



LANGUAGE ARTS SCOPE & SEQUENCE PRE-K – GRADE 1

The Scope and Sequence document represents an articulation of what students should know and be able to do. The document supports teachers in knowing how to help students achieve the goals of the standards and to understand each standard conceptually. It should be used as a tool to assist in planning and implementing a high quality instructional program.

- The “Units” provide a snapshot of instruction across a year.
- The unpacking section contains rich information and examples of what the standards and benchmarks mean.
- The progressions provide valuable information for pre-assessment as well as information on what follows.

LANGUAGE ARTS STANDARDS

Standard 1: Learners understand that the application of reading skills and strategies empower us to comprehend a variety of texts

Standard 2: Learners understand that the application of writing skills and strategies empower us to create a variety of texts

Standard 3: Learners are able to apply listening and speaking skills and strategies to communicate effectively (transdisciplinary)

Standard 4: Learners understand that conventions enable us to communicate effectively

PRE-KINDERGARTEN (INTEGRATED) UNITS

**NB: Pre-K units are transdisciplinary, and while they may have a subject focus, integrate all subject disciplines*

**Pretoria Multiage program (Pre-K-K combined) cycles through the Pre-K and Kindergarten units listed during the two-year period.*

Me and my AISJ Community	Caring for Living Things	Celebrations	Let's Be Creative	Exploring Objects and Materials	Geometry
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KINDERGARTEN LITERACY UNITS

Reading						
Launching the Readers Workshop	Readers Read, Think and Talk About books	Strategies	Reading for information	Readers get to know Characters		
Writing						
Launching the Writers Workshop	Where Writers Get Ideas	Illustration Study	Writing for Readers	How To Books	Personal Narratives	Poetry

GRADE 1 LITERACY UNITS

Reading						
Building a Community of Readers	Becoming an Empowered Reader	Meeting Characters	Informational- Text Features	Poetry	Informational Research	
Writing						
Illustration Study	Personal Narrative	Strategies for Writing Conventionally	Authors As Mentors	All About Books	Poetry	Literary Non- Fiction

Standard 1: Learners understand that the application of reading skills and strategies empower us to comprehend a variety of texts			
Benchmarks	Performance Indicators		
	Pre-K	K	1
Reading Literacy (RL)	Key Ideas and Details		
1.1 Read closely to determine what the text says explicitly and to make logical inferences from it: cite specific textual evidence when writing or speaking to support conclusions drawn from text.	PK.RL.1 With prompting support, ask and answer about detail(s) in a text.	K.RL.1 With prompting and support ask and answer questions about key details in text	1.RL.1 Ask and answer questions about key details in text
1.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	PK.RL.2 With prompting and support, retell familiar stories.	K.RL.2 With prompting and support, retell familiar stories, including key details	1.RL.2 Retell stories, including key details and demonstrate understanding of their key central message or lesson
1.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	PK.RL.3 With prompting and support, ask and answer questions about characters and major events in a story.	K.RL.3 With prompting and support, identify characters, settings, and major events in a story, using key details.	1.RL.3 Describe characters, settings, and major events in a story, using key details.
	Craft & Structure		
1.4 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.	PK.RL.4 Exhibit curiosity and interest in learning new vocabulary (e.g, ask questions about unfamiliar vocabulary).	K.RL.4 Ask and answer questions about unknown words in a text.	1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

