

Main Criteria: Common Core State Standards
Secondary Criteria: California Content Standards, Pennsylvania Core and Academic Standards
Subject: Language Arts
Grade: K

Correlation Options: Show All

Main Criteria Standards	California Content Standards	Pennsylvania Core and Academic Standards
Language Arts		
Grade K		
STANDARD: CCSS.ELA-Literacy.RL.K.1 - With prompting and support, ask and answer questions about key details in a text.	RL.K.1. - With prompting and support, ask and answer questions about key details in a text.	CC.1.2.K.B. - With prompting and support, answer questions about key details in a text. CC.1.3.K.B. - Answer questions about key details in a text.
STANDARD: CCSS.ELA-Literacy.RL.K.2 - With prompting and support, retell familiar stories, including key details.	RL.K.2. - With prompting and support, retell familiar stories, including key details.	CC.1.3.K.A. - With prompting and support, retell familiar stories including key details.
STANDARD: CCSS.ELA-Literacy.RL.K.3 - With prompting and support, identify characters, settings, and major events in a story.	RL.K.3. - With prompting and support, identify characters, settings, and major events in a story.	CC.1.3.K.C. - With prompting and support, identify characters, settings, and major events in a story.
STANDARD: CCSS.ELA-Literacy.RL.K.4 - Ask and answer questions about unknown words in a text.	L.K.6. - Use words and phrases acquired through conversations, reading and being read to, and responding to texts. RL.K.4. - Ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 for additional expectations.) CA	CC.1.2.K.J. - Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. CC.1.2.K.K. - Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content. CC.1.3.K.F. - Ask and answer questions about unknown words in a text. CC.1.3.K.I. - Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content. CC.1.3.K.J. - Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

STANDARD: CCSS.ELA-Literacy.RL.K.5 - Recognize common types of texts (e.g., storybooks, poems).	RL.K.5. - Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text). CA	CC.1.3.K.E. - Recognize common types of text.
STANDARD: CCSS.ELA-Literacy.RL.K.6 - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	RL.K.6. - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	CC.1.3.K.D. - Name the author and illustrator of a story and define the role of each in telling the story.
STANDARD: CCSS.ELA-Literacy.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).	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).	CC.1.3.K.G. - Make connections between the illustrations and the text in a story (read or read aloud).
STANDARD: CCSS.ELA-Literacy.RL.K.8 - (Not applicable to literature)	L.K.3. - (Begins in grade 2) RL.K.8. - (Not applicable to literature) W.K.10. - (Begins in grade 2) CA W.K.4. - (Begins in grade 2) CA W.K.9. - (Begins in grade 4)	- Intentionally Blank
STANDARD: CCSS.ELA-Literacy.RL.K.9 - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	RL.K.9. - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	CC.1.3.K.H. - Compare and contrast the adventures and experiences of characters in familiar stories.
STANDARD: CCSS.ELA-Literacy.RL.K.10 - Actively engage in group reading activities with purpose and understanding.		CC.1.2.K.B. - With prompting and support, answer questions about key details in a text. CC.1.3.K.B. - Answer questions about key details in a text. CC.1.3.K.K. - Actively engage in group reading activities with purpose and understanding. CC.1.5.K.B. - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STANDARD: CCSS.ELA-Literacy.RI.K.1 - With prompting and support, ask and answer questions about key details in a text.	RI.K.1. - With prompting and support, ask and answer questions about key details in a text.	CC.1.2.K.A. - With prompting and support, identify the main idea and retell key details of text.

	<p>RI.K.2. - With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.8. - With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p>CC.1.2.K.H. - With prompting and support, identify the reasons an author gives to support points in a text.</p>
<p>STANDARD: CCSS.ELA-Literacy.RI.K.2 - With prompting and support, identify the main topic and retell key details of a text.</p>	<p>RI.K.1. - With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2. - With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.8. - With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p>CC.1.2.K.A. - With prompting and support, identify the main idea and retell key details of text.</p> <p>CC.1.2.K.H. - With prompting and support, identify the reasons an author gives to support points in a text.</p>
<p>STANDARD: CCSS.ELA-Literacy.RI.K.3 - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>RI.K.3. - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>CC.1.2.K.C. - With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.</p>
<p>STANDARD: CCSS.ELA-Literacy.RI.K.4 - With prompting and support, ask and answer questions about unknown words in a text.</p>	<p>L.K.6. - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>RI.K.4. - With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 additional expectations.) CA</p>	<p>CC.1.2.K.F. - With prompting and support, ask and answer questions about unknown words in a text.</p> <p>CC.1.2.K.J. - Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p> <p>CC.1.3.K.J. - Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p>
<p>STANDARD: CCSS.ELA-Literacy.RI.K.5 - Identify the front cover, back cover, and title page of a book.</p>	<p>RI.K.5. - Identify the front cover, back cover, and title page of a book.</p>	<p>CC.1.2.K.E. - Identify parts of a book (title, author) and parts of a text (beginning, end, details).</p>
<p>STANDARD: CCSS.ELA-Literacy.RI.K.6 - Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>RI.K.6. - Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	

