

## Reading Foundational Skills – Kindergarten

### Print Concepts

**RF.K.1**

- Demonstrate understanding of the organization and basic features of print to aid in comprehension.
- Follow words from left to right, top to bottom and page by page.
  - Recognize that spoken words are represented in written language by specific sequences of letters.
  - Recognize that words are separated by spaces in print.
  - Recognize and name all upper- and lowercase letters of the alphabet.

### Phonological Awareness

**RF.K.2**

- Demonstrate understanding of spoken words, syllables and sounds (phonemes).
- Recognize and orally produce rhyming words.
  - Count, pronounce, blend and segment syllables in spoken words.
  - Blend and segment onsets and rimes of single-syllable spoken words.
  - Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words.
  - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

### Phonics and Word Recognition

**RF.K.3**

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
  - Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
  - Read common high-frequency words by sight.
  - Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ.

### Fluency

**RF.K.4**

- Read fluently (accuracy, speed, and prosody) on grade-level to support comprehension.
- Read emergent-reader texts with purpose and understanding.

## Interdisciplinary Literacy Practices

**1**

Recognize that text is anything that communicates a message.

**2**

Employ, develop and refine schema to understand and create text.

**3**

View literacy experiences as transactional, interdisciplinary and transformational.

**4**

Utilize receptive and expressive language arts to better understand self, others and the world.

**5**

Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

**6**

Collaborate with others to create new meaning.

**7**

Utilize digital resources to learn and share with others.

**8**

Engage in specialized, discipline-specific literacy practices.

**9**

Apply high level cognitive processes to think deeply and critically about text.

**10**

Develop a literacy identity that promotes lifelong learning.

**HOME**

## Reading Standards for Literature - Kindergarten

### Key Ideas and Details

[RL.K.1](#)

With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.

[RL.K.2](#)

With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story.

[RL.K.3](#)

With prompting and support, identify characters, settings and major events in a story in order to make meaning of the story development.

### Craft and Structure

[RL.K.4](#)

With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

[RL.K.5](#)

Recognize common structures of poems, stories and dramas.

[RL.K.6](#)

With prompting and support, identify the author and illustrator of a story and explain how each tells the story.

### Integration of Knowledge and Ideas

[RL.K.7](#)

With prompting and support, describe the relationship between illustrations and the story in which they appear.

[RL.K.8](#)

(Not applicable to literature)

[RL.K.9](#)

With prompting and support, compare/contrast the adventures and experiences of characters in stories.

### Range of Reading and Level of Text Complexity

[RL.K.10](#)

With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.

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## GUIDING PRINCIPLE FOR READING LITERATURE



1. Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

### PROGRESSION

		RL.K.1	RL.1.1
		With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.	With prompting and support, ask and answer explicit questions about key ideas and details and make and support logical inferences to construct meaning from the text.

### MULTIDIMENSIONALITY - RL.K.1



*Green (italic) = Comprehension* **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

With prompting and support, *ask and answer explicit questions* about **KEY IDEAS AND DETAILS**, and **make logical inferences to construct meaning** from the text.

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## GUIDING PRINCIPLE FOR READING LITERATURE



2. Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

### PROGRESSION

		RL.K.2	RL.1.2
		With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story.	With prompting and support, recognize key details from a summary to demonstrate understanding of the author's message, lesson learned, and/or moral.

### MULTIDIMENSIONALITY - RL.K.2



*Green (italic) = Comprehension* **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

With prompting and support, orally *recognize key details from a summary* to **demonstrate understanding of the LESSON LEARNED in the story.**

## GUIDING PRINCIPLE FOR READING LITERATURE



3. Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### PROGRESSION



#### RL.K.3

With prompting and support, identify characters, settings and major events in order to make meaning of the story development.

#### RL.1.3

Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.

### MULTIDIMENSIONALITY - RL.K.3



*Green (italic) = Comprehension* **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

With prompting and support, *identify* **CHARACTERS, SETTINGS** and **MAJOR EVENTS IN A STORY** in order to **make meaning of the story development.**

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## GUIDING PRINCIPLE FOR READING LITERATURE



4. Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

### PROGRESSION



#### RL.K.4

With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

#### RL.1.4

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.

