

Main Criteria: Classroom Supplement Units Kindergarten
Secondary Criteria: Missouri Grade and Course-Level Expectations
Subject: Language Arts
Grade: K

Classroom Supplement Units Kindergarten

Pre-writing

Missouri Grade and Course-Level Expectations
Language Arts
Grade K - Adopted: 2010

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

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

IDEA / STANDARD		
CONCEPT: GLE / BENCHMARK		Research to Build and Present Knowledge
GLE / COMPONENT	W.K.7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
STRAND: BIG IDEA / STANDARD	MO.SL.K.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Comprehension and Collaboration
GLE / COMPONENT	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATOR / PROFICIENCY	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATOR / PROFICIENCY	SL.K.1(b)	Continue a conversation through multiple exchanges.
STRAND: BIG IDEA / STANDARD	MO.SL.K.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Comprehension and Collaboration
GLE / COMPONENT	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.
GLE / COMPONENT	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND: BIG IDEA / STANDARD	MO.SL.K.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Presentation of Knowledge and Ideas
GLE / COMPONENT	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
GLE / COMPONENT	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
GLE / COMPONENT	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
STRAND: BIG IDEA / STANDARD	MO.L.K.	Language Standards
CONCEPT: GLE / BENCHMARK		Conventions of Standard English
GLE / COMPONENT	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY	L.K.1(a)	Print many upper- and lowercase letters.
INDICATOR / PROFICIENCY	L.K.1(b)	Use frequently occurring nouns and verbs.
INDICATOR / PROFICIENCY	L.K.1(c)	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
INDICATOR / PROFICIENCY	L.K.1(d)	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
INDICATOR / PROFICIENCY	L.K.1(f)	Produce and expand complete sentences in shared language activities.
STRAND: BIG IDEA / STANDARD	MO.L.K.	Language Standards
CONCEPT: GLE / BENCHMARK		Conventions of Standard English
GLE / COMPONENT	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR / PROFICIENCY	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.

INDICATOR / PROFICIENCY	L.K.2(b)	Recognize and name end punctuation.
INDICATOR / PROFICIENCY	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
STRAND: BIG IDEA / STANDARD	MO.L.K.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
INDICATOR / PROFICIENCY	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: BIG IDEA / STANDARD	MO.L.K.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
INDICATOR / PROFICIENCY	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
INDICATOR / PROFICIENCY	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
INDICATOR / PROFICIENCY	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: BIG IDEA / STANDARD	MO.L.K.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 1

Missouri Grade and Course-Level Expectations

Language Arts

Grade K - Adopted: 2010

STRAND: BIG IDEA / STANDARD	MO.RL.K.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Key Ideas and Details
GLE / COMPONENT	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
STRAND: BIG IDEA / STANDARD	MO.RL.K.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Craft and Structure
GLE / COMPONENT	RL.K.4.	Ask and answer questions about unknown words in a text.
GLE / COMPONENT	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
STRAND: BIG IDEA / STANDARD	MO.RI.K.	Reading Standards for Informational Text
CONCEPT: GLE / BENCHMARK		Key Ideas and Details
GLE / COMPONENT	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
GLE /	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.

COMPONENT		
GLE / COMPONENT	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
STRAND: BIG IDEA / STANDARD	MO.RI.K.	Reading Standards for Informational Text
CONCEPT: GLE / BENCHMARK		Craft and Structure
GLE / COMPONENT	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
STRAND: BIG IDEA / STANDARD	MO.RI.K.	Reading Standards for Informational Text
CONCEPT: GLE / BENCHMARK		Integration of Knowledge and Ideas
GLE / COMPONENT	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).
GLE / COMPONENT	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
STRAND: BIG IDEA / STANDARD	MO.RI.K.	Reading Standards for Informational Text
CONCEPT: GLE / BENCHMARK		Range of Reading and Level of Text Complexity
GLE / COMPONENT	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
STRAND: BIG IDEA / STANDARD	MO.RF.K.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Print Concepts
GLE / COMPONENT	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR / PROFICIENCY	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
INDICATOR / PROFICIENCY	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
INDICATOR / PROFICIENCY	RF.K.1(c)	Understand that words are separated by spaces in print.
INDICATOR / PROFICIENCY	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
STRAND: BIG IDEA / STANDARD	MO.RF.K.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Phonological Awareness
GLE / COMPONENT	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR / PROFICIENCY	RF.K.2(a)	Recognize and produce rhyming words.
INDICATOR / PROFICIENCY	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
INDICATOR / PROFICIENCY	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
INDICATOR / PROFICIENCY	RF.K.2(d)	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
INDICATOR / PROFICIENCY	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STRAND: BIG IDEA / STANDARD	MO.RF.K.	Reading Standards: Foundational Skills
CONCEPT: GLE /		Phonics and Word Recognition

