-SL.	College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	KCCRS-SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	KS.KCCR S-SL.	College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	KCCRS-SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
STANDARD	KS.KCCR S-L.	College and Career Readiness Anchor Standards for Language
BENCHMARK		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	KCCRS-L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	KS.KCCR S-L.	College and Career Readiness Anchor Standards for Language
BENCHMARK		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	KCCRS-L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD	KS.KCCR S-L.	College and Career Readiness Anchor Standards for Language
BENCHMARK		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	KCCRS-L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	KCCRS-L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR / PROFICIENCY LEVEL	KCCRS-L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary

knowledge when encountering an unknown term important to comprehension or expression.

Grade K - Adopted: 2013

<b>STANDARD</b>	<b>KS.KCCR S-H.</b>	<b>Anchor Standards for Handwriting</b>
<b>BENCHMARK</b>		<b>Form and Production</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>KCCRS-H.1.</b>	<b>Demonstrate an understanding of the organization and basic features of manuscript writing.</b>
<b>INDICATOR</b>	<b>KCCRS-H.1.a.</b>	<b>Print many upper- and lowercase letters with proper proportion and some reversals.</b>
<b>INDICATOR</b>	<b>KCCRS-H.1.c.</b>	<b>With prompting and support, print words and numbers with appropriate spacing.</b>
<b>INDICATOR</b>	<b>KCCRS-H.1.d.</b>	<b>With prompting and support, use end punctuation for sentences (period, exclamation mark and question mark).</b>
<b>INDICATOR</b>	<b>KCCRS-H.1.f.</b>	<b>Print basic manuscript lines (line, slant, curve, circle).</b>
<b>INDICATOR</b>	<b>KCCRS-H.1.g.</b>	<b>Form lines and letters following organization models (left to right, top to bottom).</b>
<b>INDICATOR</b>	<b>KCCRS-H.1.h.</b>	<b>Begin capital letters and tall letters on top line and end on bottom line.</b>
<b>INDICATOR</b>	<b>KCCRS-H.1.i.</b>	<b>Begin short letters on middle line and end on bottom line.</b>
<b>INDICATOR</b>	<b>KCCRS-H.1.j.</b>	<b>Begin letters with tails on the middle line and have them reach below the baseline.</b>
<b>STANDARD</b>	<b>KS.KCCR S-H.</b>	<b>Anchor Standards for Handwriting</b>
<b>BENCHMARK</b>		<b>Automaticity</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>KCCRS-H.3.</b>	<b>By the end of the year, write with sufficient flow, ease and speed to support legibility and effective communication with appropriate scaffolding.</b>
<b>STANDARD</b>	<b>KS.KCCR S-H.</b>	<b>Anchor Standards for Handwriting</b>
<b>BENCHMARK</b>		<b>Writing Application</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>KCCRS-H.4.</b>	<b>By the end of the year, develop handwriting stamina by producing written text relevant to task and audience with appropriate scaffolding.</b>

Grade K - Adopted: 2010

<b>STANDARD</b>	<b>KS.CC.R L.K.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.K.1.</b>	<b>With prompting and support, ask and answer questions about key details in a text.</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.K.3.</b>	<b>With prompting and support, identify characters, settings, and major events in a story.</b>
<b>STANDARD</b>	<b>KS.CC.R L.K.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.K.4.</b>	<b>Ask and answer questions about unknown words in a text.</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.K.5.</b>	<b>Recognize common types of texts (e.g., storybooks, poems).</b>
<b>STANDARD</b>	<b>KS.CC.R L.K.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.K.10.</b>	<b>Actively engage in group reading activities with purpose and understanding.</b>
<b>STANDARD</b>	<b>KS.CC.RI</b>	<b>Reading Standards for Informational Text</b>

