

Core Knowledge Preschool Objectives	Common Core State Standards <i>English Language Arts & Literacy in History/Social Studies, and Science, and Technical Subjects</i>	Core Knowledge Kindergarten Language Arts
READING STANDARDS FOR LITERATURE		
Prerequisites to CCSS Kindergarten and CKLA K		Key Ideas and Details
<p>Oral Language</p> <p>I-OL9.23 Ask or answer questions beginning with who, what, where, when, why.</p> <p>I-OL9.24 Ask or answer increasingly detailed, elaborated questions (other than those beginning with who, what, where, when, why).</p> <p>Storybook Reading and Storytelling</p> <p>I-SR1.4a Answer who, what and where questions about a read-aloud.</p> <p>II-SR1.4b Answer who, what, where, when and why questions about a read-aloud.</p>	<p>RL.K.1.With prompting and support, ask and answer questions about key details in a text.</p>	<p>Listening and Learning</p> <ul style="list-style-type: none"> • Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14) <p>Skills</p> <ul style="list-style-type: none"> • Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15) • Retell key details
<p>Storybook Reading and Storytelling</p> <p>I-SR3.1a Retell a story that has been read aloud including characters, a beginning and an ending.</p> <p>II-SR3.1b “Retell” a story that has been read aloud, including character(s), setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending.</p> <p>I-SR3.2a Sequence illustrations of 3 story events.</p> <p>II-SR3.2b Sequence illustrations of 3-5 story events.</p> <p>I-SR3.3a “Read”/tell a story using a wordless picture book.</p> <p>II-SR3.3b “Read”/tell a story based on the illustrations of a book with text that has not been read aloud previously.</p>	<p>RL.K.2. With prompting and support, retell familiar stories, including key details.</p>	<p>Listening and Learning</p> <ul style="list-style-type: none"> • Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14) • Use narrative language to describe people, places, things, locations, events, actions, a scene, or facts in a read-aloud (L.K.16) • With assistance, create and interpret timelines and lifelines related to read-alouds (L.K.20) <p>Skills</p> <ul style="list-style-type: none"> • Retell or dramatize a read-aloud, including characters, and beginning, middle, and end events of the story in proper sequence (L.K.25) • Retell key details.

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<p><i>Storybook Reading and Storytelling</i></p> <p>I-SR3.1a Retell a story that has been read aloud including characters, a beginning and an ending.</p> <p>II-SR3.1b “Retell” a story that has been read aloud, including character(s), setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending.</p> <p>I-SR3.3a “Read”/tell a story using a wordless picture book.</p> <p>II-SR3.3b “Read”/tell a story based on the illustrations of a book with text that has not been read aloud previously.</p>	<p>RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</p>	<p>• Sequence four to six pictures illustrating events in a story (L.K.26)</p> <p><i>Listening and Learning</i></p> <ul style="list-style-type: none"> • Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14) • With assistance, create and interpret timelines and lifelines related to read-alouds (L.K.20) • Retell or dramatize a read-aloud, including characters, and beginning, middle, and end events of the story in proper sequence (L.K.25) <p><i>Skills</i></p> <ul style="list-style-type: none"> • Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.
Craft and Structure		
<p><i>Oral Language</i></p> <p>Goal: Understand and Use Increasingly Varied and Complex Vocabulary and Syntax</p> <p>I-OL9.1a through II-OL9.34</p>	<p>RL.K.4. Ask and answer questions about unknown words in a text.</p>	<p><i>Listening and Learning</i></p> <ul style="list-style-type: none"> • Learn new words from read-alouds and discussions (L.K.24) <p><i>Skills</i></p> <ul style="list-style-type: none"> • Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.
<p><i>Storybook Reading and Storytelling</i></p> <p>I-SR1.1a Attend and listen to illustrated picture books with simple story lines.</p>	<p>RL.K.5. Recognize common types of text (e.g., storybooks, poems).</p>	<p><i>Listening and Learning</i></p> <ul style="list-style-type: none"> • Distinguish fantasy from realistic text (L.K.22)

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II-SR1.1b Attend and listen to picture books with story lines (30 minutes), as well as books of other genres, such as nonfiction (15 minutes). I-SR4.1 Identify previously read books by the title & cover.		
<i>Storybook Reading and Storytelling</i> I-SR1.2 Hold a book correctly, turning the pages in accordance with the story being read aloud, from beginning to end. II-SR4.6 Point to the title of a book, the top, middle, or bottom of a page, the beginning of the book, where to start reading a book, the order that words are read on a page, the end of the book, a word, a letter.	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.	<i>Listening and Learning</i> <ul style="list-style-type: none"> • Demonstrate understanding of literary language; e.g., author, illustrator, characters, setting, plot, and personification by using this language in retelling stories or creating their own stories (L.K.27) • Identify who is telling a story or providing information in a text. <i>Skills</i> <ul style="list-style-type: none"> • Demonstrate understanding of literary language; e.g., author, illustrator, characters, setting, plot, and personification by using this language in retelling stories or creating their own stories (L.K.27) • Identify who is telling a story or providing information in a text.
Integration of Knowledge and Ideas		
<i>Oral Language</i> I-OL4.1 Given a picture, individual object, or person within view: Indicate the object, person, or picture that has been designated. I-OL4.2 Given a picture, individual object, or person within view: Describe the attributes of an object,	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).	<i>Listening and Learning</i> <ul style="list-style-type: none"> • Describe illustrations (L.K. 13) <i>Skills</i> <ul style="list-style-type: none"> • Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.

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<p>person, or picture so that someone else may identify it.</p> <p>I-SR1.3 Find the illustration, or object within the illustration of a book, that is being described.</p> <p>I-SR2.1 Describe an illustration.</p>		
<p>N/A</p>	<p>RL.K.8. (Not applicable to literature)</p>	<p>• N/A</p>
<p><i>Storybook Reading and Storytelling</i></p> <p>I-SR1.1a Attend and listen to illustrated picture books with simple story lines.</p> <p>II-SR1.1b Attend and listen to picture books with story lines (30 minutes), as well as books of other genres, such as nonfiction (15 minutes).</p>	<p>RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p><i>Listening and Learning</i></p> <ul style="list-style-type: none"> • Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds (L.K.18) <p><i>Skills</i></p> <ul style="list-style-type: none"> • Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.
Range of Reading and Level of Text Complexity		
<p><i>Storybook Reading and Storytelling</i></p> <p>I-SR1.1a Attend and listen to illustrated picture books with simple story lines.</p> <p>II-SR1.1b Attend and listen to picture books with story lines (30 minutes), as well as books of other genres, such as nonfiction (15 minutes).</p> <p>I-SR1.4a Answer who, what and where questions about a read-aloud.</p> <p>II-SR1.4b Answer who, what, where, when and why questions about a read-aloud.</p> <p>I-SR2.2 Provide or join in repeating the refrain in books with repetitive phrases.</p> <p>I-SR3.1a Retell a story that has been read aloud including characters, a beginning and an ending.</p>	<p>RL.K.10. Actively engage in group reading activities with purpose and understanding.</p>	<p><i>Listening and Learning</i></p> <ul style="list-style-type: none"> • Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud (L.K.10) • Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11) • Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions (L.K.12) • Make personal connections to events or

