

**Main Criteria:** Classroom Supplement Units Kindergarten  
**Secondary Criteria:** Massachusetts Curriculum Frameworks  
**Subject:** Language Arts  
**Grade:** K

## Classroom Supplement Units Kindergarten

Pre-writing

### Massachusetts Curriculum Frameworks

#### Language Arts

Grade K - Adopted: 2011

<b>FOCUS / COURSE</b>	<b>MA.CC.R L.K.</b>	<b>Reading Standards for Literature Pre-K-5</b>
<b>STRAND</b>		<b>Key Ideas and Details</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.K.1.</b>	<b>With prompting and support, ask and answer questions about key details in a text.</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.K.3.</b>	<b>With prompting and support, identify characters, settings, and major events in a story.</b>
<b>FOCUS / COURSE</b>	<b>MA.CC.R L.K.</b>	<b>Reading Standards for Literature Pre-K-5</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.K.4.</b>	<b>Ask and answer questions about unknown words in a text.</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.K.5.</b>	<b>Recognize common types of texts (e.g., storybooks, poems).</b>
<b>FOCUS / COURSE</b>	<b>MA.CC.R L.K.</b>	<b>Reading Standards for Literature Pre-K-5</b>
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.K.10.</b>	<b>Actively engage in group reading activities with purpose and understanding.</b>
<b>FOCUS / COURSE</b>	<b>MA.CC.RI .K.</b>	<b>Reading Standards for Informational Text Pre-K-5</b>
<b>STRAND</b>		<b>Key Ideas and Details</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RI.K.1.</b>	<b>With prompting and support, ask and answer questions about key details in a text.</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RI.K.2.</b>	<b>With prompting and support, identify the main topic and retell key details of a text.</b>
<b>FOCUS / COURSE</b>	<b>MA.CC.RI .K.</b>	<b>Reading Standards for Informational Text Pre-K-5</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RI.K.4.</b>	<b>With prompting and support, ask and answer questions about unknown words in a text.</b>
<b>FOCUS / COURSE</b>	<b>MA.CC.RI .K.</b>	<b>Reading Standards for Informational Text Pre-K-5</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RI.K.7.</b>	<b>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>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RI.K.8.</b>	<b>With prompting and support, identify the reasons an author gives to support points in a text.</b>
<b>FOCUS /</b>	<b>MA.CC.RI</b>	<b>Reading Standards for Informational Text Pre-K-5</b>

<b>COURSE</b>	<b>.K.</b>	
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RI.K.10.</b>	<b>Actively engage in group reading activities with purpose and understanding.</b>
<b>FOCUS / COURSE</b>	<b>MA.CC.R F.K.</b>	<b>Reading Standards: Foundational Skills Pre-K-5</b>
<b>STRAND</b>		<b>Print Concepts</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.K.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
<b>INDICATOR</b>	<b>RF.K.1.a.</b>	<b>Follow words from left to right, top to bottom, and page by page.</b>
<b>INDICATOR</b>	<b>RF.K.1.b.</b>	<b>Recognize that spoken words are represented in written language by specific sequences of letters.</b>
<b>INDICATOR</b>	<b>RF.K.1.c.</b>	<b>Understand that words are separated by spaces in print.</b>
<b>INDICATOR</b>	<b>RF.K.1.d.</b>	<b>Recognize and name all upper- and lowercase letters of the alphabet.</b>
<b>FOCUS / COURSE</b>	<b>MA.CC.R F.K.</b>	<b>Reading Standards: Foundational Skills Pre-K-5</b>
<b>STRAND</b>		<b>Phonological Awareness</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.K.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
<b>INDICATOR</b>	<b>RF.K.2.a.</b>	<b>Recognize and produce rhyming words.</b>
<b>INDICATOR</b>	<b>RF.K.2.b.</b>	<b>Count, pronounce, blend, and segment syllables in spoken words.</b>
<b>INDICATOR</b>	<b>RF.K.2.c.</b>	<b>Blend and segment onsets and rimes of single-syllable spoken words.</b>
<b>INDICATOR</b>	<b>RF.K.2.d.</b>	<b>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.)</b>
<b>INDICATOR</b>	<b>RF.K.2.e.</b>	<b>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</b>
<b>FOCUS / COURSE</b>	<b>MA.CC.R F.K.</b>	<b>Reading Standards: Foundational Skills Pre-K-5</b>
<b>STRAND</b>		<b>Phonics and Word Recognition</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.K.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
<b>INDICATOR</b>	<b>RF.K.3.a.</b>	<b>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</b>
<b>INDICATOR</b>	<b>RF.K.3.b.</b>	<b>Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</b>
<b>INDICATOR</b>	<b>RF.K.3.c.</b>	<b>Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</b>
<b>INDICATOR</b>	<b>RF.K.3.d.</b>	<b>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</b>
<b>FOCUS / COURSE</b>	<b>MA.CC.R F.K.</b>	<b>Reading Standards: Foundational Skills Pre-K-5</b>
<b>STRAND</b>		<b>Fluency</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.K.4.</b>	<b>Read emergent-reader texts with purpose and understanding.</b>
<b>FOCUS / COURSE</b>	<b>MA.CC.W K.</b>	<b>Writing Standards Pre-K-5</b>
<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.K.7.</b>	<b>Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</b>
<b>FOCUS / COURSE</b>	<b>MA.CC.S L.K.</b>	<b>Speaking and Listening Standards Pre-K-5</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SL.K.1.</b>	<b>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</b>