<p>1.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.</p>	<p>PK.RL.5 Students interact with a variety of common types of texts (e.g, story books, poems, songs).</p>	<p>K.RL.5 Recognize common types of texts (e.g. storybooks, poems)</p>	<p>1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types</p>
<p>1.6 Assess how point of view or purpose shapes the content and style of a text.</p>	<p>PK.RL.6 With prompting and support, can describe the role of an author and illustrator.</p>	<p>K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>1.RL.6 Identify who is telling the story at various points in a text.</p>
Integration of Knowledge and Ideas			
<p>1.7 Integrate and evaluate content presented in diverse formats and media, including print and digital resources.</p>	<p>PK.RL.7 With prompting and support, students will engage in a picture walk to make connections between self, illustration, and the story.</p>	<p>K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what movement in a story an illustration depicts).</p>	<p>1.RL.7 Use Illustrations and details in a story to describe its characters, setting, or events.</p>
<p>1.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence</p>	<p>PK.RL.8 N/A</p>	<p>K.RL.8 N/A</p>	<p>1.RL.8 N/A</p>
<p>1.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>PK.RL.9 With prompting and support, students will compare and contrast two stories relating to the same topic. a. With prompting and support, students will make cultural connections to text and self.</p>	<p>K.RL.9 With prompting and support compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>1.RL.9 Compare and contrast the adventures and experiences of characters in stories.</p>

Range of Reading and Level of Text Complexity			
1.10 Read and comprehend complex literary and informational texts independently and proficiently.	PK.RL.10 Actively engage in group reading activities with purpose and understanding.	K.RL.10 Actively engage in group reading activities with purpose and understanding	1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade.
Responding to Literature			
	PK.RL.11 With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).		
Reading Information (RI)	Key Ideas and Concepts		
1.11 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	PK.RI.1 With prompting and support, ask and answer questions about details in a text.	K.RI.1 With prompting and support, ask and answer questions about key details in a text.	1.RI.1 Ask and answer questions about key details in text.
1.12 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	PK.RI.2 With prompting and support, retell detail(s) in a text	K.RI.2 With prompting and support, retell familiar stories, including key details.	1.RI.2 Identify the main topic and retell key details of a text
1.13 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	PK.RI.3 With prompting and support, describe the connection between two events or pieces of information in a text	K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	1.RI.3 Describe the connection between two individuals, events, ideas or pieces of information in a text.

Craft and Structure			
1.14 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	PK.RI.4 Exhibit curiosity and interest in learning new vocabulary (e.g, ask questions about unfamiliar vocabulary).	K.RI.4 With prompting and support, ask and answer questions about unknown words in a text	1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
1.15 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text (e.g. a section, chapter, scene or stanza) relate to each other and the whole.	PK.RI.5 Identify the front cover, back cover; displays correct orientation of book, page turning skills.	K.RI.5 Identify the front cover, back cover, and title page of a book	1.RI.5 Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons to locate key facts or information in a text
1.16 Assess how point of view or purpose shapes the content and style of a text.	PK.RI.6 With prompting and support, can describe the role of an author and illustrator.	K.RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text	1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text
Integration of Knowledge and Ideas			
1.17 Integrate and evaluate content presented in diverse formats and media, including print and digital resources.	PK.RI.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).	K.RI.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 or illustration depicts)	1.RI.7 Use the illustrations and details in a text to describe its key ideas
1.18 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	PK.RI.8 N/A	K.RI.8 With prompting and support, identify the reasons an author gives to support points in a text	1.RI.8 Identify the reasons an author gives to support points in a text
1.19 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	PK.RI.9 With prompting and support, identify basic similarities and differences between two text on the same topic (e.g. illustrations, descriptions or procedures).	K.RI.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)	1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures)