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<p>II-SR4.2 Attend and listen to books with minimal or no illustrations (15 minutes). <i>Oral Language</i></p> <p>I-OL7.1 Answer “what will happen if…” questions.</p> <p>II-OL7.2 Identify outcomes & possible causes. <i>Nursery Rhymes, Poems, Fingerplays, and Songs</i></p> <p>I-NR1.1a Memorize and recite with others a simple nursery rhyme, poem, or song.</p> <p>II-NR1.1b Memorize & recite independently a simple nursery rhyme, poem or song.</p> <p>I-NR2.1 With hands and/or feet, clap or tap the beat of a familiar rhyme, poem or finger play.</p> <p>I-NR2.2a *Perform previously taught hand & body gestures associated with a familiar rhyme, poem or fingerplay.</p> <p>II-NR2.2b Interpret & act out through pantomime a nursery rhyme, poem or fingerplay, using one’s own original gestures and movements.</p> <p>II-NR3.1 Using familiar rhymes, poems, or songs, finish a recitation that has begun with the correct rhyming word.</p> <p>II-NR3.2 Using familiar rhymes, poems or songs, indicate several possible rhyming words, other than those included in the actual rhyme, to finish the recitation.</p> <p>II-SR4.3 Predict events in a story, i.e., what will happen next.</p> <p>II-SR4.4 Provide a story ending consistent with other given story events.</p> <p>II-SR4.5 Make up and tell a story.</p>		<p>experiences in a read-aloud and/or make connections among several read-alouds (L.K.19)</p> <ul style="list-style-type: none"> Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading (L.K.23) <p><i>Skills</i></p> <ul style="list-style-type: none"> Read decodable stories that incorporate the specific code knowledge that has been taught.

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READING STANDARDS FOR INFORMATIONAL TEXT		
Key Ideas and Details		
<p><i>Oral Language</i></p> <p>I-OL9.23 Ask or answer questions beginning with who, what, where, when, why.</p> <p>I-OL9.24 Ask or answer increasingly detailed, elaborated questions (other than those beginning with who, what, where, when, why).</p> <p><i>Storybook Reading and Storytelling</i></p> <p>I-SR1.4a Answer who, what and where questions about a read-aloud.</p> <p>II-SR1.4b Answer who, what, where, when and why questions about a read-aloud.</p>	<p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p>	<p><i>Listening and Learning</i></p> <ul style="list-style-type: none"> • Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14) • Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17) • Retell key details <p><i>Skills</i></p> <ul style="list-style-type: none"> • Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, etc.) about a text that has been read independently. • Ask questions to clarify information in a read-aloud.
<p><i>Oral Language</i></p> <p>I-OL4.3a Sequence & describe 3 images of events or phases of a single event that have been experienced, occurring at temporally distinct times of the day.</p> <p>II-OL4.3b Sequence & describe 3 – 5 images of events or phases of a single event that have been experienced.</p>	<p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p>	<p><i>Listening and Learning</i></p> <ul style="list-style-type: none"> • Sequence four to six pictures illustrating events from a nonfiction read-aloud (L.K.31) • Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14) • Retell key details

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II-OL9.33 Give a detailed, sequential explanation of how to do something so that the activity can be carried out by another person. <i>Storybook Reading and Storytelling</i> I-SR3.2a Sequence illustrations of 3 story events. II-SR3.2b Sequence illustrations of 3-5 story events.		<i>Skills</i> <ul style="list-style-type: none"> Sequence four to six pictures illustrating events from a nonfiction read-aloud (L.K.31) Retell important facts and information from a read-aloud (L.K.30)
<i>Storybook Reading and Storytelling</i> II-SR4.7 Use cover and illustration cues to locate those books that pertain to a particular topic or might answer a topical question.	RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<i>Listening and Learning</i> <ul style="list-style-type: none"> Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14) With assistance, create and interpret timelines and lifelines related to read-alouds (L.K.20) With assistance, categorize and organize facts and information within a given domain (L.K.32) With assistance, create and interpret timelines and lifelines related to read-alouds (L.K.20) <i>Skills</i> <ul style="list-style-type: none"> Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds
Craft and Structure		
<i>Oral Language</i> Goal: Understand and Use Increasingly Varied and Complex Vocabulary and Syntax I-OL9.1a through II-OL9.34	RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	<i>Listening and Learning</i> <ul style="list-style-type: none"> Learn new words from read-alouds and discussions (L.K.24)

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		<p><i>Skills</i></p> <ul style="list-style-type: none"> • Understand and use words and phrases heard in read-alouds. • Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.
<p><i>Storybook Reading and Storytelling</i></p> <p>I-SR1.2 Hold a book correctly, turning the pages in accordance with the story being read aloud, from beginning to end.</p> <p>II-SR4.6 Point to the title of a book, the top, middle, or bottom of a page, the beginning of the book, where to start reading a book, the order that words are read on a page, the end of the book, a word, a letter.</p>	<p>RI.K.5. Identify the front cover, back cover, and title page of a book.</p>	<p><i>Listening and Learning</i></p> <ul style="list-style-type: none"> • Understand print and identify parts of a book/read-aloud, i.e., left-to-right, top-to-bottom sweeping, title/title page, author, illustrator, cover (L.K.9) <p><i>Skills</i></p> <ul style="list-style-type: none"> • Identify the parts of books and function of each part (front cover, back cover, title page, table of contents).
<p><i>Storybook Reading and Storytelling</i></p> <p>I-SR1.2 Hold a book correctly, turning the pages in accordance with the story being read aloud, from beginning to end.</p> <p>II-SR4.6 Point to the title of a book, the top, middle, or bottom of a page, the beginning of the book, where to start reading a book, the order that words are read on a page, the end of the book, a word, a letter.</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>	<p><i>Listening and Learning</i></p> <ul style="list-style-type: none"> • Understand print and identify parts of a book/read-aloud, i.e., left-to-right, top-to-bottom sweeping, title/title page, author, illustrator, cover (L.K.9) <p><i>Skills</i></p> <ul style="list-style-type: none"> • Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.
Integration of Knowledge and Ideas		

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<p><i>Storybook Reading and Storytelling</i></p> <p>I-SR1.3 Find the illustration, or object within the illustration of a book, that is being described.</p> <p>I-SR2.1 Describe an illustration.</p>	<p>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).</p>	<p><i>Listening and Learning</i></p> <ul style="list-style-type: none"> Describe illustrations (L.K. 13) Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events (L.K.33) <p><i>Skills</i></p> <ul style="list-style-type: none"> Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.
<p><i>Oral Language</i></p> <p>I-OL9.23 Ask or answer questions beginning with who, what, where, when, why.</p> <p>I-OL9.24 Ask or answer increasingly detailed, elaborated questions (other than those beginning with who, what, where, when, why).</p> <p><i>Storybook Reading and Storytelling</i></p> <p>I-SR1.4a Answer who, what and where questions about a read-aloud.</p> <p>II-SR1.4b Answer who, what, where, when and why questions about a read-aloud.</p>	<p>RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p><i>Listening and Learning</i></p> <ul style="list-style-type: none"> Retell important facts and information from a read-aloud (L.K.30) <p><i>Skills</i></p> <ul style="list-style-type: none"> Retell key details
<p><i>Storybook Reading and Storytelling</i></p> <p>II-SR4.7 Use cover and illustration cues to locate those books that pertain to a particular topic or might answer a topical question.</p>	<p>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).</p>	<p><i>Listening and Learning</i></p> <ul style="list-style-type: none"> Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds (L.K.18) <p><i>Skills</i></p> <ul style="list-style-type: none"> Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.
Range of Reading and Level of Text Complexity		