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<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
<b>INDICATOR / PROFICIENCY LEVEL</b>	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
<b>STANDARD</b>	KS.CC.RI.K.	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
<b>STANDARD</b>	KS.CC.RI.K.	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	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).
<b>INDICATOR / PROFICIENCY LEVEL</b>	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
<b>STANDARD</b>	KS.CC.RI.K.	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
<b>STANDARD</b>	KS.CC.RF.K.	<b>Reading Standards: Foundational Skills</b>
<b>BENCHMARK</b>		<b>Print Concepts</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
<b>INDICATOR</b>	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
<b>INDICATOR</b>	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
<b>INDICATOR</b>	RF.K.1(c)	Understand that words are separated by spaces in print.
<b>INDICATOR</b>	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
<b>STANDARD</b>	KS.CC.RF.K.	<b>Reading Standards: Foundational Skills</b>
<b>BENCHMARK</b>		<b>Phonological Awareness</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
<b>INDICATOR</b>	RF.K.2(a)	Recognize and produce rhyming words.
<b>INDICATOR</b>	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
<b>INDICATOR</b>	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
<b>INDICATOR</b>	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>lr</i> , or <i>lx</i> .)
<b>INDICATOR</b>	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
<b>STANDARD</b>	KS.CC.RF.K.	<b>Reading Standards: Foundational Skills</b>
<b>BENCHMARK</b>		<b>Phonics and Word Recognition</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>INDICATOR</b>	RF.K.3(a)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

INDICATOR	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
INDICATOR	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
INDICATOR	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STANDARD	KS.CC.R F.K.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.K.4.	Read emergent-reader texts with purpose and understanding.
STANDARD	KS.CC.W K.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.K.7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
STANDARD	KS.CC.S L.K.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATOR	SL.K.1(b)	Continue a conversation through multiple exchanges.
STANDARD	KS.CC.S L.K.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY 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 requesting clarification if something is not understood.
INDICATOR / PROFICIENCY LEVEL	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STANDARD	KS.CC.S L.K.	Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
INDICATOR / PROFICIENCY LEVEL	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
INDICATOR / PROFICIENCY LEVEL	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
STANDARD	KS.CC.L K.	Language Standards
BENCHMARK		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.K.1(a)	Print many upper- and lowercase letters.
INDICATOR	L.K.1(b)	Use frequently occurring nouns and verbs.
INDICATOR	L.K.1(c)	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
INDICATOR	L.K.1(d)	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
INDICATOR	L.K.1(f)	Produce and expand complete sentences in shared language activities.
STANDARD	KS.CC.L K.	Language Standards

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>INDICATOR</b>	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
<b>INDICATOR</b>	L.K.2(b)	Recognize and name end punctuation.
<b>INDICATOR</b>	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
<b>STANDARD</b>	KS.CC.L. K.	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
<b>INDICATOR</b>	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).
<b>STANDARD</b>	KS.CC.L. K.	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
<b>INDICATOR</b>	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
<b>INDICATOR</b>	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
<b>INDICATOR</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>STANDARD</b>	KS.CC.L. K.	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 1

**Kansas Curricular Standards**

**Language Arts**

Grade K - Adopted: 2012

<b>STANDARD</b>	KS.KCCR S-LL.	<b>College and Career Readiness Anchor Standards for Literacy Learning</b>
<b>BENCHMARK</b>		<b>Literacy Learning</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	KCCRS- LL.1.	Engage in literacy learning through a collaborative and community effort and in an integrated fashion, rather than as discreet skills in isolation.
<b>INDICATOR / PROFICIENCY LEVEL</b>	KCCRS- LL.3.	Engage the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.
<b>INDICATOR / PROFICIENCY LEVEL</b>	KCCRS- LL.4.	Engage a strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.
<b>INDICATOR / PROFICIENCY LEVEL</b>	KCCRS- LL.5.	Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts.
<b>STANDARD</b>	KS.KCCR S-R.	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	KCCRS- R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<b>INDICATOR / PROFICIENCY LEVEL</b>	KCCRS- R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / PROFICIENCY LEVEL	KCCRS-R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading
BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	KCCRS-R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / PROFICIENCY LEVEL	KCCRS-R.6.	Assess how point of view or purpose shapes the content and style of a text.
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading
BENCHMARK		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	KCCRS-R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading
BENCHMARK		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	KCCRS-R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
INDICATOR / PROFICIENCY LEVEL	KCCRS-R.12.	Read--both independently and collaboratively--print, non-print, and multi-modal works proficiently and critically to be media literate.
STANDARD	KS.KCCR S-W.	College and Career Readiness Anchor Standards for Writing
BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	KCCRS-W.11.	Create--both independently and collaboratively--technical, non-print, digital, and multimodal versions of text types and purposes outlined in standards 1, 2, and 3.
STANDARD	KS.KCCR S-W.	College and Career Readiness Anchor Standards for Writing
BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	KCCRS-W.12.	Strengthen writing craft--both independently and collaboratively--through a recursive writing and revision process and the use of the common vocabulary of the 6-Trait model.
STANDARD	KS.KCCR S-W.	College and Career Readiness Anchor Standards for Writing
BENCHMARK		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	KCCRS-W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD	KS.KCCR S-SL.	College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	KCCRS-SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	KS.KCCR S-SL.	College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	KCCRS-SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
STANDARD	KS.KCCR S-L.	College and Career Readiness Anchor Standards for Language
BENCHMARK		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	KCCRS-L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR / PROFICIENCY LEVEL	KCCRS-L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	KS.KCCR S-L.	College and Career Readiness Anchor Standards for Language
BENCHMARK		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	KCCRS-L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD	KS.KCCR S-L.	College and Career Readiness Anchor Standards for Language
BENCHMARK		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	KCCRS-L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	KCCRS-L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR / PROFICIENCY LEVEL	KCCRS-L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Grade K - Adopted: 2013

