

**Main Criteria:** Classroom Supplement Units Kindergarten

**Secondary Criteria:** Nevada Content Standards

**Subject:** Language Arts

**Grade:** K

## Classroom Supplement Units Kindergarten

Pre-writing

### Nevada Content Standards

#### Language Arts

Grade K - Adopted: 2010

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

EXPECTATION		illustration depicts).
INDICATOR / GRADE LEVEL EXPECTATION	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
CONTENT STANDARD	NV.CC.RI.K.	Reading Standards for Informational Text
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
CONTENT STANDARD	NV.CC.RF.K.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Print Concepts
INDICATOR / GRADE LEVEL EXPECTATION	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
GRADE LEVEL EXPECTATION	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
GRADE LEVEL EXPECTATION	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
GRADE LEVEL EXPECTATION	RF.K.1(c)	Understand that words are separated by spaces in print.
GRADE LEVEL EXPECTATION	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
CONTENT STANDARD	NV.CC.RF.K.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Phonological Awareness
INDICATOR / GRADE LEVEL EXPECTATION	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
GRADE LEVEL EXPECTATION	RF.K.2(a)	Recognize and produce rhyming words.
GRADE LEVEL EXPECTATION	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
GRADE LEVEL EXPECTATION	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
GRADE LEVEL 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/.)
GRADE LEVEL EXPECTATION	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
CONTENT STANDARD	NV.CC.RF.K.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
GRADE LEVEL EXPECTATION	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
GRADE LEVEL EXPECTATION	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CONTENT STANDARD	NV.CC.RF.K.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Fluency
INDICATOR /	RF.K.4.	Read emergent-reader texts with purpose and understanding.

GRADE LEVEL EXPECTATION		
CONTENT STANDARD	NV.CC.SL.K.	Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
GRADE LEVEL 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).
GRADE LEVEL EXPECTATION	SL.K.1(b)	Continue a conversation through multiple exchanges.
CONTENT STANDARD	NV.CC.SL.K.	Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
INDICATOR / GRADE LEVEL EXPECTATION	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CONTENT STANDARD	NV.CC.SL.K.	Speaking and Listening Standards
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
INDICATOR / GRADE LEVEL EXPECTATION	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
INDICATOR / GRADE LEVEL EXPECTATION	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
CONTENT STANDARD	NV.CC.L.K.	Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.K.1(a)	Print many upper- and lowercase letters.
GRADE LEVEL EXPECTATION	L.K.1(b)	Use frequently occurring nouns and verbs.
GRADE LEVEL EXPECTATION	L.K.1(c)	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
GRADE LEVEL EXPECTATION	L.K.1(f)	Produce and expand complete sentences in shared language activities.
CONTENT STANDARD	NV.CC.L.K.	Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
GRADE LEVEL EXPECTATION	L.K.2(b)	Recognize and name end punctuation.
GRADE LEVEL EXPECTATION	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).

<b>CONTENT STANDARD</b>	<b>NV.CC.L. K.</b>	<b>Language Standards</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</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>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.K.4(a)</b>	<b>Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</b>
<b>CONTENT STANDARD</b>	<b>NV.CC.L. K.</b>	<b>Language Standards</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.K.5.</b>	<b>With guidance and support from adults, explore word relationships and nuances in word meanings.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.K.5(b)</b>	<b>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.K.5(d)</b>	<b>Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</b>
<b>CONTENT STANDARD</b>	<b>NV.CC.L. K.</b>	<b>Language Standards</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.K.6.</b>	<b>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</b>

Unit 1

**Nevada Content Standards  
Language Arts  
Grade K - Adopted: 2010**

<b>CONTENT STANDARD</b>	<b>NV.CC.RL .K.</b>	<b>Reading Standards for Literature</b>
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RL.K.1.</b>	<b>With prompting and support, ask and answer questions about key details in a text.</b>
<b>CONTENT STANDARD</b>	<b>NV.CC.RL .K.</b>	<b>Reading Standards for Literature</b>
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RL.K.4.</b>	<b>Ask and answer questions about unknown words in a text.</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RL.K.5.</b>	<b>Recognize common types of texts (e.g., storybooks, poems).</b>
<b>CONTENT STANDARD</b>	<b>NV.CC.RI .K.</b>	<b>Reading Standards for Informational Text</b>
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RI.K.1.</b>	<b>With prompting and support, ask and answer questions about key details in a text.</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RI.K.2.</b>	<b>With prompting and support, identify the main topic and retell key details of a text.</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</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>CONTENT</b>	<b>NV.CC.RI</b>	<b>Reading Standards for Informational Text</b>