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<p><i>Storybook Reading and Storytelling</i></p> <p>I-SR1.1a Attend and listen to illustrated picture books with simple story lines.</p> <p>II-SR1.1b Attend and listen to picture books with story lines (30 minutes), as well as books of other genres, such as nonfiction (15 minutes).</p> <p>I-SR1.4a Answer who, what and where questions about a read-aloud.</p> <p>II-SR1.4b Answer who, what, where, when and why questions about a read-aloud.</p> <p>I-SR2.2 Provide or join in repeating the refrain in books with repetitive phrases.</p> <p>I-SR3.1a Retell a story that has been read aloud including characters, a beginning and an ending.</p> <p>II-SR4.2 Attend and listen to books with minimal or no illustrations (15 minutes).</p> <p>II-SR4.3 Predict events in a story, i.e., what will happen next.</p> <p>II-SR4.4 Provide a story ending consistent with other given story events.</p> <p>II-SR4.5 Make up and tell a story.</p> <p><i>Oral Language</i></p> <p>I-OL7.1 Answer “what will happen if…” questions.</p> <p>II-OL7.2 Identify outcomes & possible causes.</p> <p><i>Nursery Rhymes, Poems, Fingerplays, and Songs</i></p> <p>I-NR1.1a Memorize and recite with others a simple nursery rhyme, poem, or song.</p> <p>II-NR1.1b Memorize & recite independently a simple nursery rhyme, poem or song.</p> <p>I-NR2.1 With hands and/or feet, clap or tap the beat of a</p>	<p>RI.K.10. Actively engage in group reading activities with purpose and understanding.</p>	<p><i>Listening and Learning</i></p> <ul style="list-style-type: none"> • Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud (L.K.10) • Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11) • Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions (L.K.12) • Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds (L.K.19) • Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading (L.K.23) <p><i>Skills</i></p> <ul style="list-style-type: none"> • Read decodable stories that incorporate the specific code knowledge that has been taught.

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<p>familiar rhyme, poem or finger play.</p> <p>I-NR2.2a Perform previously taught hand & body gestures associated with a familiar rhyme, poem or fingerplay.</p> <p>II-NR2.2b Interpret & act out through pantomime a nursery rhyme, poem or fingerplay, using one's own original gestures and movements.</p> <p>II-NR3.1 Using familiar rhymes, poems, or songs, finish a recitation that has begun with the correct rhyming word.</p> <p>II-NR3.2 Using familiar rhymes, poems or songs, indicate several possible rhyming words, other than those included in the actual rhyme, to finish the recitation.</p>		
READING STANDARDS: FOUNDATIONAL SKILLS		
Print Concepts		
<p><i>Emergent Literacy Skills in Reading and Writing</i></p> <p>I-EL1.1 *Identify different examples of print in the environment.</p> <p>I-EL2.1a Dictate a caption for a drawing or photograph.</p> <p>II-EL2.1b Dictate a simple letter, invitation, or thank you note.</p> <p>II-EL5.5 Associate spoken and written language by matching written word labels with spoken words.</p> <p>II-EL5.6 Point to words as distinct units on a page of print.</p> <p><i>Storybook Reading and Storytelling</i></p> <p>II-SR4.6 Point to the title of a book, the top, middle, or bottom of a page, the beginning of the book, where to start reading a book, the order that</p>	<p>RF.K.1. Demonstrate understanding of the organization and basic features of print.</p>	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Understand print and identify parts of a book/read-aloud, i.e., left-to-right, top-to-bottom sweeping, title/title page, author, illustrator, cover (L.K.9) • Demonstrate understanding that what is said can be written and that the writing system is a way of writing down sounds. • Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back). • Identify the parts of books and function of each part (front cover, back cover, title

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<p>words are read on a page, the end of the book, a word, a letter.</p> <p>II-SR4.8 Point to words that begin with the same letter as own first name.</p>		<p>page, table of contents).</p> <ul style="list-style-type: none"> • Demonstrate correct book orientation by holding book correctly and turning pages. • Recognize that sentences in print are made up of separate words. • Understand that words are separated by spaces. • Distinguish letters, words, sentences, and stories. • Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to text read aloud. • Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in the spoken word.
<p><i>Emergent Literacy Skills in Reading and Writing</i></p> <p>II-EL5.6 Point to words as distinct units on a page of print.</p>	<p>RF.K.1.a. Follow words from left to right, top to bottom, and page by page.</p>	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Understand print and identify parts of a book/read-aloud, i.e., left-to-right, top-to-bottom sweeping, title/title page, author, illustrator, cover (L.K.9) • Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back).
<p><i>Emergent Literacy Skills in Reading and Writing</i></p> <p>I-EL1.1 Identify different examples of print in the environment.</p> <p>II-EL5.5 Associate spoken and written language by matching written word labels with spoken words.</p>	<p>RF.K.1.b. Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in the spoken word.

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<i>Emergent Literacy Skills in Reading and Writing</i> II-EL5.6 Point to words as distinct units on a page of print.	RF.K.1.c. Understand that words are separated by spaces in print.	<i>Skills</i> <ul style="list-style-type: none"> Understand that words are separated by spaces.
<i>Emergent Literacy Skills in Reading and Writing</i> I-EL5.1 Recognize the initial letter of one's first name. I-EL5.2 Recognize the written form of one's first name. II-EL6.7 Identify at least 10 letters of the alphabet by name, especially those in child's first name.	RF.K.1.d. Recognize and name all upper- and lowercase letters of the alphabet.	<i>Skills</i> <ul style="list-style-type: none"> Recognize and name the 26 letters of the alphabet in both their upper-case and lower-case forms.
Phonological Awareness		
<i>Emergent Literacy Skills in Reading and Writing</i> II-EL5.6 Point to words as distinct units on a page of print. II-EL6.1 Segment a spoken sentence into separate, distinct words. II-EL6.3 Blend two spoken syllables, saying the whole word. <i>Music</i> I-MU1.1 Identify the direction from which a sound originates. I-MU1.2 Listen to and identify environmental sounds. I-MU1.3a Listen to pairs of sounds that are either identical or grossly different & indicate whether they are the same or different. II-MU1.3b Listen to pairs of sounds that are either identical or slightly different & indicate whether they are the same or different. I-MU1.4 Indicate the number of sounds heard (up to 4	RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<i>Skills</i> <ul style="list-style-type: none"> Orally segment sentences into discrete words. Demonstrate understanding that words are made up of sequences of sounds. Demonstrate understanding that vowel sounds are produced with the mouth open and airflow unobstructed, whereas consonant sounds involve closing parts of the mouth and blocking the air flow. Given a pair of spoken words, select the one that is longer (i.e., contains more phonemes). In riddle games, supply words that begin with a target phoneme. Identify whether pairs of phonemes are the same or different, including pairs that differ

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<p>sounds).</p> <p>II-MU1.5 Identify family members or friends by their voice alone.</p> <p>I-MU2.1 Vocally or with musical instruments produce sounds that are loud or soft, long or short, according to verbal direction.</p>		<p>only in voicing, e.g., /b/ and /p/.</p> <ul style="list-style-type: none"> Identify the number of syllables in a spoken word. Orally blend two to three sounds to form a word, e.g., given the sounds /k/.../a/... /t/, blend to make cat. Segment a spoken word into phonemes, e.g., given bat, produce the segments/b//a//t/. Indicate whether a target phoneme is or is not present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of mat and /g/ at the end of bag. Listen to one-syllable words and tell the beginning or ending sounds, e.g., given dog, identify initial /d/ or final /g/.
<p><i>Nursery Rhymes, Poems, Fingerplays, and Songs</i></p> <p>II-NR1.1b Memorize & recite independently a simple nursery rhyme, poem or song.</p> <p>I-NR1.1a Memorize and recite with others a simple nursery rhyme, poem, or song.</p> <p>I-NR2.1 With hands and/or feet, clap or tap the beat of a familiar rhyme, poem or finger play.</p> <p>II-NR3.1 Using familiar rhymes, poems, or songs, finish a recitation that has begun with the correct rhyming word.</p> <p>II-NR3.2 Using familiar rhymes, poems or songs, indicate several possible rhyming words, other than those included in the actual rhyme, to finish the</p>	<p>RF.K.2.a. Recognize and produce rhyming words.</p>	<p><i>Skills</i></p> <ul style="list-style-type: none"> Given a spoken word, produce another word that rhymes, e.g., given hit, supply bit or mitt.