### MULTIDIMENSIONALITY - RL.K.4



*Green (italic) = Comprehension* **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

With prompting and support, *identify words and phrases* in stories or poems that **SUGGEST FEELINGS OR APPEAL TO THE SENSES.**

## GUIDING PRINCIPLE FOR READING LITERATURE



5. Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

### PROGRESSION

		RL.K.5	RL.1.5
		Recognize common structures of poems, stories and dramas.	Recognize major differences between the structures of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.

### MULTIDIMENSIONALITY - RL.K.5

	<i>Green (italic) = Comprehension</i> <b>Purple (bold) = Analysis</b> <b>MAROON (CAPS) = CONTENT</b>
	<i>Recognize common</i> <b>STRUCTURES OF POEMS, STORIES AND DRAMAS.</b>

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## GUIDING PRINCIPLE FOR READING LITERATURE



6. Students will analyze how point of view, perspective and purpose shape the content and style of a text.

### PROGRESSION

		RL.K.6	RL.1.6
		With prompting and support, identify the author and illustrator of a story and explain how each tells the story.	With prompting and support, identify who is telling the story at various points in a text.

### MULTIDIMENSIONALITY - RL.K.6

	<i>Green (italic) = Comprehension</i> <b>Purple (bold) = Analysis</b> <b>MAROON (CAPS) = CONTENT</b>
	With prompting and support, <i>identify</i> <b>THE AUTHOR AND ILLUSTRATOR OF A STORY</b> , and <i>explain how each tells the story.</i>

## GUIDING PRINCIPLE FOR READING LITERATURE



7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

### PROGRESSION

		RL.K.7	RL.1.7
		With prompting and support, describe the relationship between illustrations and the story in which they appear.	Use a story's illustrations and details to describe its characters, setting and events.

### MULTIDIMENSIONALITY - RL.K.7

	<i>Green (italic) = Comprehension</i> <b>Purple (bold) = Analysis</b> MAROON (CAPS) = CONTENT
	With prompting and support, <i>describe the</i> <b>relationship between</b> ILLUSTRATIONS AND THE STORY IN WHICH THEY APPEAR.

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## GUIDING PRINCIPLE FOR READING LITERATURE



8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

### PROGRESSION

		RL.K.8	RL.1.8
		(Not applicable to literature)	(Not applicable to literature)

### MULTIDIMENSIONALITY - RL.K.8

	<i>Green (italic) = Comprehension</i> <b>Purple (bold) = Analysis</b> MAROON (CAPS) = CONTENT
	(Not applicable to literature)

## GUIDING PRINCIPLE FOR READING LITERATURE



9. Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### PROGRESSION

		RL.K.9	RL.1.9
		With prompting and support, compare/contrast the adventures and experiences of characters in stories.	Compare/contrast the adventures and experiences of characters in stories.

### MULTIDIMENSIONALITY - RL.K.9

	<i>Green (italic) = Comprehension</i> <b>Purple (bold) = Analysis</b> <b>MAROON (CAPS) = CONTENT</b>
	With prompting and support, <b>compare/contrast</b> <i>the adventures and experiences</i> of <b>CHARACTERS</b> in stories.

## Interdisciplinary Literacy Practices

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## GUIDING PRINCIPLE FOR READING LITERATURE



10. Students will read, comprehend and analyze complex literary texts independently and proficiently.

### PROGRESSION

		RL.K.10	RL.1.10
		With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.

### MULTIDIMENSIONALITY - RL.K.10

	<i>Green (italic) = Comprehension</i> <b>Purple (bold) = Analysis</b> <b>MAROON (CAPS) = CONTENT</b>
	With prompting and support, <b>flexibly use a variety of comprehension strategies</b> ( <i>i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance</i> ) <b>to make sense of GRADE-LEVEL APPROPRIATE, COMPLEX LITERARY TEXTS.</b>



