

Main Criteria: Classroom Supplement Units Kindergarten

Secondary Criteria: Maryland Content Standards

Subject: Language Arts

Grade: K

Classroom Supplement Units Kindergarten

Pre-writing

Maryland Content Standards

Language Arts

Grade K - Adopted: 2011

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL1.CCR	Anchor Standard: 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.
OBJECTIVE	K.RL1.	With prompting and support, ask and answer questions about key details in a text. (SC, K)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL3.CCR	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	K.RL3.	With prompting and support, identify characters, settings, and major events in a story. (SC, K)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL4.CCR	Anchor Standard: 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.
OBJECTIVE	K.RL4.	Ask and answer questions about unknown words in a text.
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL5.CCR	Anchor Standard: 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.
OBJECTIVE	K.RL5.	Recognize common types of texts (e.g., storybooks, poems).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL10.CCR	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	K.RL10.	Actively engage in group reading activities with purpose and understanding.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI1.CCR.	Anchor Standard: 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.

OBJECTIVE	K.RI1.	With prompting and support, ask and answer questions about key details in a text. (SC, K)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	K.RI2.	With prompting and support, identify the main topic and retell key details of a text. (SC, K)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: 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.
OBJECTIVE	K.RI4.	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	K.RI7.	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). (SC, K)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI8.CCR.	Anchor Standard: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
OBJECTIVE	K.RI8.	With prompting and support, identify the reasons an author gives to support points in a text.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI10.CC R.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	K.RI10.	Actively engage in group reading activities with purpose and understanding.
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Print Concepts
INDICATOR / PROFICIENCY LEVEL	K.RF1.	Demonstrate understanding of the organization and basic features of print. (SC, K)
OBJECTIVE	K.RF1.a.	Follow words from left to right, top to bottom, and page by page.
OBJECTIVE	K.RF1.b.	Recognize that spoken words are represented in written language by specific sequences of letters. (SC, K)
OBJECTIVE	K.RF1.c.	Understand that words are separated by spaces in print. (SC, K)
OBJECTIVE	K.RF1.d.	Recognize and name all upper and lowercase letters of the alphabet. (SC, K)
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Phonological Awareness

INDICATOR / PROFICIENCY LEVEL	K.RF2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (SC, K)
OBJECTIVE	K.RF2.a.	Recognize and produce rhyming words.
OBJECTIVE	K.RF2.b.	Count, pronounce, blend, and segment syllables in spoken words.
OBJECTIVE	K.RF2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
OBJECTIVE	K.RF2.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/.) (SC, K)
OBJECTIVE	K.RF2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (SC, K)
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	K.RF3.	Know and apply grade- level phonics and word analysis skills in decoding words. (SC, K)
OBJECTIVE	K.RF3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sound for each consonant.
OBJECTIVE	K.RF3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
OBJECTIVE	K.RF3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (SC, K)
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	K.RF4.	Read emergent-reader texts with purpose and understanding.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W7.CCR.	Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	K.W7.	Participate in shared research and writing projects (e/g/ explore a number of books by a favorite author and express opinions about them).
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: 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.
OBJECTIVE	K.SL1.	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	K.SL1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	K.SL1.b.	Continue a conversation through multiple exchanges.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL2.CCR.	Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
OBJECTIVE	K.SL2.	Confirm understanding of 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.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL3.CCR.	Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
OBJECTIVE	K.SL3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL4.CCR.	Anchor Standard: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
OBJECTIVE	K.SL4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL5.CCR.	Anchor Standard: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
OBJECTIVE	K.SL5.	Add drawings or visual displays to descriptions as desired to provide additional detail. (SC, K)
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL6.CCR.	Anchor Standard: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
OBJECTIVE	K.SL6.	Speak audibly and express thoughts, feelings, and ideas clearly. (SC, K)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	K.L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	K.L1.a.	Print many upper and lowercase letters.
EXPECTATION	K.L1.b.	Use frequently occurring nouns and verbs. (SC, K)
EXPECTATION	K.L1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
EXPECTATION	K.L1.d.	Understand and use question words (interrogatives) (e.g., who, what where, when, why, how).
EXPECTATION	K.L1.f.	Produce and expand complete sentences in shared language activities. (SC, K)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	K.L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (SC, K)
EXPECTATION	K.L2.a.	Capitalize the first word in a sentence and the pronoun I.
EXPECTATION	K.L2.b.	Recognize and name end punctuation.
EXPECTATION	K.L2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes). (SC,K)
EXPECTATION	K.L2.e.	Produce handwriting that is legible to the audience.

STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: 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.
OBJECTIVE	K.L4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on kindergarten reading and content.
EXPECTATION	K.L4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a verb and learning the verb to duck). (SC, K)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	K.L5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	K.L5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION	K.L5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
EXPECTATION	K.L5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, strut, prance) by acting out meanings.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: 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.
OBJECTIVE	K.L6.	Use words and phrases acquired through conversation, reading and being read to, and responding to text.

Unit 1

Maryland Content Standards

Language Arts

Grade K - Adopted: 2011

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL1.CCR.	Anchor Standard: 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.
OBJECTIVE	K.RL1.	With prompting and support, ask and answer questions about key details in a text. (SC, K)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL4.CCR.	Anchor Standard: 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.
OBJECTIVE	K.RL4.	Ask and answer questions about unknown words in a text.
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure

INDICATOR / PROFICIENCY LEVEL	RL5.CCR.	Anchor Standard: 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.
OBJECTIVE	K.RL5.	Recognize common types of texts (e.g., storybooks, poems).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL10.CCR.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	K.RL10.	Actively engage in group reading activities with purpose and understanding.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI1.CCR.	Anchor Standard: 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.
OBJECTIVE	K.RI1.	With prompting and support, ask and answer questions about key details in a text. (SC, K)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	K.RI2.	With prompting and support, identify the main topic and retell key details of a text. (SC, K)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	K.RI3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: 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.
OBJECTIVE	K.RI4.	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	K.RI7.	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). (SC, K)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY	RI8.CCR.	Anchor Standard: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the

LEVEL		evidence.
OBJECTIVE	K.RI8.	With prompting and support, identify the reasons an author gives to support points in a text.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI10.CC R.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	K.RI10.	Actively engage in group reading activities with purpose and understanding.
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Print Concepts
INDICATOR / PROFICIENCY LEVEL	K.RF1.	Demonstrate understanding of the organization and basic features of print. (SC, K)
OBJECTIVE	K.RF1.a.	Follow words from left to right, top to bottom, and page by page.
OBJECTIVE	K.RF1.b.	Recognize that spoken words are represented in written language by specific sequences of letters. (SC, K)
OBJECTIVE	K.RF1.c.	Understand that words are separated by spaces in print. (SC, K)
OBJECTIVE	K.RF1.d.	Recognize and name all upper and lowercase letters of the alphabet. (SC, K)
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Phonological Awareness
INDICATOR / PROFICIENCY LEVEL	K.RF2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (SC, K)
OBJECTIVE	K.RF2.a.	Recognize and produce rhyming words.
OBJECTIVE	K.RF2.b.	Count, pronounce, blend, and segment syllables in spoken words.
OBJECTIVE	K.RF2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
OBJECTIVE	K.RF2.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/.) (SC, K)
OBJECTIVE	K.RF2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (SC, K)
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	K.RF3.	Know and apply grade- level phonics and word analysis skills in decoding words. (SC, K)
OBJECTIVE	K.RF3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sound for each consonant.
OBJECTIVE	K.RF3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
OBJECTIVE	K.RF3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (SC, K)
OBJECTIVE	K.RF3.d.	Distinguish between similarly spelled words by identifying the sounds of the letter that differ.
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	K.RF4.	Read emergent-reader texts with purpose and understanding.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC /		Research to Build and Present Knowledge

INDICATOR		
INDICATOR / PROFICIENCY LEVEL	W8.CCR.	Anchor Standard: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	K.W8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: 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.
OBJECTIVE	K.SL1.	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	K.SL1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	K.SL1.b.	Continue a conversation through multiple exchanges.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL2.CCR.	Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
OBJECTIVE	K.SL2.	Confirm understanding of 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.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL3.CCR.	Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
OBJECTIVE	K.SL3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL4.CCR.	Anchor Standard: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
OBJECTIVE	K.SL4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL5.CCR.	Anchor Standard: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
OBJECTIVE	K.SL5.	Add drawings or visual displays to descriptions as desired to provide additional detail. (SC, K)
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL6.CCR.	Anchor Standard: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
OBJECTIVE	K.SL6.	Speak audibly and express thoughts, feelings, and ideas clearly. (SC, K)
STRAND / TOPIC	MD.L.	Standards for Language (L)