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recitation. <i>Emerging Literacy Skills in Reading and Writing</i> II-EL6.8 Given a word, provide a rhyming word.		
<i>Emergent Literacy Skills in Reading and Writing</i> II-EL6.3 Blend two spoken syllables, saying the whole word. <i>Music</i> I-MU2.3a Imitate clapping pattern sequences of no more than 3 claps/pattern. II-MU2.3b Imitate clapping pattern sequences of at least 4 claps/pattern that vary in tempo, number & length of pause between claps, etc. II-MU2.4b Use musical instruments or other objects to imitate a sequence of 3 or more sounds made by more than 1 instrument.	RF.K.2.b. Count, pronounce, blend, and segment syllables in spoken words.	<i>Skills</i> <ul style="list-style-type: none"> Identify the number of syllables in a spoken word.
<i>Emergent Literacy Skills in Reading and Writing</i> II-EL6.2 Blend spoken parts of a compound word, saying a whole word. II-EL6.3 Blend two spoken syllables, saying the whole word.	RF.K.2.c. Blend and segment onsets and rimes of single-syllable spoken words.	<i>Skills</i> <ul style="list-style-type: none"> Orally blend two to three sounds to form a word, e.g., given the sounds /k/.../a/... /t/, blend to make cat. Segment a spoken word into phonemes, e.g., given bat, produce the segments/b//a//t/.
<i>Emergent Literacy Skills in Reading and Writing</i> II-EL6.4 Given a sound and a choice of two words, choose the word that begins with the given sound. II-EL6.5 Give the beginning sound of a spoken word. II-EL6.6 Indicate the number of phonemes (1 – 3) heard in a real or nonsense word.	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/.)	<i>Skills</i> <ul style="list-style-type: none"> Indicate whether a target phoneme is or is not present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of mat and /g/ at the end of bag. Listen to one-syllable words and tell the beginning or ending sounds, e.g., given

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II-EL6.9 Give the sounds of at least 3 letters of the alphabet, especially those in the child's own name. <i>Music</i> I-MU2.2 Vocally imitate isolated sounds produced by others, approximating intensity, duration & pitch.		dog, identify initial /d/ or final /g/.
<i>Emergent Literacy Skills in Reading and Writing</i> II-EL6.4 Given a sound and a choice of two words, choose the word that begins with the given sound. II-EL6.5 Give the beginning sound of a spoken word. II-EL6.6 Indicate the number of phonemes (1 – 3) heard in a real or nonsense word.	RF.K.2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<i>Skills</i> <ul style="list-style-type: none"> • Read and write chains of one-syllable words in which one sound is added, substituted, or omitted, e.g., read at > cat > bat > bad > bid. • Recognize the same phoneme in different spoken words, e.g., /b/ in ball, bug, and big.
Phonics and Word Recognition		
<i>Emergent Literacy Skills in Reading and Writing</i> II-EL6.1 Segment a spoken sentence into separate, distinct words. II-EL6.2 Blend spoken parts of a compound word, saying a whole word. II-EL6.3 Blend two spoken syllables, saying the whole word. II-EL6.4 Given a sound and a choice of two words, choose the word that begins with the given sound. II-EL6.5 Give the beginning sound of a spoken word. II-EL6.6 Indicate the number of phonemes (1 – 3) heard in a real or nonsense word. II-EL6.9 Give the sounds of at least 3 letters of the	RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.	<i>Skills</i> <ul style="list-style-type: none"> • Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes). • Blend individual phonemes to pronounce printed words. • Understand that sometimes two or more printed letters stand for a single sound. • Read and write any CVC word, e.g., <i>sit</i> or <i>cat</i>. • Read and write one-syllable words containing common initial consonant clusters such as tr-, fl-, dr- and sp- and consonant digraphs such as ch-, sh-, th-,

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<p>alphabet, especially those in the child's own name.</p>		<p>etc.</p> <ul style="list-style-type: none"> • Read tricky spellings that can be sounded two ways, e.g., the letter 's' sounded /s/ as in <i>cats</i> and /z/ as in <i>dogs</i>. 	
<p><i>Storybook Reading and Storytelling</i> II-SR4.8 Point to words that begin with the same letter as own first name.</p> <p><i>Emergent Literacy Skills in Reading and Writing</i> II-EL6.4 Given a sound and a choice of two words, choose the word that begins with the given sound.</p> <p>II-EL6.5 Give the beginning sound of a spoken word.</p> <p>II-EL6.6 Indicate the number of phonemes (1 – 3) heard in a real or nonsense word.</p> <p>II-EL6.9 Give the sounds of at least 3 letters of the alphabet, especially those in the child's own name.</p>	<p>RF.K.3.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><i>Skills</i></p> <ul style="list-style-type: none"> • Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes). <p>CONSONANT SOUNDS AND SPELLINGS TAUGHT IN KINDERGARTEN</p>	
		<p>/b/ spelled 'b' as in boy, 'bb' as in tubby /d/ spelled 'd' as in dog, 'dd' as in madder /f/ spelled 'f' as in fun, 'ff' as in stuff /g/ spelled 'g' as in get, 'gg' as in egg /h/ spelled 'h' as in him /j/ spelled 'j' as in jump /k/ spelled 'c' as in cat, 'k' as in kitten, 'ck' as in sick, 'cc' as in moccasin /l/ spelled 'l' as in lip, 'll' as in sell /m/ spelled 'm' as in mad, 'mm' as in hammer /n/ spelled 'n' as in net, 'nn' as</p>	<p>/t/ spelled 't' as in top, 'tt' as in butter /v/ spelled 'v' as in vet /w/ spelled 'w' as in wet /x/ spelled 'x' as in tax /y/ spelled 'y' as in yes /z/ spelled 'z' as in zip, 'zz' as in buzz, 's' as in dogs /ch/ spelled 'ch' as in chop /sh/ spelled 'sh' as in ship /th/ spelled 'th' as in</p>