Reading Standards for Informational Text - Kindergarten		Interdisciplinary Literacy Practices	
Key Ideas and Details			
<a href="#"><u>RI.K.1</u></a>	With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.	1	Recognize that text is anything that communicates a message.
<a href="#"><u>RI.K.2</u></a>	With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.	2	Employ, develop and refine schema to understand and create text.
<a href="#"><u>RI.K.3</u></a>	With prompting and support, identify the individuals, events, ideas, or pieces of information presented over the course of a text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
Craft and Structure			
<a href="#"><u>RI.K.4</u></a>	With prompting and support, ask and answer questions about unknown words in a text.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
<a href="#"><u>RI.K.5</u></a>	Identify the front cover, back cover and title page of a book.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<a href="#"><u>RI.K.6</u></a>	With prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text.	6	Collaborate with others to create new meaning.
Integration of Knowledge and Ideas			
<a href="#"><u>RI.K.7</u></a>	With prompting and support, describe the relationship between visuals and the text.	7	Utilize digital resources to learn and share with others.
<a href="#"><u>RI.K.8</u></a>	With prompting and support, identify the claim and the reasons an author gives to support claims in a text.	8	Engage in specialized, discipline-specific literacy practices.
<a href="#"><u>RI.K.9</u></a>	With prompting and support, identify information from two or more texts on similar themes or topics.	9	Apply high level cognitive processes to think deeply and critically about text.
Range of Reading and Level of Text Complexity			
<a href="#"><u>RI.K.10</u></a>	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.	10	Develop a literacy identity that promotes lifelong learning.
		<b>HOME</b>	



## GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT



1. Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

### PROGRESSION

	RI.K.1	RI.1.1
	With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.	With prompting and support, ask and answer explicit questions about key concepts and details and make and support logical inferences to construct meaning from the text.

### MULTIDIMENSIONALITY - RI.K1



*Green (italic) = Comprehension* **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

With prompting and support, *ask and answer explicit questions* about **KEY CONCEPTS AND DETAILS**, and **make logical inferences to construct meaning** from the text.

## Interdisciplinary Literacy Practices

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## GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT



2. Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

### PROGRESSION

	RI.K.2	RI.1.2
	With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.	With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.

### MULTIDIMENSIONALITY - RI.K2



*Green (italic) = Comprehension* **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

With prompting and support, orally *recognize* **KEY DETAILS** from a *summary* to **demonstrate understanding of the CENTRAL IDEA** of a text.

## GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT



3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

### PROGRESSION

		RI.K.3	RI.1.3
		With prompting and support, identify the individuals, events, ideas or pieces of information presented over the course of a text.	With prompting and support, identify the connection between individuals, events, ideas or pieces of information over the course of a text.

### MULTIDIMENSIONALITY - RI.K.3

	<i>Green (italic) = Comprehension</i> <b>Purple (bold) = Analysis</b> MAROON (CAPS) = CONTENT
	With prompting and support, <i>identify</i> the <b>INDIVIDUALS, EVENTS, IDEAS OR PIECES OF INFORMATION</b> <i>presented over the course of a text.</i>

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## GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT



4. Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

### PROGRESSION

		RI.K.4	RI.1.4
		With prompting and support, ask and answer questions about unknown words in a text.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-level text.

### MULTIDIMENSIONALITY - RI.K.4

	<i>Green (italic) = Comprehension</i> <b>Purple (bold) = Analysis</b> MAROON (CAPS) = CONTENT
	With prompting and support, <i>ask and answer questions</i> about <b>UNKNOWN WORDS</b> in a text.

## GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT



5. Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

### PROGRESSION

		RI.K.5	RI.1.5
		Identify the front cover, back cover and title page of a book.	Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus and icons to locate key facts or information in a text.

### MULTIDIMENSIONALITY - RI.K.5

	<i>Green (italic) = Comprehension</i> <b>Purple (bold) = Analysis</b> MAROON (CAPS) = CONTENT
	Identify the FRONT COVER, BACK COVER AND TITLE PAGE of a book.

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## GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT



6. Students will analyze how point of view, perspective and purpose shape the content and style of a text.

### PROGRESSION

		RI.K.6	RI.1.6
		With prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

### MULTIDIMENSIONALITY - RI.K.6

	<i>Green (italic) = Comprehension</i> <b>Purple (bold) = Analysis</b> MAROON (CAPS) = CONTENT
	With prompting and support, identify THE AUTHOR AND ILLUSTRATOR OF A TEXT and define THE ROLE OF EACH in presenting the ideas or information in a text.

## GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT



7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

### PROGRESSION

		RI.K.7	RI.1.7
		With prompting and support, describe the relationship between visuals and the text.	Use the visuals and details in a text to describe its key ideas.

### MULTIDIMENSIONALITY - RI.K.7



With prompting and support, *describe the* **relationship between** **VISUALS AND THE TEXT.**

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## GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT



8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

### PROGRESSION

		RI.K.8	RI.1.8
		With prompting and support, identify the claim and the reasons an author gives to support claims in a text.	Identify the claim and the reasons an author gives to support the claim in a text.

### MULTIDIMENSIONALITY - RI.K.8



With prompting and support, *identify the* **CLAIM and the REASONS an author gives to support** **CLAIMS** in a text.

## GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT



9. Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### PROGRESSION

		RI.K.9	RI.1.9
		With prompting and support, identify information from two or more texts on similar themes or topics.	Identify information from two or more texts on similar themes or topics.

### MULTIDIMENSIONALITY - RI.K.9



Green (*italic*) = Comprehension Purple (**bold**) = Analysis MAROON (CAPS) = CONTENT

With prompting and support, *identify information* from **TWO OR MORE TEXTS ON SIMILAR THEMES OR TOPICS**.

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## GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT



10. Students will read, comprehend and analyze complex informational texts independently and proficiently.

### PROGRESSION

		RI.K.10	RI.1.10
		With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.

### MULTIDIMENSIONALITY—RI.K.10



Green (*italic*) = Comprehension Purple (**bold**) = Analysis MAROON (CAPS) = CONTENT

With prompting and support, **flexibly use a variety of comprehension strategies** (*i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance*) **to make sense of GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS**.

# Handwriting - Kindergarten

## NOTE

Decisions regarding the placement of the handwriting curriculum within the school year should be made based upon readiness and handwriting curriculum utilized.

**HW.  
K.1**

Print all upper and lowercase letters and numerals.

## PROGRESSION

**HW.K.1**

Print all upper and lowercase letters and numerals.

**HW.1.1**

Legibly print all upper- and lowercase letters and numerals with correct form.

## Interdisciplinary Literacy Practices

**1**

Recognize that text is anything that communicates a message.

**2**

Employ, develop and refine schema to understand and create text.

**3**

View literacy experiences as transactional, interdisciplinary and transformational.

**4**

Utilize receptive and expressive language arts to better understand self, others and the world.

**5**

Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

**6**

Collaborate with others to create new meaning.

**7**

Utilize digital resources to learn and share with others.

**8**

Engage in specialized, discipline-specific literacy practices.

**9**

Apply high level cognitive processes to think deeply and critically about text.

**10**

Develop a literacy identity that promotes lifelong learning.

**HOME**

## Composition – Kindergarten

### Text Types and Purposes

#### C.K.1

Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- b. Introduce the topic.
- c. Provide reasons with details to support the opinion.
- d. Use grade-appropriate transitions.
- e. Provide a concluding idea.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

#### C.K.2

Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- b. Introduce the topic.
- c. Supply information to develop the topic.
- d. Use grade-appropriate conjunctions to develop text structure within sentences.
- e. Use grade-appropriate transitions to develop text structure across paragraphs.
- f. Provide a concluding idea.
- g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

## Interdisciplinary Literacy Practices

**1**

Recognize that text is anything that communicates a message.

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**HOME**



## Composition – Kindergarten

## Interdisciplinary Literacy Practices

### Test Types and Purposes

**C.K.3**

Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- b. Recount a single event.
- c. Include details which describe actions, thoughts, emotions.
- d. Create a sense of closure.
- e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

### Production and Distribution

**C.K.4**

With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers.

### Research to Build and Present Knowledge

**C.K.5**

With guidance and support, participate in shared research and writing projects.

**C.K.6**

With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.

### Range of Writing

**C.K.7**

(Begins in grade 3)

**1**

Recognize that text is anything that communicates a message.

**2**

Employ, develop and refine schema to understand and create text.

**3**

View literacy experiences as transactional, interdisciplinary and transformational.