STANDARD: CCSS.ELA-Literacy.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).	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).	CC.1.2.K.G. - Answer questions to describe the relationship between illustrations and the text in which they appear.
STANDARD: CCSS.ELA-Literacy.RI.K.8 - With prompting and support, identify the reasons an author gives to support points in a text.	RI.K.1. - With prompting and support, ask and answer questions about key details in a text. RI.K.2. - With prompting and support, identify the main topic and retell key details of a text. RI.K.8. - With prompting and support, identify the reasons an author gives to support points in a text.	CC.1.2.K.A. - With prompting and support, identify the main idea and retell key details of text. CC.1.2.K.H. - With prompting and support, identify the reasons an author gives to support points in a text.
STANDARD: CCSS.ELA-Literacy.RI.K.9 - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RI.K.9. - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	CC.1.2.K.I. - With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.
STANDARD: CCSS.ELA-Literacy.RI.K.10 - Actively engage in group reading activities with purpose and understanding.		CC.1.2.K.L. - Actively engage in group reading activities with purpose and understanding. CC.1.5.K.B. - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
EXPECTATION: CCSS.ELA-Literacy.RF.K.1a - Follow words from left to right, top to bottom, and page by page.	RF.K.1.a. - Follow words from left to right, top to bottom, and page by page.	CC.1.1.K.A. - Utilize book handling skills. CC.1.1.K.B.1. - Follow words left to right, top to bottom, and page by page.
EXPECTATION: CCSS.ELA-Literacy.RF.K.1b - Recognize that spoken words are represented in written language by specific sequences of letters.	RF.K.1.b. - Recognize that spoken words are represented in written language by specific sequences of letters.	CC.1.1.K.B.2. - Recognize that spoken words are represented in written language by specific sequences of letters.
EXPECTATION: CCSS.ELA-Literacy.RF.K.1c - Understand that words are separated by spaces in print.	RF.K.1.c. - Understand that words are separated by spaces in print.	CC.1.1.K.B.3. - Understand that words are separated by spaces in print.

EXPECTATION: CCSS.ELA-Literacy.RF.K.1d - Recognize and name all upper- and lowercase letters of the alphabet.	RF.K.1.d. - Recognize and name all upper- and lowercase letters of the alphabet.	CC.1.1.K.B.4. - Recognize and name all uppercase and lowercase letters of the alphabet.
EXPECTATION: CCSS.ELA-Literacy.RF.K.2a - Recognize and produce rhyming words.	RF.K.2.a. - Recognize and produce rhyming words.	CC.1.1.K.C.1. - Recognize and produce rhyming words.
EXPECTATION: CCSS.ELA-Literacy.RF.K.2b - Count, pronounce, blend, and segment syllables in spoken words.	RF.K.2.b. - Count, pronounce, blend, and segment syllables in spoken words. RF.K.2.f. - Blend two to three phonemes into recognizable words. CA	CC.1.1.K.C.2. - Count, pronounce, blend, and segment syllables in spoken words. CC.1.1.K.C.4. - Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. CC.1.1.K.D.1. - Demonstrate basic knowledge of one-to-one letter-sound correspondence.
EXPECTATION: CCSS.ELA-Literacy.RF.K.2c - Blend and segment onsets and rimes of single-syllable spoken words.	RF.K.2.c. - Blend and segment onsets and rimes of single-syllable spoken words.	CC.1.1.K.C.3. - Blend and segment onsets and rimes of single-syllable spoken words.
EXPECTATION: CCSS.ELA-Literacy.RF.K.2d - 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/.)	RF.K.2.d. - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	
EXPECTATION: CCSS.ELA-Literacy.RF.K.2e - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	RF.K.2.e. - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	
EXPECTATION: CCSS.ELA-Literacy.RF.K.3a - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	L.K.2.c. - Write a letter or letters for most consonant and short-vowel sounds (phonemes). RF.K.2.b. - Count, pronounce, blend, and segment syllables in spoken words.	CC.1.1.K.C.2. - Count, pronounce, blend, and segment syllables in spoken words. CC.1.1.K.D.1. - Demonstrate basic knowledge of one-to-one letter-sound correspondence.
EXPECTATION: CCSS.ELA-Literacy.RF.K.3b - Associate the long and short sounds with common spellings (graphemes) for the five	L.K.2.c. - Write a letter or letters for most consonant and short-vowel sounds (phonemes).	CC.1.1.K.D.2. - Associate the long and short sounds with common spellings for the five major vowels.