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		in funny /p/ spelled 'p' as in pet, 'pp' as in happy /r/ spelled 'r' as in red, 'rr' as in earring /s/ spelled 's' as in sit, 'ss' as in dress	thin /th/ spelled 'th' as in then /qu/ spelled 'qu' as in quick /ng/ spelled 'ng' as in sing, 'n' as in pink		
<p><i>Storybook Reading and Storytelling</i></p> <p>II-SR4.8 Point to words that begin with the same letter as own first name.</p> <p><i>Emergent Literacy Skills in Reading and Writing</i></p> <p>II-EL6.4 Given a sound and a choice of two words, choose the word that begins with the given sound.</p> <p>II-EL6.5 Give the beginning sound of a spoken word.</p> <p>II-EL6.6 Indicate the number of phonemes (1 – 3) heard in a real or nonsense word.</p> <p>II-EL6.9 Give the sounds of at least 3 letters of the alphabet, especially those in the child's own name.</p>	<p>RF.K.3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>	<p><i>Skills</i></p> <ul style="list-style-type: none"> Read and write words containing separated vowel graphemes, such as, <i>late, bite, note, cute.</i> <p>VOWEL SOUNDS AND SPELLINGS TAUGHT IN KINDERGARTEN</p> <table border="0" data-bbox="1421 779 1990 1073"> <tr> <td data-bbox="1421 779 1774 950"> <i>/a/ spelled 'a' as in cat</i> <i>/e/ spelled 'e' as in get</i> <i>/i/ spelled 'i' as in hit</i> <i>/o/ spelled 'o' as in hot</i> <i>/u/ spelled 'u' as in but</i> <i>/ae/ spelled 'a_e' as in cake</i> <i>/ee/ spelled 'ee' as in bee</i> </td> <td data-bbox="1778 779 1990 1073"> <i>/ie/ spelled 'i_e' as in bike</i> <i>/oe/ spelled 'o_e' as in note</i> <i>/ue/ spelled 'u_e' as in cute</i> <i>/er/ spelled 'er' as in her</i> <i>/ar/ spelled 'ar' as in car</i> <i>/or/ spelled 'or' as in for</i> </td> </tr> </table>		<i>/a/ spelled 'a' as in cat</i> <i>/e/ spelled 'e' as in get</i> <i>/i/ spelled 'i' as in hit</i> <i>/o/ spelled 'o' as in hot</i> <i>/u/ spelled 'u' as in but</i> <i>/ae/ spelled 'a_e' as in cake</i> <i>/ee/ spelled 'ee' as in bee</i>	<i>/ie/ spelled 'i_e' as in bike</i> <i>/oe/ spelled 'o_e' as in note</i> <i>/ue/ spelled 'u_e' as in cute</i> <i>/er/ spelled 'er' as in her</i> <i>/ar/ spelled 'ar' as in car</i> <i>/or/ spelled 'or' as in for</i>
<i>/a/ spelled 'a' as in cat</i> <i>/e/ spelled 'e' as in get</i> <i>/i/ spelled 'i' as in hit</i> <i>/o/ spelled 'o' as in hot</i> <i>/u/ spelled 'u' as in but</i> <i>/ae/ spelled 'a_e' as in cake</i> <i>/ee/ spelled 'ee' as in bee</i>	<i>/ie/ spelled 'i_e' as in bike</i> <i>/oe/ spelled 'o_e' as in note</i> <i>/ue/ spelled 'u_e' as in cute</i> <i>/er/ spelled 'er' as in her</i> <i>/ar/ spelled 'ar' as in car</i> <i>/or/ spelled 'or' as in for</i>				
<p><i>Emergent Literacy Skills in Reading and Writing</i></p> <p>II-EL5.5 Read the first names of other classmates or family members.</p>	<p>RF.K.3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>	<p><i>Skills</i></p> <ul style="list-style-type: none"> Read at least 15 words generally identified as very high frequency words. Read decodable stories that incorporate the specific code knowledge that has been taught. 			
<p><i>Emergent Literacy Skills in Reading and Writing</i></p> <p>II-EL6.4 Given a sound and a choice of two words, choose the word that begins with the given sound.</p>	<p>RF.K.3.d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p><i>Skills</i></p> <ul style="list-style-type: none"> Read and write chains of one-syllable words in which one sound is added, substituted, or omitted, e.g., read at > cat > 			

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II-EL6.5 Give the beginning sound of a spoken word.		bat > bad > bid.
Fluency		
<p><i>Storybook Reading and Storytelling</i></p> I-SR1.1a Attend and listen to illustrate picture books with simple story lines. II-SR1.1b Attend and listen to picture books with story lines (30 minutes), as well as books of other genres, such as nonfiction (15 minutes). I-SR1.4a *Answer who, what and where questions about a read-aloud. II-SR1.4b Answer who, what, where, when and why questions about a read-aloud.	RF.K.4. Read emergent-reader texts with purpose and understanding.	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Read decodable stories that incorporate the specific code knowledge that has been taught. • Demonstrate understanding of simple decodable text after reading independently. • Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary. • Read aloud, alone, or with a partner at least 15 minutes each day.
WRITING STANDARDS		
Text Types and Purposes		
<p><i>Oral Language</i></p> II-OL9.32 After listening to an oral description of a scene, recreate the scene in pictures. <p><i>Nursery Rhymes, Poems, Fingerplays and Songs</i></p> II-NR2.2b Interpret & act out through pantomime a nursery rhyme, poem or fingerplay, using one's own original gestures and movements. <p><i>Emergent Literacy Skills in Reading and Writing</i></p>	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 (e.g. My favorite book is...).	<p><i>Listening and Learning</i></p> <ul style="list-style-type: none"> • Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17) • Draw pictures and/or dictate ideas to represent details or information from a

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<p>I-EL2.1a Dictate a caption for a drawing or photograph.</p> <p>II-EL3.2 Dictate a description to accompany one's drawing of people, objects, events or activities, derived from one's experience or imagination.</p>		<p>read-aloud (L.K.21)</p> <ul style="list-style-type: none"> • With assistance, categorize and organize facts and information within a given domain (L.K.32) <p><i>Skills</i></p> <ul style="list-style-type: none"> • Draw pictures to represent a text that has been heard or read independently. • Draw pictures to represent a preference or opinion. • Write narratives, informative and explanatory texts, and offer an opinion through shared writing exercises. • With assistance, add details to writing.
<p><i>Oral Language</i></p> <p>II-OL9.32 After listening to an oral description of a scene, recreate the scene in pictures.</p> <p><i>Emergent Literacy Skills in Reading and Writing</i></p> <p>I-EL2.1a Dictate a caption for a drawing or photograph.</p> <p>II-EL3.2 Dictate a description to accompany one's drawing of people, objects, events or activities, derived from one's experience or imagination.</p> <p>II-EL4.3 Represent "in written form," following an actual experience: directions for a recipe or craft or scientific observation of events or experiments.</p>	<p>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.</p>	<p><i>Listening and Learning</i></p> <ul style="list-style-type: none"> • With assistance, categorize and organize facts and information within a given domain (L.K.32) • Give simple directions (L.K.6) <p><i>Skills</i></p> <ul style="list-style-type: none"> • Draw pictures to represent a text that has been heard or read independently. • Write narratives, informative and explanatory texts, and offer an opinion through shared writing exercises. • With assistance, add details to writing. • Provide simple explanations • Create a title or caption to accompany a picture and/or shared writing.
<p><i>Oral Language</i></p>	<p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single</p>	<p><i>Listening and Learning</i></p> <ul style="list-style-type: none"> • Use narrative language to describe people,

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<p>I-OL4.4a Describe an event or task that one is in the process of completing.</p> <p>I-OL4.5a Describe an event or task that one has just experienced in the immediate past.</p> <p>II-OL4.4b Describe an event or task that has already taken place outside the immediate place I- and time.</p> <p>II-OL4.5b Describe an event or task that will take place.</p> <p><i>Nursery Rhymes, Poems, Fingerplays, and Songs</i></p> <p>II-NR2.2b Interpret & act out through pantomime a nursery rhyme, poem or fingerplay, using one's own original gestures and movements.</p> <p><i>Emergent Literacy Skills in Reading and Writing</i></p> <p>I-EL2.3a Use a simplified schedule of daily activities, depicted in pictures and words to describe the order of events for the day, i.e. which are the first and last activities.</p> <p>II-EL2.3b Use a simplified, illustrated schedule of activities to indicate which activity preceded and which will follow an activity.</p> <p><i>Music</i></p> <p>II-MU1.6 Listen to environmental sounds presented sequentially as a "sound story" & describe the events in context in which they are occurring.</p>	<p>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>places, things, locations, events, actions, a scene, or facts in a read-aloud (L.K.16)</p> <ul style="list-style-type: none"> • Change some story events and provide a different story ending (L.K.28) • Create and tell or draw an original story with characters, a beginning, middle, and an end (L.K.29) <p><i>Skills</i></p> <ul style="list-style-type: none"> • Draw pictures to represent a text that has been heard or read independently. • Write narratives, informative and explanatory texts, and offer an opinion through shared writing exercises. • With assistance, add details to writing.
Production and Distribution of Writing		
N/A	W.K.4. (Begins in grade 3)	<ul style="list-style-type: none"> • N/A
<p><i>Emergent Literacy Skills in Reading and Writing</i></p> <p>I-EL2.1a Dictate a caption for a drawing or photograph.</p>	W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to	<p><i>Listening and Learning</i></p> <ul style="list-style-type: none"> • Carry on and participate in a conversation over four to five turns, staying on topic,