STANDARD	KS.KCCR S-H.	Anchor Standards for Handwriting
BENCHMARK		Form and Production
INDICATOR / PROFICIENCY LEVEL	KCCRS-H.1.	Demonstrate an understanding of the organization and basic features of manuscript writing.
INDICATOR	KCCRS-H.1.a.	Print many upper- and lowercase letters with proper proportion and some reversals.
INDICATOR	KCCRS-H.1.c.	With prompting and support, print words and numbers with appropriate spacing.
INDICATOR	KCCRS-H.1.d.	With prompting and support, use end punctuation for sentences (period, exclamation mark and question mark).
INDICATOR	KCCRS-H.1.f.	Print basic manuscript lines (line, slant, curve, circle).
INDICATOR	KCCRS-H.1.g.	Form lines and letters following organization models (left to right, top to bottom).
INDICATOR	KCCRS-H.1.h.	Begin capital letters and tall letters on top line and end on bottom line.
INDICATOR	KCCRS-H.1.i.	Begin short letters on middle line and end on bottom line.
INDICATOR	KCCRS-H.1.j.	Begin letters with tails on the middle line and have them reach below the baseline.
STANDARD	KS.KCCR S-H.	Anchor Standards for Handwriting
BENCHMARK		Automaticity
INDICATOR / PROFICIENCY LEVEL	KCCRS-H.3.	By the end of the year, write with sufficient flow, ease and speed to support legibility and effective communication with appropriate scaffolding.
STANDARD	KS.KCCR S-H.	Anchor Standards for Handwriting
BENCHMARK		Writing Application
INDICATOR / PROFICIENCY LEVEL	KCCRS-H.4.	By the end of the year, develop handwriting stamina by producing written text relevant to task and audience with appropriate scaffolding.

Grade K - Adopted: 2010

STANDARD	KS.CC.R L.K.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.



LEVEL		
STANDARD	KS.CC.R L.K.	Reading Standards for Literature
BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.K.4.	Ask and answer questions about unknown words in a text.
INDICATOR / PROFICIENCY LEVEL	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
STANDARD	KS.CC.RI .K.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
INDICATOR / PROFICIENCY LEVEL	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
INDICATOR / PROFICIENCY LEVEL	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
STANDARD	KS.CC.RI .K.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
STANDARD	KS.CC.RI .K.	Reading Standards for Informational Text
BENCHMARK		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
STANDARD	KS.CC.RI .K.	Reading Standards for Informational Text
BENCHMARK		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
STANDARD	KS.CC.R F.K.	Reading Standards: Foundational Skills
BENCHMARK		Print Concepts
INDICATOR / PROFICIENCY LEVEL	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
INDICATOR	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
INDICATOR	RF.K.1(c)	Understand that words are separated by spaces in print.
INDICATOR	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
STANDARD	KS.CC.R F.K.	Reading Standards: Foundational Skills
BENCHMARK		Phonological Awareness
INDICATOR / PROFICIENCY LEVEL	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.K.2(a)	Recognize and produce rhyming words.
INDICATOR	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.