major vowels.	RF.K.3.b. - Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels (Aa, Ee, Ii, Oo, and Uu) and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.) CA	
EXPECTATION: CCSS.ELA-Literacy.RF.K.3c - Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	RF.K.3.c. - Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	CC.1.1.K.D.3. - Read grade-level high-frequency sight words with automaticity.
EXPECTATION: CCSS.ELA-Literacy.RF.K.3d - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	RF.K.3.a. - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant. RF.K.3.d. - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	CC.1.1.K.D.4. - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STANDARD: CCSS.ELA-Literacy.RF.K.4 - Read emergent-reader texts with purpose and understanding.	RF.K.4. - Read emergent-reader texts with purpose and understanding.	CC.1.1.K.E. - Read emergent-reader text with purpose and understanding.
STANDARD: CCSS.ELA-Literacy.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	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	CC.1.4.K.G. - Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics. CC.1.4.K.I. - Support the opinion with reasons.
STANDARD: CCSS.ELA-Literacy.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.	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.	CC.1.4.K.A. - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts. CC.1.4.K.B. - Use a combination of drawing, dictating, and writing to focus on one specific topic. CC.1.4.K.C. - With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

<p>STANDARD: CCSS.ELA-Literacy.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.</p>	<p>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.</p>	<p>CC.1.4.K.M. - Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.</p> <p>CC.1.4.K.N. - Establish who and what the narrative will be about.</p> <p>CC.1.4.K.O. - Describe experiences and events.</p> <p>CC.1.4.K.P. - Recount 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.</p>
<p>STANDARD: CCSS.ELA-Literacy.W.K.4 - (Begins in grade 3)</p>	<p>L.K.3. - (Begins in grade 2) RL.K.8. - (Not applicable to literature) W.K.10. - (Begins in grade 2) CA W.K.4. - (Begins in grade 2) CA W.K.9. - (Begins in grade 4)</p>	<p>- Intentionally Blank</p>
<p>STANDARD: CCSS.ELA-Literacy.W.K.5 - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>W.K.5. - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>CC.1.4.K.T. - With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>
<p>STANDARD: CCSS.ELA-Literacy.W.K.6 - With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>W.K.6. - With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>CC.1.4.K.U. - With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.</p>
<p>STANDARD: CCSS.ELA-Literacy.W.K.7 - Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p>W.K.7. - Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	
<p>STANDARD: CCSS.ELA-Literacy.W.K.8 - With guidance and support from adults, recall information from experiences or gather</p>	<p>W.K.8. - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a</p>	<p>CC.1.4.K.V. - Participate in individual or shared research projects on a topic of interest.</p>

information from provided sources to answer a question.	question.	CC.1.4.K.W. - With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
STANDARD: CCSS.ELA-Literacy.W.K.9 - (Begins in grade 4)	L.K.3. - (Begins in grade 2) RL.K.8. - (Not applicable to literature) W.K.10. - (Begins in grade 2) CA W.K.4. - (Begins in grade 2) CA W.K.9. - (Begins in grade 4)	- Intentionally Blank
STANDARD: CCSS.ELA-Literacy.W.K.10 - (Begins in grade 3)	L.K.3. - (Begins in grade 2) RL.K.8. - (Not applicable to literature) W.K.10. - (Begins in grade 2) CA W.K.4. - (Begins in grade 2) CA W.K.9. - (Begins in grade 4)	- Intentionally Blank
EXPECTATION: CCSS.ELA-Literacy.SL.K.1a - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	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). SL.K.1.b. - Continue a conversation through multiple exchanges.	CC.1.5.K.A. - Participate in collaborative conversations with peers and adults in small and larger groups.
EXPECTATION: CCSS.ELA-Literacy.SL.K.1b - Continue a conversation through multiple exchanges.	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). SL.K.1.b. - Continue a conversation through multiple exchanges.	CC.1.5.K.A. - Participate in collaborative conversations with peers and adults in small and larger groups.
STANDARD: CCSS.ELA-Literacy.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.		CC.1.2.K.B. - With prompting and support, answer questions about key details in a text. CC.1.2.K.L. - Actively engage in group reading activities with purpose and understanding. CC.1.3.K.B. - Answer questions about key details in a text. CC.1.3.K.K. - Actively engage in group reading activities with purpose and understanding.