**4**

Utilize receptive and expressive language arts to better understand self, others and the world.

**5**

Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

**6**

Collaborate with others to create new meaning.

**7**

Utilize digital resources to learn and share with others.

**8**

Engage in specialized, discipline-specific literacy practices.

**9**

Apply high level cognitive processes to think deeply and critically about text.

**10**

Develop a literacy identity that promotes lifelong learning.

**HOME**

## GUIDING PRINCIPLE FOR COMPOSITION



1. Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### PROGRESSION

#### C.K.1

Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.

b. Introduce the topic.

c. Provide reasons with details to support the opinion.

#### C.1.1

Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.

b. Introduce the topic.

c. Provide reasons with details to support the opinion.

## Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

Employ, develop and refine schema to understand and create text.

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language arts to better understand self, others and the world.

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Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

6

Collaborate with others to create new meaning.

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10

Develop a literacy identity that promotes lifelong learning.

**HOME**

PROGRESSION				Interdisciplinary Literacy Practices	
		C.K.1	C.1.1		
		d. Use grade-appropriate transitions.	d. Use grade-appropriate transitions.	1	Recognize that text is anything that communicates a message.
		e. Provide a concluding idea.	e. Provide a concluding section.	2	Employ, develop and refine schema to understand and create text.
		f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	3	View literacy experiences as transactional, interdisciplinary and transformational.
				4	Utilize receptive and expressive language arts to better understand self, others and the world.
				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
				8	Engage in specialized, discipline-specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that promotes lifelong learning.
				<b>HOME</b>	

## Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

Employ, develop and refine schema to understand and create text.

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language arts to better understand self, others and the world.

5

Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

6

Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

Engage in specialized, discipline-specific literacy practices.

9

Apply high level cognitive processes to think deeply and critically about text.

10

Develop a literacy identity that promotes lifelong learning.

**HOME**

**Compose** **OPINION PIECES**, using a combination of drawing, dictating, writing and digital resources, *to state the topic and an opinion*.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. With guidance and support from adults, **strengthen writing through peer collaboration and adding details through writing and/or pictures as needed**.
- b. *Introduce the topic*.
- c. **Provide reasons with details to support the opinion**.
- d. *Use grade-appropriate* **TRANSITIONS**.
- e. **Provide a concluding idea**.
- f. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and editing**.

## GUIDING PRINCIPLE FOR COMPOSITION



2. Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

### PROGRESSION

#### C.K.2

Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.

b. Introduce the topic.

#### C.1.2

Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.

b. Introduce the topic.

## Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

Employ, develop and refine schema to understand and create text.

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language arts to better understand self, others and the world.

5

Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

6

Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

Engage in specialized, discipline-specific literacy practices.


9

Apply high level cognitive processes to think deeply and critically about text.

10

Develop a literacy identity that promotes lifelong learning.

**HOME**

PROGRESSION				Interdisciplinary Literacy Practices	
		C.K.2	C.1.2		
		c. Supply information to develop the topic.	c. Supply information with detail to develop the topic.	1	Recognize that text is anything that communicates a message.
		d. Use grade-appropriate conjunctions to develop text structure within sentences.	d. Use grade-appropriate conjunctions to develop text structure within sentences.	2	Employ, develop and refine schema to understand and create text.
		e. Use grade-appropriate transitions to develop text structure across paragraphs.	e. Use grade-appropriate transitions to develop text structure across paragraphs.	3	View literacy experiences as transactional, interdisciplinary and transformational.
		f. Provide a concluding idea.	f. Provide a concluding section.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
		g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
				8	Engage in specialized, discipline-specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that promotes lifelong learning.
				<b>HOME</b>	

## Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

Employ, develop and refine schema to understand and create text.

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language arts to better understand self, others and the world.

5

Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

6

Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

Engage in specialized, discipline-specific literacy practices.

9

Apply high level cognitive processes to think deeply and critically about text.

10

Develop a literacy identity that promotes lifelong learning.