/ STANDARD		
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	K.L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	K.L1.a.	Print many upper and lowercase letters.
EXPECTATION	K.L1.b.	Use frequently occurring nouns and verbs. (SC, K)
EXPECTATION	K.L1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
EXPECTATION	K.L1.d.	Understand and use question words (interrogatives) (e.g., who, what where, when, why, how).
EXPECTATION	K.L1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
EXPECTATION	K.L1.f.	Produce and expand complete sentences in shared language activities. (SC, K)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	K.L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (SC, K)
EXPECTATION	K.L2.a.	Capitalize the first word in a sentence and the pronoun I.
EXPECTATION	K.L2.b.	Recognize and name end punctuation.
EXPECTATION	K.L2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes). (SC,K)
EXPECTATION	K.L2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (SC, K)
EXPECTATION	K.L2.e.	Produce handwriting that is legible to the audience.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: 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.
OBJECTIVE	K.L4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on kindergarten reading and content.
EXPECTATION	K.L4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a verb and learning the verb to duck). (SC, K)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	K.L5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	K.L5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (SC, K)
EXPECTATION	K.L5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION	K.L5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
EXPECTATION	K.L5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, strut, prance) by acting out meanings.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: 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.
OBJECTIVE	K.L6.	Use words and phrases acquired through conversation, reading and being read to, and responding to text.

Unit 2

Maryland Content Standards
Language Arts
Grade K - Adopted: 2011

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL1.CCR.	Anchor Standard: 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.
OBJECTIVE	K.RL1.	With prompting and support, ask and answer questions about key details in a text. (SC, K)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	K.RL3.	With prompting and support, identify characters, settings, and major events in a story. (SC, K)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL4.CCR.	Anchor Standard: 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.
OBJECTIVE	K.RL4.	Ask and answer questions about unknown words in a text.
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL5.CCR.	Anchor Standard: 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.
OBJECTIVE	K.RL5.	Recognize common types of texts (e.g., storybooks, poems).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL10.CCR.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	K.RL10.	Actively engage in group reading activities with purpose and understanding.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI1.CCR.	Anchor Standard: 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

LEVEL		support conclusions drawn from the text.
OBJECTIVE	K.RI1.	With prompting and support, ask and answer questions about key details in a text. (SC, K)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	K.RI2.	With prompting and support, identify the main topic and retell key details of a text. (SC, K)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	K.RI3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: 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.
OBJECTIVE	K.RI4.	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	K.RI7.	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). (SC, K)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI8.CCR.	Anchor Standard: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
OBJECTIVE	K.RI8.	With prompting and support, identify the reasons an author gives to support points in a text.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI10.CC R.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	K.RI10.	Actively engage in group reading activities with purpose and understanding.
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Print Concepts
INDICATOR / PROFICIENCY LEVEL	K.RF1.	Demonstrate understanding of the organization and basic features of print. (SC, K)

OBJECTIVE	K.RF1.a.	Follow words from left to right, top to bottom, and page by page.
OBJECTIVE	K.RF1.b.	Recognize that spoken words are represented in written language by specific sequences of letters. (SC, K)
OBJECTIVE	K.RF1.c.	Understand that words are separated by spaces in print. (SC, K)
OBJECTIVE	K.RF1.d.	Recognize and name all upper and lowercase letters of the alphabet. (SC, K)
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Phonological Awareness
INDICATOR / PROFICIENCY LEVEL	K.RF2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (SC, K)
OBJECTIVE	K.RF2.a.	Recognize and produce rhyming words.
OBJECTIVE	K.RF2.b.	Count, pronounce, blend, and segment syllables in spoken words.
OBJECTIVE	K.RF2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
OBJECTIVE	K.RF2.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/, /lrl/, or /lxl/.) (SC, K)
OBJECTIVE	K.RF2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (SC, K)
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	K.RF3.	Know and apply grade- level phonics and word analysis skills in decoding words. (SC, K)
OBJECTIVE	K.RF3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sound for each consonant.
OBJECTIVE	K.RF3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
OBJECTIVE	K.RF3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (SC, K)
OBJECTIVE	K.RF3.d.	Distinguish between similarly spelled words by identifying the sounds of the letter that differ.
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	K.RF4.	Read emergent-reader texts with purpose and understanding.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	K.W2.	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.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W5.CCR.	Anchor Standard: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
OBJECTIVE	K.W5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W8.CCR.	Anchor Standard: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	K.W8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: 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.
OBJECTIVE	K.SL1.	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	K.SL1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	K.SL1.b.	Continue a conversation through multiple exchanges.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL2.CCR.	Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
OBJECTIVE	K.SL2.	Confirm understanding of 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.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL3.CCR.	Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
OBJECTIVE	K.SL3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL4.CCR.	Anchor Standard: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
OBJECTIVE	K.SL4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL5.CCR.	Anchor Standard: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
OBJECTIVE	K.SL5.	Add drawings or visual displays to descriptions as desired to provide additional detail. (SC, K)
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL6.CCR.	Anchor Standard: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
OBJECTIVE	K.SL6.	Speak audibly and express thoughts, feelings, and ideas clearly. (SC, K)

STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	K.L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	K.L1.a.	Print many upper and lowercase letters.
EXPECTATION	K.L1.b.	Use frequently occurring nouns and verbs. (SC, K)
EXPECTATION	K.L1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
EXPECTATION	K.L1.d.	Understand and use question words (interrogatives) (e.g., who, what where, when, why, how).
EXPECTATION	K.L1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
EXPECTATION	K.L1.f.	Produce and expand complete sentences in shared language activities. (SC, K)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	K.L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (SC, K)
EXPECTATION	K.L2.a.	Capitalize the first word in a sentence and the pronoun I.
EXPECTATION	K.L2.b.	Recognize and name end punctuation.
EXPECTATION	K.L2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes). (SC,K)
EXPECTATION	K.L2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (SC, K)
EXPECTATION	K.L2.e.	Produce handwriting that is legible to the audience.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: 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.
OBJECTIVE	K.L4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on kindergarten reading and content.
EXPECTATION	K.L4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a verb and learning the verb to duck). (SC, K)
EXPECTATION	K.L4.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.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	K.L5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	K.L5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (SC, K)
EXPECTATION	K.L5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION	K.L5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
EXPECTATION	K.L5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, strut, prance) by acting out meanings.

STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: 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.
OBJECTIVE	K.L6.	Use words and phrases acquired through conversation, reading and being read to, and responding to text.

Unit 3

Maryland Content Standards

Language Arts

Grade K - Adopted: 2011

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL1.CCR.	Anchor Standard: 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.
OBJECTIVE	K.RL1.	With prompting and support, ask and answer questions about key details in a text. (SC, K)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	K.RL2.	With prompting and support, retell familiar stories, including key details. (SC, K)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	K.RL3.	With prompting and support, identify characters, settings, and major events in a story. (SC, K)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL4.CCR.	Anchor Standard: 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.
OBJECTIVE	K.RL4.	Ask and answer questions about unknown words in a text.
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL5.CCR.	Anchor Standard: 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.
OBJECTIVE	K.RL5.	Recognize common types of texts (e.g., storybooks, poems).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas

INDICATOR / PROFICIENCY LEVEL	RL7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	K.RL7.	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). (SC,K)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL10.CCR.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	K.RL10.	Actively engage in group reading activities with purpose and understanding.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI1.CCR.	Anchor Standard: 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.
OBJECTIVE	K.RI1.	With prompting and support, ask and answer questions about key details in a text. (SC, K)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: 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.
OBJECTIVE	K.RI4.	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Print Concepts
INDICATOR / PROFICIENCY LEVEL	K.RF1.	Demonstrate understanding of the organization and basic features of print. (SC, K)
OBJECTIVE	K.RF1.a.	Follow words from left to right, top to bottom, and page by page.
OBJECTIVE	K.RF1.b.	Recognize that spoken words are represented in written language by specific sequences of letters. (SC, K)
OBJECTIVE	K.RF1.c.	Understand that words are separated by spaces in print. (SC, K)
OBJECTIVE	K.RF1.d.	Recognize and name all upper and lowercase letters of the alphabet. (SC, K)
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Phonological Awareness
INDICATOR / PROFICIENCY LEVEL	K.RF2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (SC, K)
OBJECTIVE	K.RF2.a.	Recognize and produce rhyming words.
OBJECTIVE	K.RF2.b.	Count, pronounce, blend, and segment syllables in spoken words.
OBJECTIVE	K.RF2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
OBJECTIVE	K.RF2.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/.) (SC, K)
OBJECTIVE	K.RF2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (SC, K)
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Phonics and Word Recognition