		CC.1.5.K.B. - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STANDARD: CCSS.ELA-Literacy.SL.K.3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	L.K.1.d. - Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). SL.K.3. - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	CC.1.5.K.C. - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STANDARD: CCSS.ELA-Literacy.SL.K.4 - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	SL.K.4. - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. SL.K.5. - Add drawings or other visual displays to descriptions as desired to provide additional detail.	
STANDARD: CCSS.ELA-Literacy.SL.K.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.	SL.K.4. - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. SL.K.5. - Add drawings or other visual displays to descriptions as desired to provide additional detail.	
STANDARD: CCSS.ELA-Literacy.SL.K.6 - Speak audibly and express thoughts, feelings, and ideas clearly.	SL.K.6. - Speak audibly and express thoughts, feelings, and ideas clearly.	CC.1.5.K.E. - Speak audibly and express thoughts, feelings, and ideas clearly.
EXPECTATION: CCSS.ELA-Literacy.L.K.1a - Print many upper- and lowercase letters.	L.K.1.a. - Print many upper- and lowercase letters.	
EXPECTATION: CCSS.ELA-Literacy.L.K.1b - Use frequently occurring nouns and verbs.	L.K.1.b. - Use frequently occurring nouns and verbs.	
EXPECTATION: CCSS.ELA-Literacy.L.K.1c - Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	L.K.1.c. - Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	

<p>EXPECTATION: CCSS.ELA-Literacy.L.K.1d - Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p>	<p>L.K.1.d. - Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). SL.K.3. - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>CC.1.5.K.C. - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
<p>EXPECTATION: CCSS.ELA-Literacy.L.K.1e - Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p>	<p>L.K.1.e. - Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p>	
<p>EXPECTATION: CCSS.ELA-Literacy.L.K.1f - Produce and expand complete sentences in shared language activities.</p>	<p>L.K.1.f. - Produce and expand complete sentences in shared language activities.</p>	
<p>EXPECTATION: CCSS.ELA-Literacy.L.K.2a - Capitalize the first word in a sentence and the pronoun I.</p>	<p>L.K.2.a. - Capitalize the first word in a sentence and the pronoun I.</p>	<p>CC.1.4.K.F.1. - Capitalize the first word in a sentence and the pronoun I. CC.1.4.K.F.3. - Spell simple words phonetically. CC.1.4.K.L.1. - Capitalize the first word in a sentence and the pronoun I. CC.1.4.K.L.3. - Spell simple words phonetically. CC.1.4.K.R.1. - Capitalize first word in sentence and pronoun I. CC.1.4.K.R.3. - Spell simple words phonetically.</p>
<p>EXPECTATION: CCSS.ELA-Literacy.L.K.2b - Recognize and name end punctuation.</p>	<p>L.K.2.b. - Recognize and name end punctuation.</p>	<p>CC.1.4.K.F.2. - Recognize and use end punctuation. CC.1.4.K.L.2. - Recognize and use end punctuation. CC.1.4.K.R.2. - Recognize and use end punctuation.</p>
<p>EXPECTATION: CCSS.ELA-Literacy.L.K.2c - Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>	<p>L.K.2.c. - Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>	<p>CC.1.1.K.D.2. - Associate the long and short sounds with common spellings for the five major vowels.</p>

	RF.K.3.b. - Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels (Aa, Ee, Ii, Oo, and Uu) and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.) CA	
EXPECTATION: CCSS.ELA-Literacy.L.K.2d - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	L.K.2.d. - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	CC.1.4.K.F.3. - Spell simple words phonetically. CC.1.4.K.L.3. - Spell simple words phonetically. CC.1.4.K.R.3. - Spell simple words phonetically.
STANDARD: CCSS.ELA-Literacy.L.K.3 - (Begins in grade 2)	L.K.3. - (Begins in grade 2) RL.K.8. - (Not applicable to literature) W.K.10. - (Begins in grade 2) CA W.K.4. - (Begins in grade 2) CA W.K.9. - (Begins in grade 4)	- Intentionally Blank
EXPECTATION: CCSS.ELA-Literacy.L.K.4a - Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	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).	CC.1.2.K.K. - Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content. CC.1.3.K.I. - Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.
EXPECTATION: CCSS.ELA-Literacy.L.K.4b - 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.	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.	

<p>EXPECTATION: CCSS.ELA-Literacy.L.K.5a - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p>L.K.5.a. - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	
<p>EXPECTATION: CCSS.ELA-Literacy.L.K.5b - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p>L.K.5.b. - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	
<p>EXPECTATION: CCSS.ELA-Literacy.L.K.5c - Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>	<p>L.K.5.c. - Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>	
<p>EXPECTATION: CCSS.ELA-Literacy.L.K.5d - Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p>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.</p>	
<p>STANDARD: CCSS.ELA-Literacy.L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>L.K.6. - Use words and phrases acquired through conversations, reading and being read to, and responding to texts. RI.K.4. - With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 additional expectations.) CA RL.K.4. - Ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 for additional expectations.) CA</p>	<p>CC.1.2.K.F. - With prompting and support, ask and answer questions about unknown words in a text. CC.1.2.K.J. - Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. CC.1.2.K.K. - Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content. CC.1.3.K.F. - Ask and answer questions about unknown words in a text. CC.1.3.K.I. - Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.</p>

	CC.1.3.K.J. - Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
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