Range of Reading and Level of Text Complexity			
1.20 Read and comprehend complex literary and informational texts independently and proficiently	PK.RI.10 With prompting and support, actively engage in group reading activities with purpose and understanding.	K.RI.10 Actively engage in group reading activities with purpose and understanding	1.RI.10 With prompting and support, read informational texts appropriately complex for grade 1
Reading Foundation (RF)		Print Concepts	
1.21 Demonstrate understanding of the organization and basic features of print	PK.RF.1 Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequence of letters c. Understand that words are separated by spaces in print. d. Recognize and name some upper / lowercase letters of the alphabet, especially those in own name. e. Recognize that letters are grouped to form words f. Differentiate letters from numerals.	K.RF.1 a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	1.RF.1 Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Phonological Awareness			
1.22 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	PK.RF.2 Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes) a. Engage in language play (e.g, alliterative language, rhyming, sound patterns. b. Recognize and match words that rhyme. c. Demonstrate awareness of relationship between sounds and letters. d. With support and prompting, isolate and pronounce the initial sounds in words.	K.RF.2 a. Recognize and produce rhyming words b. Count, pronounce, blend, and segment syllables in spoken words c. Blend and segment onsets and times of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant, or CVC) words. * (This does not include CVCs ending with //, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	1.RF.2 a. Distinguish long from short vowel sounds in spoken single-syllable words b. Orally produce single-syllable words by blending sounds (phonemes) c. Isolate and pronounce initial, medial vowel and final sounds (phonemes) in single-syllable words d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)

Phonics and Word Recognition			
<p>1.23 Know and apply grade-level phonics and word analysis skills in decoding words</p>	<p>PK.RF.3 Demonstrate emergent phonics and word analysis skills.</p> <p>a. With prompting and support, demonstrate one-to-one letter sound correspondence by producing the primary sound of some consonants.</p> <p>b. Recognizes own name and common signs and labels in the environment</p>	<p>K.RF.3</p> <p>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.</p> <p>b. Associate the long and short sounds with common spellings (graphemes for the five major vowels).</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>1.RF.3</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final –e and common vowel team conventions representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>
Fluency			
<p>1.24 Read with sufficient accuracy and fluency to support comprehension</p>	<p>PK.RF.4 Displays emergent reading behaviors with purpose and understanding (e.g., pretend reading).</p>	<p>K.RF.4 Read emergent-reader texts with purpose and understanding.</p>	<p>1.RF.4</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

Standard 2: Learners understand that the application of writing skills and strategies empower us to create a variety of texts			
Benchmarks	Grade Level Expectations		
	Pre-K	K	1
	Text Type and Purpose		
2.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	PK.W.1 With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like because...)	K.W.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., <i>My favorite book is ...</i>).	1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, and provide some sense of closure.
2.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	PK.W.2 With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	K.W.2 Use a combination of drawing, dictating, and writing to compose informative or explanatory texts in which they name what they are writing about and supply some information about a topic.	1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
2.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	PK.W.3 With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.	K.W.3 Use a combination of drawing, dictating, and 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.	1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
2.4: Produce clear and coherent writing in which the development, organization, style are appropriate to task, purpose, and audience.	PK.W.4 N/A	K.W.4 Begins in Grade 3	1.W.4 Begins in Grade 3

Production and Distribution of Writing			
2.5: Develop and strengthen as needed by planning, revising, editing, rewriting, or trying a new approach.	PK.W.5. With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, needed.	K.W.5 With guidance and support from adults, respond to questions from peers and add details to strengthen writing as needed.	1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.
2.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	PK.W.6 With guidance and support, explore a variety of digital tools to produce and publish writing; collaborate with peers.	K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge			
2.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	PK.W.7 With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	1.W.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
2.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	PK.W.8 With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
2.9: Draw evidence from literary or information texts to support analysis, reflection, and research.	PK.W.9 N/A	K.W.9 Begins in Grade 4	1.W.9 Begins in Grade 4
Range of Writing			
2.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of	PK.W.10 N/A	K.W.10 Begins in Grade 3	1.W.10 Begins in Grade 3

tasks, purposes, and audiences.			
	Responding to Literature		
	PK.W.11 11. Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with prompting and support as needed.		

