**Informational Text**
1. With prompting and support answer questions about text.
2. With prompting and support, identify the main topic of a text.
3. Identify the front cover, back cover, and title page of a book.
4. Actively engage in group reading activities with purpose and understanding.
   a. Use illustrations and context to make predictions about text.

**Writing**

**Text Types and Purposes**
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they state an opinion or preference.
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.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events.
Speaking and Listening

Comprehension and Collaboration
1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
   a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
2. Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details and requesting clarification if something is not understood.
   a. Understand and follow one step oral directions.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
4. Describe familiar people, places, things, and events.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language

Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when speaking.
   a. Print many uppercase and lowercase letters.
   b. Use frequently occurring nouns and verbs.
   c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
   d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
   e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
   f. Produce and expand complete sentences in shared language activities.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Capitalize the first word in a sentence and the pronoun I.
   b. Recognize name and punctuation.
   c. Write a letter or letters for most consonants.
   d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language
3. Begins in grade 2

Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
   a. Identify new meanings for familiar words.
   b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s).

5. With guidance and support from adults, explore word relationships and nuances in word meanings.
   a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
   b. Demonstrate understanding of frequently occurring adjectives by relating them to their opposites (antonyms).
   c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

Phonics and Word Recognition
3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
   a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds for each consonant.
   b. Associate short sounds with common spellings (graphemes) for the five major vowels.
   c. Read common high-frequency words by sight. (District determines.)

Literature
1. With prompting and support answer questions about details in a text.
2. With prompting and support, retell familiar stories including key details.
3. With prompting and support, identify characters, settings, and major events.
4. Recognize common types of texts (e.g., storybooks, poems).
5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
6. With prompting and support, describe illustrations and the story in which they appear (e.g., what moment in a story and illustration depicts).
7. With prompting and support, compare and contrast the characters in familiar stories.
8. Actively engage in group reading activities with purpose and understanding.
   a. Activate prior knowledge related to the information and events in texts.
   b. Use illustrations and context to make predictions about text.