

Kindergarten Writing, Speaking, Listening					
Writing	Writing	Writing	Language	Language	Speaking/Listening
Texts, Types and Purposes	Production and Distribution	Research to Build and Present Knowledge	Conventions of Standard English	Vocabulary Acquisition and Use	Comprehension and Collaboration
<p>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>).</p> <p>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</p>	<p>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>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>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Print many upper- and lowercase letters.</p> <p>Use frequently occurring nouns and verbs.</p> <p>Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>Understand and use question words (interrogatives) (e.g.,</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p> <p>Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.</p> <p>With guidance and support from adults,</p>	<p>Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>Continue a conversation through multiple exchanges.</p> <p>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.</p> <p>Ask and answer questions in order to seek help, get information, or clarify</p>

<p>information about the topic.</p> <p>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><i>who, what, where, when, why, how</i>).</p> <p>Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>Produce and expand complete sentences in shared language activities.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Capitalize the first word in a sentence and the pronoun <i>I</i></p> <p>Recognize and name end punctuation.</p> <p>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>Spell simple words</p>	<p>explore word relationships and nuances in word meanings.</p> <p>Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>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> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>something that is not understood.</p> <p>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly.</p>
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