INDICATOR	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
INDICATOR	RF.K.2(d)	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
INDICATOR	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STANDARD	KS.CC.R F.K.	Reading Standards: Foundational Skills
BENCHMARK		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.K.3(a)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
INDICATOR	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
INDICATOR	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
INDICATOR	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STANDARD	KS.CC.R F.K.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.K.4.	Read emergent-reader texts with purpose and understanding.
STANDARD	KS.CC.W K.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STANDARD	KS.CC.S L.K.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATOR	SL.K.1(b)	Continue a conversation through multiple exchanges.
STANDARD	KS.CC.S L.K.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY 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 requesting clarification if something is not understood.
INDICATOR / PROFICIENCY LEVEL	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STANDARD	KS.CC.S L.K.	Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
INDICATOR / PROFICIENCY LEVEL	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
INDICATOR / PROFICIENCY LEVEL	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
STANDARD	KS.CC.L.	Language Standards

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

Unit 2

Kansas Curricular Standards  
Language Arts  
Grade K - Adopted: 2012

STANDARD	KS.KCCR S-LL.	College and Career Readiness Anchor Standards for Literacy Learning
BENCHMARK		Literacy Learning

INDICATOR / PROFICIENCY LEVEL	KCCRS-LL.1.	Engage in literacy learning through a collaborative and community effort and in an integrated fashion, rather than as discreet skills in isolation.
INDICATOR / PROFICIENCY LEVEL	KCCRS-LL.3.	Engage the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.
INDICATOR / PROFICIENCY LEVEL	KCCRS-LL.4.	Engage a strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.
INDICATOR / PROFICIENCY LEVEL	KCCRS-LL.5.	Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts.
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading
BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	KCCRS-R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	KCCRS-R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	KCCRS-R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading
BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	KCCRS-R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / PROFICIENCY LEVEL	KCCRS-R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / PROFICIENCY LEVEL	KCCRS-R.6.	Assess how point of view or purpose shapes the content and style of a text.
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading
BENCHMARK		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	KCCRS-R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading
BENCHMARK		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	KCCRS-R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
INDICATOR / PROFICIENCY LEVEL	KCCRS-R.12.	Read--both independently and collaboratively--print, non-print, and multi-modal works proficiently and critically to be media literate.
STANDARD	KS.KCCR S-W.	College and Career Readiness Anchor Standards for Writing
BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	KCCRS-W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / PROFICIENCY LEVEL	KCCRS-W.11.	Create--both independently and collaboratively--technical, non-print, digital, and multimodal versions of text types and purposes outlined in standards 1, 2, and 3.
STANDARD	KS.KCCR S-W.	College and Career Readiness Anchor Standards for Writing
BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	KCCRS-W.12.	Strengthen writing craft--both independently and collaboratively--through a recursive writing and revision process and the use of the common vocabulary of the

LEVEL		6-Trait model.
STANDARD	KS.KCCR S-W.	College and Career Readiness Anchor Standards for Writing
BENCHMARK		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	KCCRS-W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD	KS.KCCR S-SL.	College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	KCCRS-SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	KS.KCCR S-SL.	College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	KCCRS-SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
STANDARD	KS.KCCR S-L.	College and Career Readiness Anchor Standards for Language
BENCHMARK		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	KCCRS-L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY LEVEL	KCCRS-L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	KS.KCCR S-L.	College and Career Readiness Anchor Standards for Language
BENCHMARK		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	KCCRS-L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD	KS.KCCR S-L.	College and Career Readiness Anchor Standards for Language
BENCHMARK		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	KCCRS-L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	KCCRS-L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR / PROFICIENCY LEVEL	KCCRS-L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Grade K - Adopted: 2013

STANDARD	KS.KCCR S-H.	Anchor Standards for Handwriting
BENCHMARK		Form and Production
INDICATOR / PROFICIENCY LEVEL	KCCRS-H.1.	Demonstrate an understanding of the organization and basic features of manuscript writing.
INDICATOR	KCCRS-H.1.a.	Print many upper- and lowercase letters with proper proportion and some reversals.
INDICATOR	KCCRS-H.1.c.	With prompting and support, print words and numbers with appropriate spacing.
INDICATOR	KCCRS-H.1.d.	With prompting and support, use end punctuation for sentences (period, exclamation mark and question mark).
INDICATOR	KCCRS-H.1.f.	Print basic manuscript lines (line, slant, curve, circle).

