

**Main Criteria:** Classroom Supplement Units Kindergarten

**Secondary Criteria:** Maine Learning Results

**Subject:** Language Arts

**Grade:** K

## Classroom Supplement Units Kindergarten

Pre-writing

**Maine Learning Results**

**Language Arts**

**Grade K - Adopted: 2010**

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

INDICATOR		
STANDARD	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
STRAND / DOMAIN	ME.CC.R F.K.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Print Concepts
STANDARD	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
EXPECTATION	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
EXPECTATION	RF.K.1(c)	Understand that words are separated by spaces in print.
EXPECTATION	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
STRAND / DOMAIN	ME.CC.R F.K.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Phonological Awareness
STANDARD	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	RF.K.2(a)	Recognize and produce rhyming words.
EXPECTATION	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
EXPECTATION	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
EXPECTATION	RF.K.2(d)	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
EXPECTATION	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STRAND / DOMAIN	ME.CC.R F.K.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Phonics and Word Recognition
STANDARD	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.K.3(a)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
EXPECTATION	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
EXPECTATION	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
EXPECTATION	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STRAND / DOMAIN	ME.CC.R F.K.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	RF.K.4.	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN	ME.CC.S L.K.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	SL.K.1(b)	Continue a conversation through multiple exchanges.
STRAND / DOMAIN	ME.CC.S L.K.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration

STANDARD	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	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND / DOMAIN	ME.CC.S L.K.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
STANDARD	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
STANDARD	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
STRAND / DOMAIN	ME.CC.L. K.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.K.1(a)	Print many upper- and lowercase letters.
EXPECTATION	L.K.1(b)	Use frequently occurring nouns and verbs.
EXPECTATION	L.K.1(c)	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
EXPECTATION	L.K.1(f)	Produce and expand complete sentences in shared language activities.
STRAND / DOMAIN	ME.CC.L. K.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
EXPECTATION	L.K.2(b)	Recognize and name end punctuation.
EXPECTATION	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
STRAND / DOMAIN	ME.CC.L. K.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
EXPECTATION	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).
STRAND / DOMAIN	ME.CC.L. K.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION	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.
STRAND / DOMAIN	ME.CC.L. K.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## Unit 1

**Maine Learning Results**  
**Language Arts**  
 Grade K - Adopted: 2010

<b>STRAND / DOMAIN</b>	<b>ME.CC.R L.K.</b>	<b>Reading Standards for Literature</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	<b>RL.K.1.</b>	<b>With prompting and support, ask and answer questions about key details in a text.</b>
<b>STRAND / DOMAIN</b>	<b>ME.CC.R L.K.</b>	<b>Reading Standards for Literature</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Craft and Structure</b>
<b>STANDARD</b>	<b>RL.K.4.</b>	<b>Ask and answer questions about unknown words in a text.</b>
<b>STANDARD</b>	<b>RL.K.5.</b>	<b>Recognize common types of texts (e.g., storybooks, poems).</b>
<b>STRAND / DOMAIN</b>	<b>ME.CC.RI .K.</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	<b>RI.K.1.</b>	<b>With prompting and support, ask and answer questions about key details in a text.</b>
<b>STANDARD</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</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>STRAND / DOMAIN</b>	<b>ME.CC.RI .K.</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Craft and Structure</b>
<b>STANDARD</b>	<b>RI.K.4.</b>	<b>With prompting and support, ask and answer questions about unknown words in a text.</b>
<b>STRAND / DOMAIN</b>	<b>ME.CC.RI .K.</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD</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</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>STRAND / DOMAIN</b>	<b>ME.CC.RI .K.</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD</b>	<b>RI.K.10.</b>	<b>Actively engage in group reading activities with purpose and understanding.</b>
<b>STRAND / DOMAIN</b>	<b>ME.CC.R F.K.</b>	<b>Reading Standards: Foundational Skills</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Print Concepts</b>
<b>STANDARD</b>	<b>RF.K.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
<b>EXPECTATION</b>	<b>RF.K.1(a)</b>	<b>Follow words from left to right, top to bottom, and page by page.</b>
<b>EXPECTATION</b>	<b>RF.K.1(b)</b>	<b>Recognize that spoken words are represented in written language by specific sequences of letters.</b>
<b>EXPECTATION</b>	<b>RF.K.1(c)</b>	<b>Understand that words are separated by spaces in print.</b>
<b>EXPECTATION</b>	<b>RF.K.1(d)</b>	<b>Recognize and name all upper- and lowercase letters of the alphabet.</b>