BENCHMARK		
GLE / COMPONENT	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR / PROFICIENCY	RF.K.3(a)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
INDICATOR / PROFICIENCY	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
INDICATOR / PROFICIENCY	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
INDICATOR / PROFICIENCY	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STRAND: BIG IDEA / STANDARD	MO.RF.K.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Fluency
GLE / COMPONENT	RF.K.4.	Read emergent-reader texts with purpose and understanding.
STRAND: BIG IDEA / STANDARD	MO.W.K.	Writing Standards
CONCEPT: GLE / BENCHMARK		Research to Build and Present Knowledge
GLE / COMPONENT	W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STRAND: BIG IDEA / STANDARD	MO.SL.K.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Comprehension and Collaboration
GLE / COMPONENT	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATOR / PROFICIENCY	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATOR / PROFICIENCY	SL.K.1(b)	Continue a conversation through multiple exchanges.
STRAND: BIG IDEA / STANDARD	MO.SL.K.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Comprehension and Collaboration
GLE / COMPONENT	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.
GLE / COMPONENT	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND: BIG IDEA / STANDARD	MO.SL.K.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Presentation of Knowledge and Ideas
GLE / COMPONENT	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
GLE / COMPONENT	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
GLE / COMPONENT	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
STRAND: BIG IDEA / STANDARD	MO.L.K.	Language Standards
CONCEPT: GLE / BENCHMARK		Conventions of Standard English
GLE / COMPONENT	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

Unit 2

Grade K - Adopted: 2010

STRAND: BIG IDEA / STANDARD	MO.RL.K.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Key Ideas and Details
GLE / COMPONENT	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
GLE / COMPONENT	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
STRAND: BIG IDEA / STANDARD	MO.RL.K.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Craft and Structure
GLE / COMPONENT	RL.K.4.	Ask and answer questions about unknown words in a text.
GLE / COMPONENT	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
STRAND: BIG IDEA / STANDARD	MO.RL.K.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Range of Reading and Level of Text Complexity
GLE / COMPONENT	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
STRAND: BIG IDEA / STANDARD	MO.RI.K.	Reading Standards for Informational Text
CONCEPT: GLE / BENCHMARK		Key Ideas and Details
GLE / COMPONENT	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
GLE / COMPONENT	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
GLE / COMPONENT	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
STRAND: BIG IDEA / STANDARD	MO.RI.K.	Reading Standards for Informational Text
CONCEPT: GLE / BENCHMARK		Craft and Structure
GLE / COMPONENT	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
STRAND: BIG IDEA / STANDARD	MO.RI.K.	Reading Standards for Informational Text
CONCEPT: GLE / BENCHMARK		Integration of Knowledge and Ideas
GLE / COMPONENT	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).
GLE / COMPONENT	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
STRAND: BIG IDEA / STANDARD	MO.RI.K.	Reading Standards for Informational Text
CONCEPT: GLE / BENCHMARK		Range of Reading and Level of Text Complexity
GLE / COMPONENT	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
STRAND: BIG IDEA / STANDARD	MO.RF.K.	Reading Standards: Foundational Skills

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

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

BENCHMARK		
GLE / COMPONENT	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR / PROFICIENCY	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
INDICATOR / PROFICIENCY	L.K.2(b)	Recognize and name end punctuation.
INDICATOR / PROFICIENCY	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
INDICATOR / PROFICIENCY	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
STRAND: BIG IDEA / STANDARD	MO.L.K.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
INDICATOR / PROFICIENCY	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
INDICATOR / PROFICIENCY	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: BIG IDEA / STANDARD	MO.L.K.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
INDICATOR / PROFICIENCY	L.K.5(a)	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
INDICATOR / PROFICIENCY	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
INDICATOR / PROFICIENCY	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
INDICATOR / PROFICIENCY	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: BIG IDEA / STANDARD	MO.L.K.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 3

Missouri Grade and Course-Level Expectations

Language Arts

Grade K - Adopted: 2010

STRAND: BIG IDEA / STANDARD	MO.RL.K.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Key Ideas and Details
GLE / COMPONENT	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
GLE / COMPONENT	RL.K.2.	With prompting and support, retell familiar stories, including key details.
GLE / COMPONENT	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
STRAND: BIG IDEA /	MO.RL.K.	Reading Standards for Literature

STANDARD		
CONCEPT: GLE / BENCHMARK		Craft and Structure
GLE / COMPONENT	RL.K.4.	Ask and answer questions about unknown words in a text.
GLE / COMPONENT	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
STRAND: BIG IDEA / STANDARD	MO.RL.K.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Integration of Knowledge and Ideas
GLE / COMPONENT	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: BIG IDEA / STANDARD	MO.RL.K.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Range of Reading and Level of Text Complexity
GLE / COMPONENT	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
STRAND: BIG IDEA / STANDARD	MO.RI.K.	Reading Standards for Informational Text
CONCEPT: GLE / BENCHMARK		Key Ideas and Details
GLE / COMPONENT	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
STRAND: BIG IDEA / STANDARD	MO.RI.K.	Reading Standards for Informational Text
CONCEPT: GLE / BENCHMARK		Craft and Structure
GLE / COMPONENT	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
STRAND: BIG IDEA / STANDARD	MO.RF.K.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Print Concepts
GLE / COMPONENT	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR / PROFICIENCY	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
INDICATOR / PROFICIENCY	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
INDICATOR / PROFICIENCY	RF.K.1(c)	Understand that words are separated by spaces in print.
INDICATOR / PROFICIENCY	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
STRAND: BIG IDEA / STANDARD	MO.RF.K.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Phonological Awareness
GLE / COMPONENT	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR / PROFICIENCY	RF.K.2(a)	Recognize and produce rhyming words.
INDICATOR / PROFICIENCY	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
INDICATOR / PROFICIENCY	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
INDICATOR /	RF.K.2(d)	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in