**HOME**

**Compose** **INFORMATIVE AND/OR EXPLANATORY TEXTS**, using writing and digital resources, *to establish a topic and provide information about the topic.*

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. With guidance and support from adults, **strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.**
- b. *Introduce the topic.*
- c. **Supply information with detail to develop the topic.**
- d. *Use grade-appropriate CONJUNCTIONS to develop text structure within sentences.*
- e. *Use grade-appropriate TRANSITIONS to develop text structure across paragraphs.*
- f. **Provide a concluding section.**
- g. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and editing.**



## GUIDING PRINCIPLE FOR COMPOSITION



3. Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

### PROGRESSION

#### C.K.3

Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- b. Recount a single event.

#### C.1.3

Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- b. Recount a single event or multiple events, memories or ideas.

## Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

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Employ, develop and refine schema to understand and create text.

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language arts to better understand self, others and the world.

5

Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

6

Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

Engage in specialized, discipline-specific literacy practices.


9

Apply high level cognitive processes to think deeply and critically about text.

10

Develop a literacy identity that promotes lifelong learning.

**HOME**

PROGRESSION				Interdisciplinary Literacy Practices	
		C.K.3	C.1.3		
		c. Include details which describe actions, thoughts, emotions.	c. Include details which describe actions, thoughts, emotions.	1	Recognize that text is anything that communicates a message.
			d. Use temporal words and phrases to signal event order.	2	Employ, develop and refine schema to understand and create text.
		d. Create a sense of closure.	e. Create a sense of closure.	3	View literacy experiences as transactional, interdisciplinary and transformational.
		e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
				8	Engage in specialized, discipline-specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that promotes lifelong learning.
				<b>HOME</b>	

## Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

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Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

6

Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

Engage in specialized, discipline-specific literacy practices.

9

Apply high level cognitive processes to think deeply and critically about text.

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Develop a literacy identity that promotes lifelong learning.

**HOME**

Compose **NARRATIVES**, using a combination of drawing, dictating, writing and digital resources, **to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.**

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. With guidance and support from adults, **produce writing in which the development and organization are appropriate to task and purpose.**
- b. *Recount a single event.*
- c. *Include details which describe actions, thoughts, emotions.*
- d. **Create a sense of closure.**
- e. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and editing.**

## GUIDING PRINCIPLE FOR COMPOSITION



4. Students will use digital resources to create and publish products as well as to interact and collaborate with others.

### PROGRESSION

		C.K.4	C.1.4
		With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers.	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.

### MULTIDIMENSIONALITY - C.K.4



*Green (italic) = Comprehension* **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

With guidance and support from adults, *explore a* **VARIETY OF DIGITAL RESOURCES to create and publish products, including in collaboration with peers.**

## Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

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3

View literacy experiences as transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language arts to better understand self, others and the world.

5

Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

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Collaborate with others to create new meaning.

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Utilize digital resources to learn and share with others.

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Engage in specialized, discipline-specific literacy practices.

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Apply high level cognitive processes to think deeply and critically about text.

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Develop a literacy identity that promotes lifelong learning.

## GUIDING PRINCIPLE FOR COMPOSITION



5. Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

### PROGRESSION

		C.K.5	C.1.5
		With guidance and support, participate in shared research and writing projects.	With guidance and support, participate in shared research and writing projects.

### MULTIDIMENSIONALITY - C.K.5



*Green (italic) = Comprehension* **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

With guidance and support, **participate in shared RESEARCH and writing projects.**

**HOME**

## GUIDING PRINCIPLE FOR COMPOSITION



6. Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

### PROGRESSION

		C.K.6	C.1.6
		With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.	With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.

### MULTIDIMENSIONALITY - C.K.6

	<p><i>Green (italic) = Comprehension</i>   <b>Purple (bold) = Analysis</b>   <b>MAROON (CAPS) = CONTENT</b></p> <p>With guidance and support, <i>collect information from real-world experiences or provided sources</i> <b>to answer or generate questions.</b></p>
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## GUIDING PRINCIPLE FOR COMPOSITION



7. Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

### PROGRESSION

		C.K.7	C.1.7
		(Begins in grade 3)	(Begins in grade 3)

### MULTIDIMENSIONALITY - C.K.7

	<p><i>Green (italic) = Comprehension</i>   <b>Purple (bold) = Analysis</b>   <b>MAROON (CAPS) = CONTENT</b></p> <p>(Begins in grade 3)</p>
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## Interdisciplinary Literacy Practices

1	Recognize that text is anything that communicates a message.
2	Employ, develop and refine schema to understand and create text.
3	View literacy experiences as transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.
<b>HOME</b>	

## Language – Kindergarten

## Interdisciplinary Literacy Practices

### Conventions of Standard English

**L.K.1**

When writing or speaking, demonstrate appropriate use of:

- common nouns and verbs.
- regular plural nouns by orally adding /s/ or /es/.
- interrogative sentences using who, what, where, when, why and how.
- sentences using common prepositions.
- complete sentences.