STRAND / DOMAIN	ME.CC.R F.K.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Phonological Awareness
STANDARD	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	RF.K.2(a)	Recognize and produce rhyming words.
EXPECTATION	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
EXPECTATION	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
EXPECTATION	RF.K.2(d)	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /ll/, /rl/, or /xl/.)
EXPECTATION	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STRAND / DOMAIN	ME.CC.R F.K.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Phonics and Word Recognition
STANDARD	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.K.3(a)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
EXPECTATION	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
EXPECTATION	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
EXPECTATION	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STRAND / DOMAIN	ME.CC.R F.K.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	RF.K.4.	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN	ME.CC.W K.	Writing Standards
CATEGORY / PERFORMANCE INDICATOR		Research to Build and Present Knowledge
STANDARD	W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STRAND / DOMAIN	ME.CC.S L.K.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	SL.K.1(b)	Continue a conversation through multiple exchanges.
STRAND / DOMAIN	ME.CC.S L.K.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	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	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND / DOMAIN	ME.CC.S L.K.	Speaking and Listening Standards

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
STANDARD	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
STANDARD	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
STRAND / DOMAIN	ME.CC.L.K.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.K.1(a)	Print many upper- and lowercase letters.
EXPECTATION	L.K.1(b)	Use frequently occurring nouns and verbs.
EXPECTATION	L.K.1(c)	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
EXPECTATION	L.K.1(e)	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
EXPECTATION	L.K.1(f)	Produce and expand complete sentences in shared language activities.
STRAND / DOMAIN	ME.CC.L.K.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
EXPECTATION	L.K.2(b)	Recognize and name end punctuation.
EXPECTATION	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
EXPECTATION	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
STRAND / DOMAIN	ME.CC.L.K.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
EXPECTATION	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).
STRAND / DOMAIN	ME.CC.L.K.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	L.K.5(a)	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
EXPECTATION	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION	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.
STRAND / DOMAIN	ME.CC.L.K.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 2

Maine Learning Results

Language Arts

Grade K - Adopted: 2010

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

INDICATOR		
STANDARD	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
EXPECTATION	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
EXPECTATION	RF.K.1(c)	Understand that words are separated by spaces in print.
EXPECTATION	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
STRAND / DOMAIN	ME.CC.R F.K.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Phonological Awareness
STANDARD	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	RF.K.2(a)	Recognize and produce rhyming words.
EXPECTATION	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
EXPECTATION	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
EXPECTATION	RF.K.2(d)	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
EXPECTATION	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STRAND / DOMAIN	ME.CC.R F.K.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Phonics and Word Recognition
STANDARD	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.K.3(a)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
EXPECTATION	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
EXPECTATION	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
EXPECTATION	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STRAND / DOMAIN	ME.CC.R F.K.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	RF.K.4.	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN	ME.CC.W. K.	Writing Standards
CATEGORY / PERFORMANCE INDICATOR		Text Types and Purposes
STANDARD	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.
STRAND / DOMAIN	ME.CC.W. K.	Writing Standards
CATEGORY / PERFORMANCE INDICATOR		Production and Distribution of Writing
STANDARD	W.K.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
STRAND / DOMAIN	ME.CC.W. K.	Writing Standards
CATEGORY / PERFORMANCE INDICATOR		Research to Build and Present Knowledge
STANDARD	W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.