INDICATOR / PROFICIENCY LEVEL	K.RF3.	Know and apply grade- level phonics and word analysis skills in decoding words. (SC, K)
OBJECTIVE	K.RF3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sound for each consonant.
OBJECTIVE	K.RF3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
OBJECTIVE	K.RF3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (SC, K)
OBJECTIVE	K.RF3.d.	Distinguish between similarly spelled words by identifying the sounds of the letter that differ.
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	K.RF4.	Read emergent-reader texts with purpose and understanding.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	K.W3.	Use combination of drawing, dictating, or 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.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: 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.
OBJECTIVE	K.SL1.	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	K.SL1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	K.SL1.b.	Continue a conversation through multiple exchanges.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL2.CCR.	Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
OBJECTIVE	K.SL2.	Confirm understanding of 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.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL3.CCR.	Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
OBJECTIVE	K.SL3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR /	SL4.CCR	Anchor Standard: Present information, findings, and supporting evidence such that

PROFICIENCY LEVEL	.	listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
OBJECTIVE	K.SL4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL5.CCR.	Anchor Standard: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
OBJECTIVE	K.SL5.	Add drawings or visual displays to descriptions as desired to provide additional detail. (SC, K)
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL6.CCR	Anchor Standard: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
OBJECTIVE	K.SL6.	Speak audibly and express thoughts, feelings, and ideas clearly. (SC, K)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	K.L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	K.L1.a.	Print many upper and lowercase letters.
EXPECTATION	K.L1.b.	Use frequently occurring nouns and verbs. (SC, K)
EXPECTATION	K.L1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
EXPECTATION	K.L1.d.	Understand and use question words (interrogatives) (e.g., who, what where, when, why, how).
EXPECTATION	K.L1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
EXPECTATION	K.L1.f.	Produce and expand complete sentences in shared language activities. (SC, K)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	K.L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (SC, K)
EXPECTATION	K.L2.a.	Capitalize the first word in a sentence and the pronoun I.
EXPECTATION	K.L2.b.	Recognize and name end punctuation.
EXPECTATION	K.L2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes). (SC,K)
EXPECTATION	K.L2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (SC, K)
EXPECTATION	K.L2.e.	Produce handwriting that is legible to the audience.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: 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.
OBJECTIVE	K.L4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on kindergarten reading and content.

EXPECTATION	K.L4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a verb and learning the verb to duck). (SC, K)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	K.L5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	K.L5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION	K.L5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
EXPECTATION	K.L5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, strut, prance) by acting out meanings.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: 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.
OBJECTIVE	K.L6.	Use words and phrases acquired through conversation, reading and being read to, and responding to text.

Unit 5

Maryland Content Standards
Language Arts
Grade K - Adopted: 2011

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL1.CCR.	Anchor Standard: 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.
OBJECTIVE	K.RL1.	With prompting and support, ask and answer questions about key details in a text. (SC, K)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	K.RL2.	With prompting and support, retell familiar stories, including key details. (SC, K)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	K.RL3.	With prompting and support, identify characters, settings, and major events in a story. (SC, K)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC /		Craft and Structure

INDICATOR		
INDICATOR / PROFICIENCY LEVEL	RL4.CCR	Anchor Standard: 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.
OBJECTIVE	K.RL4.	Ask and answer questions about unknown words in a text.
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL5.CCR	Anchor Standard: 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.
OBJECTIVE	K.RL5.	Recognize common types of texts (e.g., storybooks, poems).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL7.CCR	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	K.RL7.	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). (SC,K)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL10.CCR.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	K.RL10.	Actively engage in group reading activities with purpose and understanding.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI1.CCR.	Anchor Standard: 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.
OBJECTIVE	K.RI1.	With prompting and support, ask and answer questions about key details in a text. (SC, K)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	K.RI2.	With prompting and support, identify the main topic and retell key details of a text. (SC, K)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	K.RI3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY	RI4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how