INDICATOR	KCCRS-H.1.g.	Form lines and letters following organization models (left to right, top to bottom).
INDICATOR	KCCRS-H.1.h.	Begin capital letters and tall letters on top line and end on bottom line.
INDICATOR	KCCRS-H.1.i.	Begin short letters on middle line and end on bottom line.
INDICATOR	KCCRS-H.1.j.	Begin letters with tails on the middle line and have them reach below the baseline.
STANDARD	KS.KCCR S-H.	Anchor Standards for Handwriting
BENCHMARK		Automaticity
INDICATOR / PROFICIENCY LEVEL	KCCRS-H.3.	By the end of the year, write with sufficient flow, ease and speed to support legibility and effective communication with appropriate scaffolding.
STANDARD	KS.KCCR S-H.	Anchor Standards for Handwriting
BENCHMARK		Writing Application
INDICATOR / PROFICIENCY LEVEL	KCCRS-H.4.	By the end of the year, develop handwriting stamina by producing written text relevant to task and audience with appropriate scaffolding.

Grade K - Adopted: 2010

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

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

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



<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>INDICATOR</b>	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
<b>INDICATOR</b>	L.K.2(b)	Recognize and name end punctuation.
<b>INDICATOR</b>	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
<b>INDICATOR</b>	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
<b>STANDARD</b>	KS.CC.L. K.	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
<b>INDICATOR</b>	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).
<b>INDICATOR</b>	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.
<b>STANDARD</b>	KS.CC.L. K.	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
<b>INDICATOR</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>INDICATOR</b>	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
<b>INDICATOR</b>	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
<b>INDICATOR</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>STANDARD</b>	KS.CC.L. K.	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 3

**Kansas Curricular Standards**

**Language Arts**

Grade K - Adopted: 2012

<b>STANDARD</b>	KS.KCCR S-LL.	<b>College and Career Readiness Anchor Standards for Literacy Learning</b>
<b>BENCHMARK</b>		<b>Literacy Learning</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	KCCRS- LL.1.	Engage in literacy learning through a collaborative and community effort and in an integrated fashion, rather than as discreet skills in isolation.
<b>INDICATOR / PROFICIENCY LEVEL</b>	KCCRS- LL.3.	Engage the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.
<b>INDICATOR / PROFICIENCY LEVEL</b>	KCCRS- LL.4.	Engage a strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.
<b>INDICATOR / PROFICIENCY LEVEL</b>	KCCRS- LL.5.	Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts.
<b>STANDARD</b>	KS.KCCR S-R.	<b>College and Career Readiness Anchor Standards for Reading</b>

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>KCCRS-R.1.</b>	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>KCCRS-R.2.</b>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>KCCRS-R.3.</b>	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>STANDARD</b>	<b>KS.KCCR S-R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>KCCRS-R.4.</b>	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>KCCRS-R.5.</b>	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
<b>STANDARD</b>	<b>KS.KCCR S-R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>KCCRS-R.7.</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
<b>STANDARD</b>	<b>KS.KCCR S-R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>KCCRS-R.10.</b>	Read and comprehend complex literary and informational texts independently and proficiently.
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>KCCRS-R.12.</b>	Read--both independently and collaboratively--print, non-print, and multi-modal works proficiently and critically to be media literate.
<b>STANDARD</b>	<b>KS.KCCR S-W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>KCCRS-W.3.</b>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>KCCRS-W.11.</b>	Create--both independently and collaboratively--technical, non-print, digital, and multimodal versions of text types and purposes outlined in standards 1, 2, and 3.
<b>STANDARD</b>	<b>KS.KCCR S-W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>KCCRS-W.4.</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>KCCRS-W.12.</b>	Strengthen writing craft--both independently and collaboratively--through a recursive writing and revision process and the use of the common vocabulary of the 6-Trait model.
<b>STANDARD</b>	<b>KS.KCCR S-SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>KCCRS-SL.1.</b>	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STANDARD</b>	<b>KS.KCCR S-SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>KCCRS-SL.6.</b>	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

<b>STANDARD</b>	<b>KS.KCCR S-L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>KCCRS-L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>KCCRS-L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>STANDARD</b>	<b>KS.KCCR S-L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>KCCRS-L.3.</b>	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>
<b>STANDARD</b>	<b>KS.KCCR S-L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>KCCRS-L.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>KCCRS-L.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>KCCRS-L.6.</b>	<b>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b>