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<p>II-EL3.2 Dictate a description to accompany one's drawing of people, objects, events or activities, derived from one's experience or imagination.</p> <p><i>Oral Language</i></p> <p>I-OL9.23 Ask or answer questions beginning with who, what, where, when, why.</p> <p>I-OL9.24 Ask or answer increasingly detailed, elaborated questions (other than those beginning with who, what, where, when, why).</p>	<p>strengthen writing as needed.</p>	<p>initiating comments or responding to a partner's comments, with either an adult or another child of the same age (L.K.3)</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> • With assistance, add details to writing.
	<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>	
Research to Build and Present Knowledge		
<p><i>Emergent Literacy Skills in Reading and Writing</i></p> <p>I-EL2.1a Dictate a caption for a drawing or photograph.</p> <p>II-EL3.2 Dictate a description to accompany one's drawing of people, objects, events or activities, derived from one's experience or imagination.</p> <p>II-EL3.1 Represent "in written form" people, objects, events or activities, derived from one's personal experience or imagination.</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><i>Listening and Learning</i></p> <ul style="list-style-type: none"> • Produce and expand complete sentences orally and in shared writing exercises. • Write narratives, informative and explanatory texts, and offer an opinion through shared writing exercises.
<p><i>Storybook Reading and Storytelling</i></p> <p>II-SR4.7 Use cover and illustration cues to locate those books that pertain to a particular topic or might answer a topical question.</p>	<p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><i>Listening and Learning</i></p> <ul style="list-style-type: none"> • With assistance, categorize and organize facts and information within a given domain (L.K.32) • Retell important facts and information from a read-aloud (L.K.30)

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		• Retell key details
	<p>* Both strands of the <i>Core Knowledge Language Arts</i> program, the Listening and Learning strand as well as the Skills strand, address the idea of shared writing. As you move from Kindergarten to Grade 2, there is an increasing emphasis on developing writing skills. However, consistent with the actual development of overall language competency in which oral language precedes written language, many of the early language arts objectives in the program only require an oral language response from students. For example, students in kindergarten are asked to produce and expand complete sentences <i>orally</i> when answering comprehension questions. In Grade 1 and 2, students respond either in orally or in writing. This shift reflects the thinking that oral language competency serves as the underpinning for students' written-language competency in the future. The Skills strand is structured to explicitly teach writing. The Listening and Learning Strand contains extension and pausing point activities within each domain that incorporate opportunities for writing around the content domains. Both strands offer a tiered approach by suggesting several different activities that require varying levels of writing competency on the students' part as a means of differentiating instruction, including modeling of the writing process through group writing.</p>	
N/A	W.K.9. (Begins in grade 4)	• N/A
Range of Writing		
N/A	W.K.10. (Begins in grade 3)	• N/A
SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		
<p><i>Oral Language</i></p> <p>I-OL2.1a Carry on a dialogue or conversation with an adult, initiating comments or responding to partner's comments.</p> <p>II-OL2.1b Carry on a dialogue or conversation with a child of approximately the same age, initiating comments or responding to partner's comments.</p>	<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>	<p><i>Listening and Learning</i></p> <ul style="list-style-type: none"> • Participate in age-appropriate activities involving listening and speaking. • Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age (L.K.3)
<p><i>Autonomy and Social Skills</i></p> <p>I-AS5.6 Attend & listen while others speak during a group activity.</p> <p>I-AS5.8 Wait turn to speak in a group.</p>	<p>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).</p>	<p><i>Listening and Learning</i></p> <ul style="list-style-type: none"> • Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns,

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II-AS5.7 Interrupt a conversation between 2 people politely. II-AS5.9 Demonstrate observable listening behaviors.		say “excuse me” or “please,” etc. (L.K.1) • Follow multi-step, oral directions (L.K.5)
<i>Oral Language</i> I-OL2.1a Carry on a dialogue or conversation with an adult, initiating comments or responding to partner’s comments. II-OL2.1b Carry on a dialogue or conversation with a child of approximately the same age, initiating comments or responding to partner’s comments. II-OL2.2b Carry on a simple conversation on the telephone.	SL.K.1.b. Continue a conversation through multiple exchanges	<i>Listening and Learning</i> • Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
<i>Oral Language</i> I-OL9.23 Ask or answer questions beginning with who, what, where, when, why. I-OL9.24 Ask or answer increasingly detailed, elaborated questions (other than those beginning with who, what, where, when, why).	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.	<i>Listening and Learning</i> • Ask questions to clarify information in a read-aloud. • Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc (L.K.15)
<i>Oral Language</i> I-OL9.23 Ask or answer questions beginning with who, what, where, when, why. I-OL9.24 Ask or answer increasingly detailed, elaborated questions (other than those beginning with who, what, where, when, why).	SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<i>Listening and Learning</i> • Ask questions to clarify directions, exercises, and/or classroom routines (L.K.2) • Ask questions to clarify conversations, directions, exercises, and/or classroom routines.
Presentation of Knowledge and Ideas		
<i>Oral Language</i> II-OL9.29 Describe oneself, home & immediate family.	SL.K.4 Describe familiar people, places, things, and events and, with prompting and	<i>Listening and Learning</i> • Use narrative language to describe people,

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<p>I-OL4.4a Describe an event or task that one is in the process of completing.</p> <p>II-OL4.4b Describe an event or task that has already taken place outside the immediate place and time.</p> <p>I-OL4.5a Describe an event or task that one has just experienced in the immediate past.</p> <p>II-OL4.5b Describe an event or task that will take place.</p> <p><i>Orientation in Time</i></p> <p>I-OT2.1 *Classify and describe images of everyday activities according to the time of day with which they are associated (day-night, morning-afternoon-evening).</p> <p>I-OT2.2a *Sequence chronologically & describe 3 images of events or phases of a single event, occurring at temporally distinct times, that have actually been experienced.</p> <p>II-OT2.2b Sequence chronologically and describe 3-5 images of events or phases of a single event that have been experienced.</p> <p>I-OT2.9a *Use a schedule of daily activities represented in images to describe the order of events for the day.</p> <p>II-OT3.2 Sequence and describe photos and/or drawings that represent a timeline of one's own life and experiences.</p> <p>II-OT3.3 Progression of the stages of development in the life of one person: Sequence and describe photos and/or drawings of a baby, school-age child, young adult, elderly adult.</p> <p>II-OT3.4 Generations within the context of family: Sequence & describe photos and/or drawings of</p>	<p>support, provide additional detail.</p>	<p>places, things, locations, events, actions, a scene, or facts in a read-aloud (L.K.16)</p>