LEVEL		specific word choices shape meaning or tone.
OBJECTIVE	K.RI4.	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI8.CCR.	Anchor Standard: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
OBJECTIVE	K.RI8.	With prompting and support, identify the reasons an author gives to support points in a text.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI10.CC R.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	K.RI10.	Actively engage in group reading activities with purpose and understanding.
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Print Concepts
INDICATOR / PROFICIENCY LEVEL	K.RF1.	Demonstrate understanding of the organization and basic features of print. (SC, K)
OBJECTIVE	K.RF1.a.	Follow words from left to right, top to bottom, and page by page.
OBJECTIVE	K.RF1.b.	Recognize that spoken words are represented in written language by specific sequences of letters. (SC, K)
OBJECTIVE	K.RF1.c.	Understand that words are separated by spaces in print. (SC, K)
OBJECTIVE	K.RF1.d.	Recognize and name all upper and lowercase letters of the alphabet. (SC, K)
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Phonological Awareness
INDICATOR / PROFICIENCY LEVEL	K.RF2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (SC, K)
OBJECTIVE	K.RF2.a.	Recognize and produce rhyming words.
OBJECTIVE	K.RF2.b.	Count, pronounce, blend, and segment syllables in spoken words.
OBJECTIVE	K.RF2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
OBJECTIVE	K.RF2.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/.) (SC, K)
OBJECTIVE	K.RF2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (SC, K)
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	K.RF3.	Know and apply grade- level phonics and word analysis skills in decoding words. (SC, K)
OBJECTIVE	K.RF3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sound for each consonant.
OBJECTIVE	K.RF3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
OBJECTIVE	K.RF3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (SC, K)
OBJECTIVE	K.RF3.d.	Distinguish between similarly spelled words by identifying the sounds of the letter that differ.
STRAND / TOPIC	MD.RF.	Standards for Reading Foundational Skills (RF)

/ STANDARD		
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	K.RF4.	Read emergent-reader texts with purpose and understanding.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	K.W1.	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.....)
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	K.W2.	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.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	K.W3.	Use combination of drawing, dictating, or 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.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W5.CCR.	Anchor Standard: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
OBJECTIVE	K.W5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: 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.
OBJECTIVE	K.SL1.	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	K.SL1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	K.SL1.b.	Continue a conversation through multiple exchanges.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL2.CCR.	Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

OBJECTIVE	K.SL2.	Confirm understanding of 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.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL3.CCR.	Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
OBJECTIVE	K.SL3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL4.CCR.	Anchor Standard: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
OBJECTIVE	K.SL4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL5.CCR.	Anchor Standard: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
OBJECTIVE	K.SL5.	Add drawings or visual displays to descriptions as desired to provide additional detail. (SC, K)
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL6.CCR.	Anchor Standard: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
OBJECTIVE	K.SL6.	Speak audibly and express thoughts, feelings, and ideas clearly. (SC, K)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	K.L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	K.L1.a.	Print many upper and lowercase letters.
EXPECTATION	K.L1.b.	Use frequently occurring nouns and verbs. (SC, K)
EXPECTATION	K.L1.c.	Form regular plural nouns orally by adding <i>/s/</i> or <i>/es/</i> (e.g., dog, dogs; wish, wishes).
EXPECTATION	K.L1.d.	Understand and use question words (interrogatives) (e.g., who, what where, when, why, how).
EXPECTATION	K.L1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
EXPECTATION	K.L1.f.	Produce and expand complete sentences in shared language activities. (SC, K)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	K.L2.	Demonstrate command of the conventions of standard English capitalization,

		punctuation, and spelling when writing. (SC, K)
EXPECTATION	K.L2.a.	Capitalize the first word in a sentence and the pronoun I.
EXPECTATION	K.L2.b.	Recognize and name end punctuation.
EXPECTATION	K.L2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes). (SC,K)
EXPECTATION	K.L2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (SC, K)
EXPECTATION	K.L2.e.	Produce handwriting that is legible to the audience.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: 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.
OBJECTIVE	K.L4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on kindergarten reading and content.
EXPECTATION	K.L4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a verb and learning the verb to duck). (SC, K)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	K.L5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	K.L5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (SC, K)
EXPECTATION	K.L5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
EXPECTATION	K.L5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, strut, prance) by acting out meanings.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: 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.
OBJECTIVE	K.L6.	Use words and phrases acquired through conversation, reading and being read to, and responding to text.