STANDARD	.K.	
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
CONTENT STANDARD	NV.CC.RI.K.	Reading Standards for Informational Text
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	RI.K.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
INDICATOR / GRADE LEVEL EXPECTATION	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
CONTENT STANDARD	NV.CC.RI.K.	Reading Standards for Informational Text
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
CONTENT STANDARD	NV.CC.RF.K.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Print Concepts
INDICATOR / GRADE LEVEL EXPECTATION	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
GRADE LEVEL EXPECTATION	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
GRADE LEVEL EXPECTATION	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
GRADE LEVEL EXPECTATION	RF.K.1(c)	Understand that words are separated by spaces in print.
GRADE LEVEL EXPECTATION	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
CONTENT STANDARD	NV.CC.RF.K.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Phonological Awareness
INDICATOR / GRADE LEVEL EXPECTATION	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
GRADE LEVEL EXPECTATION	RF.K.2(a)	Recognize and produce rhyming words.
GRADE LEVEL EXPECTATION	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
GRADE LEVEL EXPECTATION	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
GRADE LEVEL 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/.)
GRADE LEVEL EXPECTATION	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
CONTENT STANDARD	NV.CC.RF.K.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL 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.

GRADE LEVEL EXPECTATION	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
GRADE LEVEL EXPECTATION	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
GRADE LEVEL EXPECTATION	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CONTENT STANDARD	NV.CC.RF.K.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Fluency
INDICATOR / GRADE LEVEL EXPECTATION	RF.K.4.	Read emergent-reader texts with purpose and understanding.
CONTENT STANDARD	NV.CC.W.K.	Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD	NV.CC.SL.K.	Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
GRADE LEVEL 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).
GRADE LEVEL EXPECTATION	SL.K.1(b)	Continue a conversation through multiple exchanges.
CONTENT STANDARD	NV.CC.SL.K.	Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
INDICATOR / GRADE LEVEL EXPECTATION	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CONTENT STANDARD	NV.CC.SL.K.	Speaking and Listening Standards
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
INDICATOR / GRADE LEVEL EXPECTATION	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
INDICATOR / GRADE LEVEL EXPECTATION	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
CONTENT STANDARD	NV.CC.L.K.	Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.K.1(a)	Print many upper- and lowercase letters.
GRADE LEVEL	L.K.1(b)	Use frequently occurring nouns and verbs.

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

Unit 2

Nevada Content Standards

Language Arts

Grade K - Adopted: 2010

CONTENT STANDARD	NV.CC.RL.K.	Reading Standards for Literature
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.



EXPECTATION		
INDICATOR / GRADE LEVEL EXPECTATION	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
CONTENT STANDARD	NV.CC.RL.K.	Reading Standards for Literature
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RL.K.4.	Ask and answer questions about unknown words in a text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
CONTENT STANDARD	NV.CC.RL.K.	Reading Standards for Literature
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
CONTENT STANDARD	NV.CC.RI.K.	Reading Standards for Informational Text
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
INDICATOR / GRADE LEVEL EXPECTATION	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
INDICATOR / GRADE LEVEL EXPECTATION	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
CONTENT STANDARD	NV.CC.RI.K.	Reading Standards for Informational Text
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
CONTENT STANDARD	NV.CC.RI.K.	Reading Standards for Informational Text
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	RI.K.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
INDICATOR / GRADE LEVEL EXPECTATION	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
CONTENT STANDARD	NV.CC.RI.K.	Reading Standards for Informational Text
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
CONTENT STANDARD	NV.CC.RF.K.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Print Concepts
INDICATOR / GRADE LEVEL EXPECTATION	RF.K.1.	Demonstrate understanding of the organization and basic features of print.



GRADE LEVEL EXPECTATION	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
GRADE LEVEL EXPECTATION	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
GRADE LEVEL EXPECTATION	RF.K.1(c)	Understand that words are separated by spaces in print.
GRADE LEVEL EXPECTATION	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
CONTENT STANDARD	NV.CC.RF.K.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Phonological Awareness
INDICATOR / GRADE LEVEL EXPECTATION	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
GRADE LEVEL EXPECTATION	RF.K.2(a)	Recognize and produce rhyming words.
GRADE LEVEL EXPECTATION	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
GRADE LEVEL EXPECTATION	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
GRADE LEVEL 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/.)
GRADE LEVEL EXPECTATION	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
CONTENT STANDARD	NV.CC.RF.K.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
GRADE LEVEL EXPECTATION	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
GRADE LEVEL EXPECTATION	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CONTENT STANDARD	NV.CC.RF.K.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Fluency
INDICATOR / GRADE LEVEL EXPECTATION	RF.K.4.	Read emergent-reader texts with purpose and understanding.
CONTENT STANDARD	NV.CC.W.K.	Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.W.K.	Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.K.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
CONTENT STANDARD	NV.CC.W.K.	Writing Standards