PROFICIENCY		three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /ll/, /rl/, or /xl/.)
INDICATOR / PROFICIENCY	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STRAND: BIG IDEA / STANDARD	MO.RF.K.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Phonics and Word Recognition
GLE / COMPONENT	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR / PROFICIENCY	RF.K.3(a)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
INDICATOR / PROFICIENCY	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
INDICATOR / PROFICIENCY	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
INDICATOR / PROFICIENCY	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STRAND: BIG IDEA / STANDARD	MO.RF.K.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Fluency
GLE / COMPONENT	RF.K.4.	Read emergent-reader texts with purpose and understanding.
STRAND: BIG IDEA / STANDARD	MO.W.K.	Writing Standards
CONCEPT: GLE / BENCHMARK		Text Types and Purposes
GLE / COMPONENT	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: BIG IDEA / STANDARD	MO.SL.K.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Comprehension and Collaboration
GLE / COMPONENT	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATOR / PROFICIENCY	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATOR / PROFICIENCY	SL.K.1(b)	Continue a conversation through multiple exchanges.
STRAND: BIG IDEA / STANDARD	MO.SL.K.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Comprehension and Collaboration
GLE / COMPONENT	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.
GLE / COMPONENT	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND: BIG IDEA / STANDARD	MO.SL.K.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Presentation of Knowledge and Ideas
GLE / COMPONENT	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
GLE / COMPONENT	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.

GLE / COMPONENT	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
STRAND: BIG IDEA / STANDARD	MO.L.K.	Language Standards
CONCEPT: GLE / BENCHMARK		Conventions of Standard English
GLE / COMPONENT	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY	L.K.1(a)	Print many upper- and lowercase letters.
INDICATOR / PROFICIENCY	L.K.1(b)	Use frequently occurring nouns and verbs.
INDICATOR / PROFICIENCY	L.K.1(c)	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
INDICATOR / PROFICIENCY	L.K.1(d)	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
INDICATOR / PROFICIENCY	L.K.1(e)	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
INDICATOR / PROFICIENCY	L.K.1(f)	Produce and expand complete sentences in shared language activities.
STRAND: BIG IDEA / STANDARD	MO.L.K.	Language Standards
CONCEPT: GLE / BENCHMARK		Conventions of Standard English
GLE / COMPONENT	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR / PROFICIENCY	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
INDICATOR / PROFICIENCY	L.K.2(b)	Recognize and name end punctuation.
INDICATOR / PROFICIENCY	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
INDICATOR / PROFICIENCY	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
STRAND: BIG IDEA / STANDARD	MO.L.K.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
INDICATOR / PROFICIENCY	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: BIG IDEA / STANDARD	MO.L.K.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
INDICATOR / PROFICIENCY	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
INDICATOR / PROFICIENCY	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
INDICATOR / PROFICIENCY	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: BIG IDEA / STANDARD	MO.L.K.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE /	L.K.6.	Use words and phrases acquired through conversations, reading and being read to,

COMPONENT		and responding to texts.
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Unit 5

Missouri Grade and Course-Level Expectations
Language Arts
Grade K - Adopted: 2010

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

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

COMPONENT		
STRAND: BIG IDEA / STANDARD	MO.W.K.	Writing Standards
CONCEPT: GLE / BENCHMARK		Text Types and Purposes
GLE / COMPONENT	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 . . .).
GLE / COMPONENT	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.
GLE / COMPONENT	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: BIG IDEA / STANDARD	MO.W.K.	Writing Standards
CONCEPT: GLE / BENCHMARK		Production and Distribution of Writing
GLE / COMPONENT	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: BIG IDEA / STANDARD	MO.SL.K.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Comprehension and Collaboration
GLE / COMPONENT	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATOR / PROFICIENCY	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATOR / PROFICIENCY	SL.K.1(b)	Continue a conversation through multiple exchanges.
STRAND: BIG IDEA / STANDARD	MO.SL.K.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Comprehension and Collaboration
GLE / COMPONENT	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.
GLE / COMPONENT	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND: BIG IDEA / STANDARD	MO.SL.K.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Presentation of Knowledge and Ideas
GLE / COMPONENT	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
GLE / COMPONENT	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
GLE / COMPONENT	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
STRAND: BIG IDEA / STANDARD	MO.L.K.	Language Standards
CONCEPT: GLE / BENCHMARK		Conventions of Standard English
GLE / COMPONENT	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY	L.K.1(a)	Print many upper- and lowercase letters.
INDICATOR / PROFICIENCY	L.K.1(b)	Use frequently occurring nouns and verbs.

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