SKILL		
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.
FOCUS / COURSE	MA.CC.S L.K.	Speaking and Listening Standards Pre-K-5
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.
STANDARD / CONCEPT / SKILL	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood
FOCUS / COURSE	MA.CC.S L.K.	Speaking and Listening Standards Pre-K-5
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
STANDARD / CONCEPT / SKILL	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
STANDARD / CONCEPT / SKILL	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas.
FOCUS / COURSE	MA.CC.L. K.	Language Standards Pre-K-5
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	MA.CC.L. K.	Language Standards Pre-K-5
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	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).
FOCUS / COURSE	MA.CC.L. K.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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).
FOCUS / COURSE	MA.CC.L. K.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	MA.CC.L.K.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 1

Massachusetts Curriculum Frameworks

Language Arts

Grade K - Adopted: 2011

FOCUS / COURSE	MA.CC.R.L.K.	Reading Standards for Literature Pre-K-5
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
FOCUS / COURSE	MA.CC.R.L.K.	Reading Standards for Literature Pre-K-5
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.K.4.	Ask and answer questions about unknown words in a text.
STANDARD / CONCEPT / SKILL	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
FOCUS / COURSE	MA.CC.RI.K.	Reading Standards for Informational Text Pre-K-5
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD / CONCEPT / SKILL	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
STANDARD / CONCEPT / SKILL	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
FOCUS / COURSE	MA.CC.RI.K.	Reading Standards for Informational Text Pre-K-5
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
FOCUS / COURSE	MA.CC.RI.K.	Reading Standards for Informational Text Pre-K-5
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	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).
STANDARD / CONCEPT / SKILL	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
FOCUS / COURSE	MA.CC.RI.K.	Reading Standards for Informational Text Pre-K-5
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.K.10.	Actively engage in group reading activities with purpose and understanding.

SKILL		
FOCUS / COURSE	MA.CC.R F.K.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Print Concepts
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	MA.CC.R F.K.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Phonological Awareness
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	MA.CC.R F.K.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	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 sound or many of the most frequent sounds 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.
FOCUS / COURSE	MA.CC.R F.K.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.K.4.	Read emergent-reader texts with purpose and understanding.
FOCUS / COURSE	MA.CC.W K.	Writing Standards Pre-K-5
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
FOCUS / COURSE	MA.CC.S L.K.	Speaking and Listening Standards Pre-K-5
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.

FOCUS / COURSE	MA.CC.S L.K.	Speaking and Listening Standards Pre-K-5
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.
STANDARD / CONCEPT / SKILL	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood
FOCUS / COURSE	MA.CC.S L.K.	Speaking and Listening Standards Pre-K-5
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
STANDARD / CONCEPT / SKILL	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
STANDARD / CONCEPT / SKILL	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas.
FOCUS / COURSE	MA.CC.L. K.	Language Standards Pre-K-5
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	MA.CC.L. K.	Language Standards Pre-K-5
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	MA.CC.L. K.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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).
FOCUS / COURSE	MA.CC.L. K.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	MA.CC.L.K.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 2

Massachusetts Curriculum Frameworks

Language Arts

Grade K - Adopted: 2011

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

STANDARD / CONCEPT / SKILL	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).
STANDARD / CONCEPT / SKILL	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
FOCUS / COURSE	MA.CC.RI.K.	Reading Standards for Informational Text Pre-K-5
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
FOCUS / COURSE	MA.CC.R F.K.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Print Concepts
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	MA.CC.R F.K.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Phonological Awareness
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	MA.CC.R F.K.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	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 sound or many of the most frequent sounds 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.
FOCUS / COURSE	MA.CC.R F.K.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.K.4.	Read emergent-reader texts with purpose and understanding.
FOCUS / COURSE	MA.CC.W K.	Writing Standards Pre-K-5
STRAND		Text Types and Purposes
STANDARD /	W.K.2.	Use a combination of drawing, dictating, and writing to compose