**Grade K - Adopted: 2013**

<b>STANDARD</b>	<b>KS.KCCR S-H.</b>	<b>Anchor Standards for Handwriting</b>
<b>BENCHMARK</b>		<b>Form and Production</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>KCCRS-H.1.</b>	<b>Demonstrate an understanding of the organization and basic features of manuscript writing.</b>
<b>INDICATOR</b>	<b>KCCRS-H.1.a.</b>	<b>Print many upper- and lowercase letters with proper proportion and some reversals.</b>
<b>INDICATOR</b>	<b>KCCRS-H.1.c.</b>	<b>With prompting and support, print words and numbers with appropriate spacing.</b>
<b>INDICATOR</b>	<b>KCCRS-H.1.d.</b>	<b>With prompting and support, use end punctuation for sentences (period, exclamation mark and question mark).</b>
<b>INDICATOR</b>	<b>KCCRS-H.1.f.</b>	<b>Print basic manuscript lines (line, slant, curve, circle).</b>
<b>INDICATOR</b>	<b>KCCRS-H.1.g.</b>	<b>Form lines and letters following organization models (left to right, top to bottom).</b>
<b>INDICATOR</b>	<b>KCCRS-H.1.h.</b>	<b>Begin capital letters and tall letters on top line and end on bottom line.</b>
<b>INDICATOR</b>	<b>KCCRS-H.1.i.</b>	<b>Begin short letters on middle line and end on bottom line.</b>
<b>INDICATOR</b>	<b>KCCRS-H.1.j.</b>	<b>Begin letters with tails on the middle line and have them reach below the baseline.</b>
<b>STANDARD</b>	<b>KS.KCCR S-H.</b>	<b>Anchor Standards for Handwriting</b>
<b>BENCHMARK</b>		<b>Automaticity</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>KCCRS-H.3.</b>	<b>By the end of the year, write with sufficient flow, ease and speed to support legibility and effective communication with appropriate scaffolding.</b>
<b>STANDARD</b>	<b>KS.KCCR S-H.</b>	<b>Anchor Standards for Handwriting</b>
<b>BENCHMARK</b>		<b>Writing Application</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>KCCRS-H.4.</b>	<b>By the end of the year, develop handwriting stamina by producing written text relevant to task and audience with appropriate scaffolding.</b>

Grade K - Adopted: 2010

STANDARD	KS.CC.R L.K.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
INDICATOR / PROFICIENCY LEVEL	RL.K.2.	With prompting and support, retell familiar stories, including key details.
INDICATOR / PROFICIENCY LEVEL	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
STANDARD	KS.CC.R L.K.	Reading Standards for Literature
BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.K.4.	Ask and answer questions about unknown words in a text.
INDICATOR / PROFICIENCY LEVEL	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
STANDARD	KS.CC.R L.K.	Reading Standards for Literature
BENCHMARK		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY 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).
STANDARD	KS.CC.R L.K.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
STANDARD	KS.CC.RI .K.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD	KS.CC.RI .K.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
STANDARD	KS.CC.R F.K.	Reading Standards: Foundational Skills
BENCHMARK		Print Concepts
INDICATOR / PROFICIENCY LEVEL	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
INDICATOR	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
INDICATOR	RF.K.1(c)	Understand that words are separated by spaces in print.
INDICATOR	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
STANDARD	KS.CC.R F.K.	Reading Standards: Foundational Skills
BENCHMARK		Phonological Awareness
INDICATOR / PROFICIENCY LEVEL	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR	RF.K.2(a)	Recognize and produce rhyming words.
INDICATOR	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
INDICATOR	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
INDICATOR	RF.K.2(d)	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
INDICATOR	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STANDARD	KS.CC.R F.K.	Reading Standards: Foundational Skills
BENCHMARK		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.K.3(a)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
INDICATOR	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
INDICATOR	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
INDICATOR	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STANDARD	KS.CC.R F.K.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.K.4.	Read emergent-reader texts with purpose and understanding.
STANDARD	KS.CC.W K.	Writing Standards
BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.S L.K.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATOR	SL.K.1(b)	Continue a conversation through multiple exchanges.
STANDARD	KS.CC.S L.K.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY 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 requesting clarification if something is not understood.
INDICATOR / PROFICIENCY LEVEL	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STANDARD	KS.CC.S L.K.	Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
INDICATOR / PROFICIENCY LEVEL	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
INDICATOR / PROFICIENCY	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.