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a baby, school-age child, young adult, elderly adult.		
<i>Emergent Literacy Skills in Reading and Writing</i> I-EL2.1a Dictate a caption for a drawing or photograph. II-EL3.2 Dictate a description to accompany one's drawing of people, objects, events or activities, derived from one's experience or imagination.	SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	<i>Listening and Learning</i> <ul style="list-style-type: none"> • Draw pictures and/or dictate ideas to represent details or information from a read-aloud (L.K.21)
<i>Oral Language</i> I-OL1.1a Adapt the volume of one's voice to different settings and different purposes. II-OL1.1b Understand and use intonation and emphasis to ask a question, express surprise, agreement, displeasure, urgency. I-OL3.1 Express personal needs & desires verbally in a comprehensible manner. II-OL3.2 Identify and express physical sensations, mental states, and emotional feelings (happy, sad, angry, afraid, frustrated, confused). I-OL5.1a Give simple single step directions. II-OL5.1b Give simple, multi-step directions. II-OL6.1 Express a personal opinion. II-OL6.2 Assume a different role or perspective and express different possibilities, imaginary or realistic.	SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	<i>Listening and Learning</i> <ul style="list-style-type: none"> • Speak clearly with volume appropriate to the setting. • Identify and express physical sensations, mental states, and emotions of self and others (L.K.4) • Give simple directions (L.K.6)
LANGUAGE STANDARDS		
Conventions of Standard English		
<i>Oral Language</i> I-OL9.21 Understand and use increasingly detailed, elaborated declarative sentences.	L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<i>Skills</i> <ul style="list-style-type: none"> • Demonstrate understanding of and use commas and end punctuation while

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<p>II-OL9.22 Understand and use complex sentences with clauses introduced by “because, if, as soon as, so that, while, before, after, who, that, when, (verb)+ing”.</p> <p>I-OL9.25 Understand and use increasingly detailed, elaborated imperatives.</p> <p>I-OL9.26 Understand and use the negative forms of declarative sentences, questions, and imperatives.</p> <p>I-OL9.27a Combine simple sentences using “and”.</p> <p>II-OL9.27b Combine simple sentences using “but”, “or”.</p>		<p>reading orally.</p>
<p><i>Emergent Literacy Skills in Reading and Writing</i></p> <p>II-EL5.3 *Write one’s first name, using upper- and lowercase letters appropriately.</p> <p>I-EL7.1 Perform activities requiring small muscle control.</p> <p>I-EL7.2 Produce written marks on both horizontal and vertical surfaces.</p> <p>I-EL7.3 Tear, fold, and paste/glue paper.</p> <p>I-EL7.4 Color a simple drawing staying within the lines.</p> <p>I-EL7.5a *Draw and use as motifs: horizontal line, vertical line, point, spiral.</p> <p>II-EL7.5b *Draw and use as Motifs: horizontal line, vertical line, diagonal line, zigzag line, circle, spiral, moon, cross, cane, hook, bowl, bridge, wave, x, star.</p> <p>I-EL7.6 Draw horizontal and vertical lines between two end points.</p> <p>II-EL7.7 Hold a writing instrument correctly between the thumb and index finger, resting against the</p>	<p>L.K.1.a. Print many upper- and lowercase letters</p>	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Trace, copy, and print from memory the 26 letters of the alphabet accurately in both their upper-case and lower-case forms. • Form letters, words, phrases and sentences to communicate thoughts and ideas.

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middle finger. II-EL7.8 Trace and then draw independently the outlines of geometric shapes and irregular figures. II-EL7.9 *Write one's first name, using upper- and lowercase letters appropriately.		
<i>Oral Language</i> I-OL9.1a Point to/understand increasingly precise nouns related to the home, family, and food. II-OL9.1b Point to/understand precise nouns related to the home, family, food, clothing, school, town/city, transportation, stores/services. I-OL9.2a Use increasingly precise nouns related to the home, family, & food. II-OL9.2b Use increasingly precise nouns related to the home, family, food, clothing, school, town/city, transportation, stores/services. I-OL9.3a Point to body parts: arm, ear, eye, face, finger, foot, hair, hand, head, leg, mouth, neck, stomach, toe. II-OL9.3b Point to parts of the body: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist. I-OL9.4a Name body parts: arm, ear, eye, face, finger, foot, hair, hand, head, leg, mouth, neck, nose, stomach, toe II-OL9.4b Name parts of the body: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow,	L.K.1.b. Use frequently occurring nouns and verbs.	<i>Skills</i> <ul style="list-style-type: none"> • Understand and use narrative language to describe people, places, things, locations, events, actions. • Understand and use words and phrases from a text that has been read independently.

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<p>eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist.</p> <p>I-OL9.5a Understand increasingly precise verbs related to the five senses.</p> <p>II-OL9.5b Understand increasingly precise verbs related to eating, movement, and the five senses.</p> <p>I-OL9.6a Use increasingly precise verbs related to the five senses.</p> <p>II-OL9.6b Use increasingly precise verbs related to eating, movement, the five senses.</p> <p>I-OL9.20a Use present and past verb tense.</p> <p>II-OL9.20b Use the future verb tense.</p>		
<p><i>Oral Language</i></p> <p>I-OL9.1a Point to/understand increasingly precise nouns related to the home, family, and food.</p> <p>II-OL9.1b Point to/understand precise nouns related to the home, family, food, clothing, school, town/city, transportation, stores/services.</p> <p>I-OL9.2a Use increasingly precise nouns related to the home, family, & food.</p> <p>II-OL9.2b Use increasingly precise nouns related to the home, family, food, clothing, school, town/city, transportation, stores/services.</p>	<p>L.K.1.c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p>	<p><i>Skills</i></p> <ul style="list-style-type: none"> Form regular plural nouns by adding 's' or 'es', i.e., dog, dogs, wish, wishes.
<p><i>Oral Language</i></p> <p>I-OL9.23 Ask or answer questions beginning with who, what, where, when, why.</p> <p>I-OL9.24 Ask or answer increasingly detailed, elaborated questions (other than those beginning with who,</p>	<p>L.K.1.d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p>	<p><i>Skills</i></p> <ul style="list-style-type: none"> Use and understand question words, i.e., what, where, when, who, how.

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<p>what, where, when, why). <i>Storybook Reading and Storytelling</i> I-SR1.4a Answer who, what and where questions about a read-aloud. II-SR1.4b Answer who, what, where, when and why questions about a read-aloud.</p>		
<p><i>Oral Language</i> II-OL9.18b *Show understanding of spatial words” there-here; in-on; in front of-behind; at the top of-at the bottom of; under-over; above-below; next to-in the middle of; near-far; inside-outside; around-between; up-down; high-low; left-right; front-back. I-OL9.19a *Use spatial words (in-out; in front of-behind; at the top of- at the bottom of; under-over; in a line/row; up-down). II-OL9.19b *Use spatial words (there-here; in-on; in front of-behind; at the top of-at the bottom of; under-over; above-below; next to-in the middle of; near-far; inside-outside; around-between; up-down; high-low; left-right; front-back). II-OL9.22 Understand and use complex sentences with clauses introduced by “because, if, as soon as, so that, while, before, after, who, that, when, (verb)+ing”.</p> <p><i>Orientation in Space</i>-OS1.1a <i>Situate oneself in space or situate objects in relation to one another according to the indications given by spatial terms (there-here; in-on; in front of-behind; at the top of-at the bottom of; under; next to-in the middle of; near-far; around, etc.).</i></p>	<p>L.K.1.e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p>	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Demonstrate understanding of frequently occurring prepositions, i.e., to/from, in/out, on/off. • Use language to express spatial and temporal relationships (<i>up, down, before, after, etc.</i>) (L.K.8)