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD	NV.CC.SL.K.	Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
GRADE LEVEL 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).
GRADE LEVEL EXPECTATION	SL.K.1(b)	Continue a conversation through multiple exchanges.
CONTENT STANDARD	NV.CC.SL.K.	Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
INDICATOR / GRADE LEVEL EXPECTATION	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CONTENT STANDARD	NV.CC.SL.K.	Speaking and Listening Standards
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
INDICATOR / GRADE LEVEL EXPECTATION	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
INDICATOR / GRADE LEVEL EXPECTATION	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
CONTENT STANDARD	NV.CC.L.K.	Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.K.1(a)	Print many upper- and lowercase letters.
GRADE LEVEL EXPECTATION	L.K.1(b)	Use frequently occurring nouns and verbs.
GRADE LEVEL EXPECTATION	L.K.1(c)	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
GRADE LEVEL EXPECTATION	L.K.1(e)	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
GRADE LEVEL EXPECTATION	L.K.1(f)	Produce and expand complete sentences in shared language activities.
CONTENT STANDARD	NV.CC.L.K.	Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.

GRADE LEVEL EXPECTATION	L.K.2(b)	Recognize and name end punctuation.
GRADE LEVEL EXPECTATION	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
GRADE LEVEL EXPECTATION	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
CONTENT STANDARD	NV.CC.L.K.	Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
GRADE LEVEL 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).
GRADE LEVEL 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.
CONTENT STANDARD	NV.CC.L.K.	Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.K.5(a)	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
GRADE LEVEL EXPECTATION	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
GRADE LEVEL 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.
CONTENT STANDARD	NV.CC.L.K.	Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 3

Nevada Content Standards

Language Arts

Grade K - Adopted: 2010

CONTENT STANDARD	NV.CC.RL.K.	Reading Standards for Literature
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.K.2.	With prompting and support, retell familiar stories, including key details.
INDICATOR / GRADE LEVEL EXPECTATION	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
CONTENT STANDARD	NV.CC.RL.K.	Reading Standards for Literature
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RL.K.4.	Ask and answer questions about unknown words in a text.
INDICATOR /	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).

GRADE LEVEL EXPECTATION		
CONTENT STANDARD	NV.CC.RL.K.	Reading Standards for Literature
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	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).
CONTENT STANDARD	NV.CC.RL.K.	Reading Standards for Literature
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
CONTENT STANDARD	NV.CC.RI.K.	Reading Standards for Informational Text
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
CONTENT STANDARD	NV.CC.RI.K.	Reading Standards for Informational Text
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
CONTENT STANDARD	NV.CC.RF.K.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Print Concepts
INDICATOR / GRADE LEVEL EXPECTATION	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
GRADE LEVEL EXPECTATION	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
GRADE LEVEL EXPECTATION	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
GRADE LEVEL EXPECTATION	RF.K.1(c)	Understand that words are separated by spaces in print.
GRADE LEVEL EXPECTATION	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
CONTENT STANDARD	NV.CC.RF.K.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Phonological Awareness
INDICATOR / GRADE LEVEL EXPECTATION	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
GRADE LEVEL EXPECTATION	RF.K.2(a)	Recognize and produce rhyming words.
GRADE LEVEL EXPECTATION	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
GRADE LEVEL EXPECTATION	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
GRADE LEVEL 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 <i>ll</i> , <i>lrl</i> , or <i>lxl</i> .)
GRADE LEVEL EXPECTATION	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
CONTENT	NV.CC.RF	Reading Standards: Foundational Skills

STANDARD	.K.	
STRAND / INDICATOR		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
GRADE LEVEL EXPECTATION	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
GRADE LEVEL EXPECTATION	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CONTENT STANDARD	NV.CC.RF.K.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Fluency
INDICATOR / GRADE LEVEL EXPECTATION	RF.K.4.	Read emergent-reader texts with purpose and understanding.
CONTENT STANDARD	NV.CC.W.K.	Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.SL.K.	Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
GRADE LEVEL 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).
GRADE LEVEL EXPECTATION	SL.K.1(b)	Continue a conversation through multiple exchanges.
CONTENT STANDARD	NV.CC.SL.K.	Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
INDICATOR / GRADE LEVEL EXPECTATION	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CONTENT STANDARD	NV.CC.SL.K.	Speaking and Listening Standards
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
INDICATOR / GRADE LEVEL EXPECTATION	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
INDICATOR / GRADE LEVEL EXPECTATION	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
CONTENT STANDARD	NV.CC.L.K.	Language Standards