<b>STRAND / DOMAIN</b>	<b>ME.CC.S L.K.</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</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>
<b>EXPECTATION</b>	<b>SL.K.1(a)</b>	<b>Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</b>
<b>EXPECTATION</b>	<b>SL.K.1(b)</b>	<b>Continue a conversation through multiple exchanges.</b>
<b>STRAND / DOMAIN</b>	<b>ME.CC.S L.K.</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>SL.K.2.</b>	<b>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.</b>
<b>STANDARD</b>	<b>SL.K.3.</b>	<b>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</b>
<b>STRAND / DOMAIN</b>	<b>ME.CC.S L.K.</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
<b>STANDARD</b>	<b>SL.K.4.</b>	<b>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</b>
<b>STANDARD</b>	<b>SL.K.5.</b>	<b>Add drawings or other visual displays to descriptions as desired to provide additional detail.</b>
<b>STANDARD</b>	<b>SL.K.6.</b>	<b>Speak audibly and express thoughts, feelings, and ideas clearly.</b>
<b>STRAND / DOMAIN</b>	<b>ME.CC.L. K.</b>	<b>Language Standards</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>L.K.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>EXPECTATION</b>	<b>L.K.1(a)</b>	<b>Print many upper- and lowercase letters.</b>
<b>EXPECTATION</b>	<b>L.K.1(b)</b>	<b>Use frequently occurring nouns and verbs.</b>
<b>EXPECTATION</b>	<b>L.K.1(c)</b>	<b>Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</b>
<b>EXPECTATION</b>	<b>L.K.1(e)</b>	<b>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</b>
<b>EXPECTATION</b>	<b>L.K.1(f)</b>	<b>Produce and expand complete sentences in shared language activities.</b>
<b>STRAND / DOMAIN</b>	<b>ME.CC.L. K.</b>	<b>Language Standards</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>L.K.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>EXPECTATION</b>	<b>L.K.2(a)</b>	<b>Capitalize the first word in a sentence and the pronoun I.</b>
<b>EXPECTATION</b>	<b>L.K.2(b)</b>	<b>Recognize and name end punctuation.</b>
<b>EXPECTATION</b>	<b>L.K.2(c)</b>	<b>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</b>
<b>EXPECTATION</b>	<b>L.K.2(d)</b>	<b>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</b>
<b>STRAND / DOMAIN</b>	<b>ME.CC.L. K.</b>	<b>Language Standards</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.K.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</b>

EXPECTATION	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
EXPECTATION	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.
STRAND / DOMAIN	ME.CC.L.K.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	L.K.5(a)	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
EXPECTATION	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION	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.
STRAND / DOMAIN	ME.CC.L.K.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 3

**Maine Learning Results**

**Language Arts**

Grade K - Adopted: 2010

STRAND / DOMAIN	ME.CC.R L.K.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD	RL.K.2.	With prompting and support, retell familiar stories, including key details.
STANDARD	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
STRAND / DOMAIN	ME.CC.R L.K.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	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).
STRAND / DOMAIN	ME.CC.R L.K.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	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).
STRAND / DOMAIN	ME.CC.R L.K.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Range of Reading and Level of Text Complexity
STANDARD	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
STRAND / DOMAIN	ME.CC.RI .K.	Reading Standards for Informational Text
CATEGORY /		Key Ideas and Details