**L.K.2**

When writing:

- Capitalize the first word in a sentence and the pronoun I.
- Recognize and name end punctuation.
- Write a letter or letters for most consonant and short-vowel sounds.
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

### Knowledge of Language

**L.K.3**

(Begins in grade 2)

### Vocabulary Acquisition and Use

**L.K.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- Identify homophones.
- Identify common affixes and how they change the meaning of a word.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**L.K.5**

With guidance and support from adults, explore word relationships and nuances in word meanings.

- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- Demonstrate an understanding of verbs and adjectives and their antonyms.
- Demonstrate an understanding of verbs and adjectives and their synonyms.

**1**

Recognize that text is anything that communicates a message.

**2**

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**3**

View literacy experiences as transactional, interdisciplinary and transformational.

**4**

Utilize receptive and expressive language arts to better understand self, others and the world.

**5**

Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

**6**

Collaborate with others to create new meaning.

**7**

Utilize digital resources to learn and share with others.

**8**

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**9**

Apply high level cognitive processes to think deeply and critically about text.

**10**

Develop a literacy identity that promotes lifelong learning.

**HOME**

## GUIDING PRINCIPLE FOR LANGUAGE



1. Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

### PROGRESSION

	L.K.1	L.1.1
	<p>When writing or speaking, demonstrate appropriate use of:</p> <ol style="list-style-type: none"> <li>common nouns and verbs.</li> <li>regular plural nouns by orally adding /s/ or /es/.</li> <li>interrogative sentences using who, what, where, when, why and how.</li> <li>sentences using common prepositions.</li> <li>complete sentences.</li> </ol>	<p>When writing or speaking, demonstrate appropriate use of:</p> <ol style="list-style-type: none"> <li>common, proper and possessive nouns in a sentence.</li> <li>singular and plural nouns with matching verbs in basic sentences.</li> <li>personal, possessive and indefinite pronouns in a sentence.</li> <li>verbs to convey a sense of past, present and future in a sentence.</li> <li>frequently occurring adjectives in a sentence.</li> <li>frequently occurring conjunctions in a sentence.</li> <li>frequently occurring prepositions in a sentence.</li> <li>declarative, interrogative, imperative and exclamatory sentences in response to prompts.</li> </ol>

### MULTIDIMENSIONALITY - L.K.1

*Green (italic) = Comprehension*   **Purple (bold) = Analysis**   **MAROON (CAPS) = CONTENT**



**When writing or speaking,** *demonstrate appropriate use* of:

- COMMON NOUNS AND VERBS.**
- REGULAR PLURAL NOUNS BY ADDING /S/ OR /ES/.**
- INTERROGATIVE SENTENCES USING WHO, WHAT, WHERE, WHEN, WHY AND HOW.**
- SENTENCES USING COMMON PREPOSITIONS.**
- COMPLETE SENTENCES.**

## Interdisciplinary Literacy Practices

1	Recognize that text is anything that communicates a message.
2	Employ, develop and refine schema to understand and create text.
3	View literacy experiences as transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
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<b>HOME</b>	




# GUIDING PRINCIPLE FOR LANGUAGE



2. Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

## Interdisciplinary Literacy Practices

### PROGRESSION

	L.K.2	L.1.2
	<p>When writing:</p> <ul style="list-style-type: none"><li>a. Capitalize the first word in a sentence and the pronoun I.</li><li>b. Recognize and name end punctuation.</li><li>c. Write a letter or letters for most consonant and short-vowel sounds.</li><li>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li></ul>	<p>When writing:</p> <ul style="list-style-type: none"><li>a. Capitalize proper nouns, including but not limited to dates and names of people.</li><li>b. Demonstrate appropriate use of end punctuation.</li><li>c. With prompting and support, produce and write commas in dates and to separate single words in a series.</li><li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li><li>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li></ul>