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

Unit 5

Kansas Curricular Standards  
Language Arts  
Grade K - Adopted: 2012

STANDARD	KS.KCCR S-LL.	College and Career Readiness Anchor Standards for Literacy Learning
BENCHMARK		Literacy Learning

INDICATOR / PROFICIENCY LEVEL	KCCRS-LL.1.	Engage in literacy learning through a collaborative and community effort and in an integrated fashion, rather than as discreet skills in isolation.
INDICATOR / PROFICIENCY LEVEL	KCCRS-LL.3.	Engage the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.
INDICATOR / PROFICIENCY LEVEL	KCCRS-LL.4.	Engage a strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.
INDICATOR / PROFICIENCY LEVEL	KCCRS-LL.5.	Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts.
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading
BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	KCCRS-R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	KCCRS-R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	KCCRS-R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading
BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	KCCRS-R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / PROFICIENCY LEVEL	KCCRS-R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / PROFICIENCY LEVEL	KCCRS-R.6.	Assess how point of view or purpose shapes the content and style of a text.
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading
BENCHMARK		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	KCCRS-R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading
BENCHMARK		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	KCCRS-R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
INDICATOR / PROFICIENCY LEVEL	KCCRS-R.12.	Read--both independently and collaboratively--print, non-print, and multi-modal works proficiently and critically to be media literate.
STANDARD	KS.KCCR S-W.	College and Career Readiness Anchor Standards for Writing
BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	KCCRS-W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / PROFICIENCY LEVEL	KCCRS-W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATOR / PROFICIENCY LEVEL	KCCRS-W.11.	Create--both independently and collaboratively--technical, non-print, digital, and multimodal versions of text types and purposes outlined in standards 1, 2, and 3.
STANDARD	KS.KCCR S-W.	College and Career Readiness Anchor Standards for Writing

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	KCCRS-W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>INDICATOR / PROFICIENCY LEVEL</b>	KCCRS-W.12.	Strengthen writing craft--both independently and collaboratively--through a recursive writing and revision process and the use of the common vocabulary of the 6-Trait model.
<b>INDICATOR / PROFICIENCY LEVEL</b>	KCCRS-W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STANDARD</b>	KS.KCCR S-W.	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	KCCRS-W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STANDARD</b>	KS.KCCR S-SL.	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	KCCRS-SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STANDARD</b>	KS.KCCR S-SL.	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	KCCRS-SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<b>STANDARD</b>	KS.KCCR S-L.	<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	KCCRS-L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>INDICATOR / PROFICIENCY LEVEL</b>	KCCRS-L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STANDARD</b>	KS.KCCR S-L.	<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	KCCRS-L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STANDARD</b>	KS.KCCR S-L.	<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	KCCRS-L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>INDICATOR / PROFICIENCY LEVEL</b>	KCCRS-L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
<b>INDICATOR / PROFICIENCY LEVEL</b>	KCCRS-L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Grade K - Adopted: 2013**

<b>STANDARD</b>	KS.KCCR S-H.	<b>Anchor Standards for Handwriting</b>
<b>BENCHMARK</b>		<b>Form and Production</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	KCCRS-H.1.	Demonstrate an understanding of the organization and basic features of manuscript writing.



INDICATOR	KCCRS-H.1.a.	Print many upper- and lowercase letters with proper proportion and some reversals.
INDICATOR	KCCRS-H.1.c.	With prompting and support, print words and numbers with appropriate spacing.
INDICATOR	KCCRS-H.1.d.	With prompting and support, use end punctuation for sentences (period, exclamation mark and question mark).
INDICATOR	KCCRS-H.1.f.	Print basic manuscript lines (line, slant, curve, circle).
INDICATOR	KCCRS-H.1.g.	Form lines and letters following organization models (left to right, top to bottom).
INDICATOR	KCCRS-H.1.h.	Begin capital letters and tall letters on top line and end on bottom line.
INDICATOR	KCCRS-H.1.i.	Begin short letters on middle line and end on bottom line.
INDICATOR	KCCRS-H.1.j.	Begin letters with tails on the middle line and have them reach below the baseline.
STANDARD	KS.KCCR S-H.	Anchor Standards for Handwriting
BENCHMARK		Automaticity
INDICATOR / PROFICIENCY LEVEL	KCCRS-H.3.	By the end of the year, write with sufficient flow, ease and speed to support legibility and effective communication with appropriate scaffolding.
STANDARD	KS.KCCR S-H.	Anchor Standards for Handwriting
BENCHMARK		Writing Application
INDICATOR / PROFICIENCY LEVEL	KCCRS-H.4.	By the end of the year, develop handwriting stamina by producing written text relevant to task and audience with appropriate scaffolding.

Grade K - Adopted: 2010

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

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

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

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