CONCEPT / SKILL		informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
FOCUS / COURSE	MA.CC.W.K.	Writing Standards Pre-K-5
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.K.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
FOCUS / COURSE	MA.CC.W.K.	Writing Standards Pre-K-5
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
FOCUS / COURSE	MA.CC.S.L.K.	Speaking and Listening Standards Pre-K-5
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	MA.CC.S.L.K.	Speaking and Listening Standards Pre-K-5
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.
STANDARD / CONCEPT / SKILL	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood
FOCUS / COURSE	MA.CC.S.L.K.	Speaking and Listening Standards Pre-K-5
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
STANDARD / CONCEPT / SKILL	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
STANDARD / CONCEPT / SKILL	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas.
FOCUS / COURSE	MA.CC.L.K.	Language Standards Pre-K-5
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	MA.CC.L.K.	Language Standards Pre-K-5
STRAND		Conventions of Standard English
STANDARD /	L.K.2.	Demonstrate command of the conventions of standard English capitalization,

CONCEPT / SKILL		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.
FOCUS / COURSE	MA.CC.L.K.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
INDICATOR	L.K.4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
INDICATOR	L.K.4.b.	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
FOCUS / COURSE	MA.CC.L.K.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	MA.CC.L.K.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 3

Massachusetts Curriculum Frameworks

Language Arts

Grade K - Adopted: 2011

FOCUS / COURSE	MA.CC.R.L.K.	Reading Standards for Literature Pre-K-5
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD / CONCEPT / SKILL	RL.K.2.	With prompting and support, retell familiar stories, including key details.
STANDARD / CONCEPT / SKILL	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
FOCUS / COURSE	MA.CC.R.L.K.	Reading Standards for Literature Pre-K-5
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.K.4.	Ask and answer questions about unknown words in a text.
STANDARD /	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).

CONCEPT / SKILL		
FOCUS / COURSE	MA.CC.R L.K.	Reading Standards for Literature Pre-K-5
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	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).
FOCUS / COURSE	MA.CC.R L.K.	Reading Standards for Literature Pre-K-5
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
FOCUS / COURSE	MA.CC.RI .K.	Reading Standards for Informational Text Pre-K-5
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
FOCUS / COURSE	MA.CC.RI .K.	Reading Standards for Informational Text Pre-K-5
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
FOCUS / COURSE	MA.CC.R F.K.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Print Concepts
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	MA.CC.R F.K.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Phonological Awareness
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	MA.CC.R F.K.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	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 sound or many of the most frequent sounds 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.
FOCUS / COURSE	MA.CC.R F.K.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.K.4.	Read emergent-reader texts with purpose and understanding.
FOCUS / COURSE	MA.CC.W K.	Writing Standards Pre-K-5
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	MA.CC.S L.K.	Speaking and Listening Standards Pre-K-5
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	MA.CC.S L.K.	Speaking and Listening Standards Pre-K-5
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.
STANDARD / CONCEPT / SKILL	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood
FOCUS / COURSE	MA.CC.S L.K.	Speaking and Listening Standards Pre-K-5
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
STANDARD / CONCEPT / SKILL	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
STANDARD / CONCEPT / SKILL	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas.
FOCUS / COURSE	MA.CC.L K.	Language Standards Pre-K-5
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	MA.CC.L K.	Language Standards Pre-K-5

<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</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>FOCUS / COURSE</b>	MA.CC.L. K.	Language Standards Pre-K-5
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</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>FOCUS / COURSE</b>	MA.CC.L. K.	Language Standards Pre-K-5
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</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>FOCUS / COURSE</b>	MA.CC.L. K.	Language Standards Pre-K-5
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 5

Massachusetts Curriculum Frameworks

Language Arts

Grade K - Adopted: 2011

<b>FOCUS / COURSE</b>	MA.CC.R L.K.	Reading Standards for Literature Pre-K-5
<b>STRAND</b>		<b>Key Ideas and Details</b>
<b>STANDARD / CONCEPT / SKILL</b>	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
<b>STANDARD / CONCEPT / SKILL</b>	RL.K.2.	With prompting and support, retell familiar stories, including key details.
<b>STANDARD / CONCEPT / SKILL</b>	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
<b>FOCUS / COURSE</b>	MA.CC.R L.K.	Reading Standards for Literature Pre-K-5
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	RL.K.4.	Ask and answer questions about unknown words in a text.
<b>STANDARD / CONCEPT / SKILL</b>	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).