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

<b>STRAND / DOMAIN</b>	<b>ME.CC.S L.K.</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</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>
<b>EXPECTATION</b>	<b>SL.K.1(a)</b>	<b>Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</b>
<b>EXPECTATION</b>	<b>SL.K.1(b)</b>	<b>Continue a conversation through multiple exchanges.</b>
<b>STRAND / DOMAIN</b>	<b>ME.CC.S L.K.</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>SL.K.2.</b>	<b>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.</b>
<b>STANDARD</b>	<b>SL.K.3.</b>	<b>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</b>
<b>STRAND / DOMAIN</b>	<b>ME.CC.S L.K.</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
<b>STANDARD</b>	<b>SL.K.4.</b>	<b>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</b>
<b>STANDARD</b>	<b>SL.K.5.</b>	<b>Add drawings or other visual displays to descriptions as desired to provide additional detail.</b>
<b>STANDARD</b>	<b>SL.K.6.</b>	<b>Speak audibly and express thoughts, feelings, and ideas clearly.</b>
<b>STRAND / DOMAIN</b>	<b>ME.CC.L. K.</b>	<b>Language Standards</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>L.K.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>EXPECTATION</b>	<b>L.K.1(a)</b>	<b>Print many upper- and lowercase letters.</b>
<b>EXPECTATION</b>	<b>L.K.1(b)</b>	<b>Use frequently occurring nouns and verbs.</b>
<b>EXPECTATION</b>	<b>L.K.1(c)</b>	<b>Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</b>
<b>EXPECTATION</b>	<b>L.K.1(e)</b>	<b>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</b>
<b>EXPECTATION</b>	<b>L.K.1(f)</b>	<b>Produce and expand complete sentences in shared language activities.</b>
<b>STRAND / DOMAIN</b>	<b>ME.CC.L. K.</b>	<b>Language Standards</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>L.K.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>EXPECTATION</b>	<b>L.K.2(a)</b>	<b>Capitalize the first word in a sentence and the pronoun I.</b>
<b>EXPECTATION</b>	<b>L.K.2(b)</b>	<b>Recognize and name end punctuation.</b>
<b>EXPECTATION</b>	<b>L.K.2(c)</b>	<b>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</b>
<b>EXPECTATION</b>	<b>L.K.2(d)</b>	<b>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</b>
<b>STRAND / DOMAIN</b>	<b>ME.CC.L. K.</b>	<b>Language Standards</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.K.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</b>

EXPECTATION	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).
STRAND / DOMAIN	ME.CC.L.K.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION	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.
STRAND / DOMAIN	ME.CC.L.K.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 5

Maine Learning Results  
Language Arts  
Grade K - Adopted: 2010

STRAND / DOMAIN	ME.CC.R.L.K.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD	RL.K.2.	With prompting and support, retell familiar stories, including key details.
STANDARD	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
STRAND / DOMAIN	ME.CC.R.L.K.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	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).
STRAND / DOMAIN	ME.CC.R.L.K.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	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).
STRAND / DOMAIN	ME.CC.R.L.K.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Range of Reading and Level of Text Complexity
STANDARD	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
STRAND / DOMAIN	ME.CC.RI.K.	Reading Standards for Informational Text
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.

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

DOMAIN	F.K.	
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	RF.K.4.	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN	ME.CC.W.K.	Writing Standards
CATEGORY / PERFORMANCE INDICATOR		Text Types and Purposes
STANDARD	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	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	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.
STRAND / DOMAIN	ME.CC.W.K.	Writing Standards
CATEGORY / PERFORMANCE INDICATOR		Production and Distribution of Writing
STANDARD	W.K.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
STRAND / DOMAIN	ME.CC.S.L.K.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	SL.K.1(b)	Continue a conversation through multiple exchanges.
STRAND / DOMAIN	ME.CC.S.L.K.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	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	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND / DOMAIN	ME.CC.S.L.K.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
STANDARD	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
STANDARD	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
STRAND / DOMAIN	ME.CC.L.K.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.K.1(a)	Print many upper- and lowercase letters.

EXPECTATION	L.K.1(b)	Use frequently occurring nouns and verbs.
EXPECTATION	L.K.1(c)	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
EXPECTATION	L.K.1(e)	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
EXPECTATION	L.K.1(f)	Produce and expand complete sentences in shared language activities.
STRAND / DOMAIN	ME.CC.L. K.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
EXPECTATION	L.K.2(b)	Recognize and name end punctuation.
EXPECTATION	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
EXPECTATION	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
STRAND / DOMAIN	ME.CC.L. K.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
EXPECTATION	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).
STRAND / DOMAIN	ME.CC.L. K.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	L.K.5(a)	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
EXPECTATION	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION	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.
STRAND / DOMAIN	ME.CC.L. K.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.