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

Unit 5

<b>CONTENT STANDARD</b>	<b>NV.CC.RL.K.</b>	<b>Reading Standards for Literature</b>
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RL.K.1.</b>	<b>With prompting and support, ask and answer questions about key details in a text.</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RL.K.2.</b>	<b>With prompting and support, retell familiar stories, including key details.</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RL.K.3.</b>	<b>With prompting and support, identify characters, settings, and major events in a story.</b>
<b>CONTENT STANDARD</b>	<b>NV.CC.RL.K.</b>	<b>Reading Standards for Literature</b>
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RL.K.4.</b>	<b>Ask and answer questions about unknown words in a text.</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RL.K.5.</b>	<b>Recognize common types of texts (e.g., storybooks, poems).</b>
<b>CONTENT STANDARD</b>	<b>NV.CC.RL.K.</b>	<b>Reading Standards for Literature</b>
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RL.K.7.</b>	<b>With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</b>
<b>CONTENT STANDARD</b>	<b>NV.CC.RL.K.</b>	<b>Reading Standards for Literature</b>
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RL.K.10.</b>	<b>Actively engage in group reading activities with purpose and understanding.</b>
<b>CONTENT STANDARD</b>	<b>NV.CC.RI.K.</b>	<b>Reading Standards for Informational Text</b>
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RI.K.1.</b>	<b>With prompting and support, ask and answer questions about key details in a text.</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RI.K.2.</b>	<b>With prompting and support, identify the main topic and retell key details of a text.</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</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>CONTENT STANDARD</b>	<b>NV.CC.RI.K.</b>	<b>Reading Standards for Informational Text</b>
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RI.K.4.</b>	<b>With prompting and support, ask and answer questions about unknown words in a text.</b>
<b>CONTENT STANDARD</b>	<b>NV.CC.RI.K.</b>	<b>Reading Standards for Informational Text</b>
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</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>CONTENT</b>	<b>NV.CC.RI</b>	<b>Reading Standards for Informational Text</b>



STANDARD	.K.	
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
CONTENT STANDARD	NV.CC.RF.K.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Print Concepts
INDICATOR / GRADE LEVEL EXPECTATION	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
GRADE LEVEL EXPECTATION	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
GRADE LEVEL EXPECTATION	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
GRADE LEVEL EXPECTATION	RF.K.1(c)	Understand that words are separated by spaces in print.
GRADE LEVEL EXPECTATION	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
CONTENT STANDARD	NV.CC.RF.K.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Phonological Awareness
INDICATOR / GRADE LEVEL EXPECTATION	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
GRADE LEVEL EXPECTATION	RF.K.2(a)	Recognize and produce rhyming words.
GRADE LEVEL EXPECTATION	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
GRADE LEVEL EXPECTATION	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
GRADE LEVEL 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/.)
GRADE LEVEL EXPECTATION	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
CONTENT STANDARD	NV.CC.RF.K.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
GRADE LEVEL EXPECTATION	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
GRADE LEVEL EXPECTATION	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CONTENT STANDARD	NV.CC.RF.K.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Fluency
INDICATOR / GRADE LEVEL EXPECTATION	RF.K.4.	Read emergent-reader texts with purpose and understanding.
CONTENT STANDARD	NV.CC.W.K.	Writing Standards
STRAND /		Text Types and Purposes

<b>INDICATOR</b>		
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	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 . . .).
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	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.
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	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>CONTENT STANDARD</b>	NV.CC.W.K.	<b>Writing Standards</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	W.K.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
<b>CONTENT STANDARD</b>	NV.CC.SL.K.	<b>Speaking and Listening Standards</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
<b>GRADE LEVEL EXPECTATION</b>	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).
<b>GRADE LEVEL EXPECTATION</b>	SL.K.1(b)	Continue a conversation through multiple exchanges.
<b>CONTENT STANDARD</b>	NV.CC.SL.K.	<b>Speaking and Listening Standards</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	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.
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<b>CONTENT STANDARD</b>	NV.CC.SL.K.	<b>Speaking and Listening Standards</b>
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
<b>CONTENT STANDARD</b>	NV.CC.L.K.	<b>Language Standards</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>GRADE LEVEL EXPECTATION</b>	L.K.1(a)	Print many upper- and lowercase letters.
<b>GRADE LEVEL EXPECTATION</b>	L.K.1(b)	Use frequently occurring nouns and verbs.
<b>GRADE LEVEL EXPECTATION</b>	L.K.1(c)	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
<b>GRADE LEVEL</b>	L.K.1(e)	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of,

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