Standard 3: Learners are able to apply listening and speaking skills and strategies to communicate effectively (transdisciplinary)			
	Grade Level Expectations		
	Pre-K	K	1
	Comprehension and Collaboration		
3.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and passively.	PK.LS.1 1. With guidance and support, participate in collaborative with diverse partners <i>about pre-kindergarten topics and texts</i> with peers and adults in small and large groups. a. Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Engage in extended conversations c. Communicate with individuals from different cultural backgrounds	K.LS.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about topics and texts under discussion). Continue a conversation through multiple exchanges. 	1.LS.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about topics and texts under discussion) Build on others' talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion.
3.2: Integrate and evaluate information presented in diverse media and formats, including	PK.LS.2 With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions	K.LS.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key	1.LS.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

visually, quantitatively, and orally.	about key details and requesting clarification if something is not understood.	details and requesting clarification if something is not understood.	
3.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	PK.LS.3 With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.	K.LS.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	1.LS.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Presentation and Knowledge of Ideas			
3.4: Present information, findings, and support evidence such as listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	PK.LS.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	K.LS.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	1.LS.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
3.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	PK.LS.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	K.LS.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	1.LS.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.
3.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	PK.LS.6 Demonstrate an emergent ability to express thoughts, feelings and ideas	K.LS.6 Speak audibly and express thoughts, feelings and ideas clearly.	1.LS.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language Foundations standards 1 and for specific expectations.)

Standard 4: Learners understand that conventions enable us to communicate effectively			
	Grade Level Expectations		
	Pre-K	K	1
	Conventions of Standard English		
<p>4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>PK.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Print some upper- and lowercase letters (e.g. letters in their name). Use frequently occurring nouns and verbs (orally). With guidance and support, form regular plural nouns by adding /s/ or /es/ (e.g., <i>dog, dogs, wish, wishes</i>) (orally). Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). In speech, use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). With guidance and support, produce and expand complete sentences in shared language activities. 	<p>K.L.1</p> <ol style="list-style-type: none"> Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). Produce and expand complete sentences in shared language activities. 	<p>1.L.1</p> <ol style="list-style-type: none"> Print all upper- and lowercase letters. Use common, proper, and possessive nouns. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops: We hop</i>). Use personal, possessive, and indefinite, pronouns (e.g., <i>I, me, my, they, them, their; anymore, everything</i>). Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). Use frequently occurring adjectives. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). Use determiners (e.g., articles, demonstratives). Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). Produce and expand complete simple and compound declarative, and exclamatory sentences in response to prompts.
<p>4.2.: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>PK.L.2 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Capitalize the first letter in their name. Attempt to write a letter or letters to represent a word. 	<p>K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun <i>I</i>. Recognize and name punctuation. 	<p>1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> Capitalize dates and names of people. Use end punctuation for sentences.

	<p>c. With guidance and support, attempt to spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<ul style="list-style-type: none"> • Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	<ul style="list-style-type: none"> • Use commas in dates and to separate single words in a series. • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
Knowledge of Language			
<p>4.3: 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.</p>	<p>PK.L.3 Begins in Grade 2</p>	<p>K.L.3 Begins in Grade 2</p>	<p>1.L.3 Begins in Grade 2</p>
Vocabulary Acquisition and Use			
<p>4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>PK.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>pre-kindergarten reading and content</i>.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p>	<p>K.L.4 Determine or clarify the meaning of unknown and multi-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <ul style="list-style-type: none"> • Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). • 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>1.L.4 Determine or clarify the meaning of unknown and multi-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> • Use sentences-level context as a clue to the meaning of a word or phrase. • Use frequently occurring affixes as a clue to the meaning of a word. • Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., looks, looked, looking).

<p>4.5: Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>PK.L.5 With guidance and support, explore word relationships and nuances in word meanings</p> <ul style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out). c. Identify real-life connections between words and their uses (e.g., note places at school that are <i>colorful</i>). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. 	<p>K.L.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> • Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. • Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). • Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). • Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. 	<p>1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> • Sort words into categories (e.g., colors, clothing) to gain sense of the concepts the categories represent. • Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). • Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). • Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.
<p>4.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>PK.L.6 With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>1.L.6 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 (e.g., <i>because</i>).</p>