1	Recognize that text is anything that communicates a message.
2	Employ, develop and refine schema to understand and create text.
3	View literacy experiences as transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
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### MULTIDIMENSIONALITY - L.K.2

Green (*italic*) = Comprehension    Purple (**bold**) = Analysis    MAROON (CAPS) = CONTENT



**When writing:**

- a. *Capitalize* **THE FIRST WORD IN A SENTENCE AND THE PRONOUN I.**
- b. *Recognize and name* **END PUNCTUATION.**
- c. *Write a* **LETTER OR LETTERS FOR MOST CONSONANT AND SHORT-VOWEL SOUNDS.**
- d. *Spell simple words phonetically, drawing on knowledge of* **SOUND-LETTER RELATIONSHIPS.**

**HOME**

## GUIDING PRINCIPLE FOR LANGUAGE



3. Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

### PROGRESSION

		L.K.3	L.1.3
		(Begins in grade 2)	(Begins in grade 2)

### MULTIDIMENSIONALITY - L.K.3

	<p><i>Green (italic) = Comprehension</i>   <b>Purple (bold) = Analysis</b>   <b>MAROON (CAPS) = CONTENT</b></p>
	(Begins in grade 2)

## Interdisciplinary Literacy Practices

1	Recognize that text is anything that communicates a message.
2	Employ, develop and refine schema to understand and create text.
3	View literacy experiences as transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.


**HOME**

## GUIDING PRINCIPLE FOR LANGUAGE



4. Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

### PROGRESSION

	L.K.4	L.1.4
	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"><li>a. Identify homophones.</li><li>b. Identify common affixes and how they change the meaning of a word.</li><li>c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</li></ul>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"><li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li><li>b. Identify common affixes and how they change the meaning of a word.</li><li>c. With guidance and support, identify frequently occurring root words and their inflectional forms.</li><li>d. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</li></ul>

### MULTIDIMENSIONALITY - L.K.4

*Green (italic) = Comprehension*   **Purple (bold) = Analysis**   **MAROON (CAPS) = CONTENT**

*Determine or clarify the meaning of unknown and multiple-meaning words and phrases* based on kindergarten reading and content.

- a. **Identify** **HOMOPHONES**.
- b. **Identify** **COMMON AFFIXES** and *how they change the meaning of a word*.
- c. **Use words and phrases acquired through conversations, reading and being read to, and responding to texts.**



## Interdisciplinary Literacy Practices

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**HOME**

## GUIDING PRINCIPLE FOR LANGUAGE



5. Students will demonstrate understanding of word relationships and nuances in word meanings.

### PROGRESSION

	L.K.5	L.1.5
	With guidance and support from adults, explore word relationships and nuances in word meanings.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
	<ul style="list-style-type: none"> <li>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>b. Demonstrate an understanding of verbs and adjectives and their antonyms.</li> <li>c. Demonstrate an understanding of verbs and adjectives and their synonyms.</li> </ul>	<ul style="list-style-type: none"> <li>a. Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent.</li> <li>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</li> <li>c. Demonstrate understanding of words by relating them to their synonyms and antonyms.</li> <li>d. Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic).</li> </ul>

### MULTIDIMENSIONALITY - L.K.5

*Green (italic) = Comprehension*   **Purple (bold) = Analysis**   **MAROON (CAPS) = CONTENT**

	With guidance and support from adults, <b>explore word relationships and nuances in word meanings.</b>
	<ul style="list-style-type: none"> <li>a. <b>Sort common objects into categories</b> (e.g., shapes, foods) <b>to gain a sense of the concepts the categories represent.</b></li> <li>b. <b>Demonstrate an understanding of VERBS AND ADJECTIVES and their ANTONYMS.</b></li> <li>c. <b>Demonstrate an understanding of VERBS AND ADJECTIVES and their SYNONYMS.</b></li> </ul>

## Interdisciplinary Literacy Practices

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<b>HOME</b>	