<b>FOCUS / COURSE</b>	<b>MA.CC.R L.K.</b>	<b>Reading Standards for Literature Pre-K-5</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.K.7.</b>	<b>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).</b>
<b>FOCUS / COURSE</b>	<b>MA.CC.R L.K.</b>	<b>Reading Standards for Literature Pre-K-5</b>
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.K.10.</b>	<b>Actively engage in group reading activities with purpose and understanding.</b>
<b>FOCUS / COURSE</b>	<b>MA.CC.RI .K.</b>	<b>Reading Standards for Informational Text Pre-K-5</b>
<b>STRAND</b>		<b>Key Ideas and Details</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RI.K.1.</b>	<b>With prompting and support, ask and answer questions about key details in a text.</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RI.K.2.</b>	<b>With prompting and support, identify the main topic and retell key details of a text.</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RI.K.3.</b>	<b>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</b>
<b>FOCUS / COURSE</b>	<b>MA.CC.RI .K.</b>	<b>Reading Standards for Informational Text Pre-K-5</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RI.K.4.</b>	<b>With prompting and support, ask and answer questions about unknown words in a text.</b>
<b>FOCUS / COURSE</b>	<b>MA.CC.RI .K.</b>	<b>Reading Standards for Informational Text Pre-K-5</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RI.K.8.</b>	<b>With prompting and support, identify the reasons an author gives to support points in a text.</b>
<b>FOCUS / COURSE</b>	<b>MA.CC.RI .K.</b>	<b>Reading Standards for Informational Text Pre-K-5</b>
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RI.K.10.</b>	<b>Actively engage in group reading activities with purpose and understanding.</b>
<b>FOCUS / COURSE</b>	<b>MA.CC.R F.K.</b>	<b>Reading Standards: Foundational Skills Pre-K-5</b>
<b>STRAND</b>		<b>Print Concepts</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.K.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
<b>INDICATOR</b>	<b>RF.K.1.a.</b>	<b>Follow words from left to right, top to bottom, and page by page.</b>
<b>INDICATOR</b>	<b>RF.K.1.b.</b>	<b>Recognize that spoken words are represented in written language by specific sequences of letters.</b>
<b>INDICATOR</b>	<b>RF.K.1.c.</b>	<b>Understand that words are separated by spaces in print.</b>
<b>INDICATOR</b>	<b>RF.K.1.d.</b>	<b>Recognize and name all upper- and lowercase letters of the alphabet.</b>
<b>FOCUS / COURSE</b>	<b>MA.CC.R F.K.</b>	<b>Reading Standards: Foundational Skills Pre-K-5</b>
<b>STRAND</b>		<b>Phonological Awareness</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.K.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
<b>INDICATOR</b>	<b>RF.K.2.a.</b>	<b>Recognize and produce rhyming words.</b>
<b>INDICATOR</b>	<b>RF.K.2.b.</b>	<b>Count, pronounce, blend, and segment syllables in spoken words.</b>
<b>INDICATOR</b>	<b>RF.K.2.c.</b>	<b>Blend and segment onsets and rimes of single-syllable spoken words.</b>

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.
FOCUS / COURSE	MA.CC.R F.K.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	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 sound or many of the most frequent sounds 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.
FOCUS / COURSE	MA.CC.R F.K.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.K.4.	Read emergent-reader texts with purpose and understanding.
FOCUS / COURSE	MA.CC.W K.	Writing Standards Pre-K-5
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	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 . . .).
STANDARD / CONCEPT / SKILL	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 / CONCEPT / SKILL	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.
FOCUS / COURSE	MA.CC.W K.	Writing Standards Pre-K-5
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.K.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
FOCUS / COURSE	MA.CC.S L.K.	Speaking and Listening Standards Pre-K-5
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	MA.CC.S L.K.	Speaking and Listening Standards Pre-K-5
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.
STANDARD / CONCEPT / SKILL	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood
FOCUS / COURSE	MA.CC.S L.K.	Speaking and Listening Standards Pre-K-5

STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
STANDARD / CONCEPT / SKILL	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
STANDARD / CONCEPT / SKILL	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas.
FOCUS / COURSE	MA.CC.L. K.	Language Standards Pre-K-5
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	MA.CC.L. K.	Language Standards Pre-K-5
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	MA.CC.L. K.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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).
FOCUS / COURSE	MA.CC.L. K.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	MA.CC.L. K.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.