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<p><i>II-OS1.1b Situate oneself in space or situate objects in relation to one another according to the indications given by spatial terms (here-there; in-on; in front of-behind; at the top of-at the bottom of; under-over; above-below; next to-in the middle of; etc.).</i></p> <p><i>II-OS1.2 Follow or give oral, spatially related directions to move from one location to another, within a familiar environment.</i></p> <p><i>II-OS1.3 Given oral, spatially referenced directions correlated to a picture in which different objects represent different “landmarks,” trace the path described.</i></p>		
<p><i>Oral Language</i></p> <p><i>I-OL9.21 Understand and use increasingly detailed, elaborated declarative sentences.</i></p> <p><i>II-OL9.22 Understand and use complex sentences with clauses introduced by “because, if, as soon as, so that, while, before, after, who, that, when, (verb)+ing”.</i></p> <p><i>I-OL9.25 Understand and use increasingly detailed, elaborated imperatives.</i></p> <p><i>I-OL9.26 Understand and use the negative forms of declarative sentences, questions, and imperatives.</i></p> <p><i>I-OL9.27a Combine simple sentences using “and”.</i></p> <p><i>II-OL9.27b Combine simple sentences using “but”, “or”.</i></p>	<p>L.K.1.f. Produce and expand complete sentences in shared language activities.</p>	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Write words, phrases, and sentences from dictation, applying phonics knowledge. • Produce and expand complete sentences orally and in shared writing exercises. • Create a title or caption to accompany a picture and/or shared writing.
<p><i>Oral Language</i></p>	<p>L.K.2. Demonstrate command of the</p>	<p><i>Skills</i></p>

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I-OL9.21 Understand and use increasingly detailed, elaborated declarative sentences. I-OL9.25 Understand and use increasingly detailed, elaborated imperatives. I-OL9.26 Understand and use the negative forms of declarative sentences, questions, and imperatives. <i>Emergent Literacy Skills in Reading and Writing</i> II-EL5.7 Make beginning efforts to use invented, phonetic spelling to communicate in writing.	conventions of standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> • Capitalize the first word in a sentence, the pronoun I. • Identify and use end punctuation, including periods, question marks, and exclamation points. • Use basic capitalization and punctuation in sentences to convey meaning. • Apply basic spelling conventions.
<i>Oral Language</i> I-OL9.28 Use personal pronouns correctly, especially “I” when referring to oneself.	L.K.2.a. Capitalize the first word in a sentence and the pronoun I.	<i>Skills</i> <ul style="list-style-type: none"> • Capitalize the first word in a sentence, the pronoun I.
<i>Oral Language</i> I-OL9.21 Understand and use increasingly detailed, elaborated declarative sentences. II-OL9.22 Understand and use complex sentences with clauses introduced by “because, if, as soon as, so that, while, before, after, who, that, when, (verb)+ing”. I-OL9.25 Understand and use increasingly detailed, elaborated imperatives. I-OL9.26 Understand and use the negative forms of declarative sentences, questions, and imperatives. I-OL9.27a Combine simple sentences using “and”. II-OL9.27b Combine simple sentences using “but”, “or”.	L.K.2.b. Recognize and name end punctuation.	<i>Skills</i> <ul style="list-style-type: none"> • Identify and use end punctuation, including periods, question marks, and exclamation points.
<i>Emergent Literacy Skills in Reading and Writing</i>	L.K.2.c. Write a letter or letters for most consonant and short-vowel sounds	<i>Skills</i>

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II-EL5.7 Make beginning efforts to use invented, phonetic spelling to communicate in writing.	(phonemes).	<ul style="list-style-type: none"> • Begin to write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge, e.g., write <i>bote</i> for <i>boat</i>, <i>sum</i> for <i>some</i>, <i>hunee</i> for <i>honey</i>. • Form letters, words, phrases and sentences to communicate thoughts and ideas.
<i>Emergent Literacy Skills in Reading and Writing</i> II-EL5.7 Make beginning efforts to use invented, phonetic spelling to communicate in writing.	L.K.2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	<i>Skills</i> <ul style="list-style-type: none"> • Begin to write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge, e.g., write <i>bote</i> for <i>boat</i>, <i>sum</i> for <i>some</i>, <i>hunee</i> for <i>honey</i>. • Write words, phrases, and sentences from dictation, applying phonics knowledge.
Knowledge of Language		
N/A	L.K.3. (Begins in grade 2)	• N/A
Vocabulary Acquisition and Use		
<i>Oral Language</i> Goal: Understand and Use Increasingly Varied and Complex Vocabulary and Syntax I-OL9.1a through II-OL9.34	L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .	<i>Listening and Learning</i> <ul style="list-style-type: none"> • Learn new words from read-alouds and discussions (L.K.24) <i>Skills</i> <ul style="list-style-type: none"> • Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.

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<p><i>Oral Language</i></p> <p>Goal: Understand and Use Increasingly Varied and Complex Vocabulary and Syntax I-OL9.1a through II-OL9.34</p>	<p>L.K.4.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><i>Listening and Learning</i></p> <ul style="list-style-type: none"> Learn new words from read-alouds and discussions (L.K.24) <p><i>Skills</i></p> <ul style="list-style-type: none"> Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.
<p><i>Oral Language</i></p> <p>I-OL9.20a Use present and past verb tense. II-OL9.20b Use the future verb tense. II-OL9.22 Understand and use complex sentences with clauses introduced by “because, if, as soon as, so that, while, before, after, who, that, when, (verb)+ing”.</p>	<p>L.K.4.b. 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><i>Listening and Learning</i></p> <ul style="list-style-type: none"> Learn new words from read-alouds and discussions (L.K.24) <p><i>Skills</i></p> <ul style="list-style-type: none"> Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.
<p><i>Oral Language</i></p> <p>Goal: Understand and Use Increasingly Varied and Complex Vocabulary and Syntax I-OL9.1a through II-OL9.34</p>	<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p>	<p><i>Listening and Learning</i></p> <ul style="list-style-type: none"> Learn new words from read-alouds and discussions (L.K.24)
<p><i>Oral Language</i></p> <p>I-OL8.1a Pair pictures depicting opposites: big-little, cold-hot, dry-wet, full-empty, happy-sad, open-close. II-OL8.1b Name Opposites big-little; cold-hot; dry-wet; fast-slow; rough-smooth; full-empty; hard-soft; large-small; loud-quiet; on-off; open-close; tall-short; yes-no. I-OL9.11a Point to: more-less (fewer), one – four.</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><i>Listening and Learning</i></p> <ul style="list-style-type: none"> With assistance, categorize and organize facts and information within a given domain (L.K.32)

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<p>II-OL9.11b Point to: any-some, all-none, more-less (fewer), most-least, many-few, equal, one - ten.</p> <p>I-OL9.12a *Use quantity words: more-less, one – four.</p> <p>I-OL9.13 Point to sensory attributes (sweet-salty; loud-quiet; hard-soft; rough-smooth; hot-cold; wet-dry).</p> <p>I-OL9.14 Use sensory attributes (sweet-salty; loud-quiet; hard-soft; rough-smooth; hot-cold; wet-dry).</p> <p>II-OL9.30 Point to: large-small; wide-narrow; big-little; full-empty; tall-short; heavy-light; long-short; thick-thin.</p> <p>II-OL9.31 Use size words: large-small; wide-narrow; big-little; full-empty; tall-short; heavy-light; long-short; thick-thin.</p> <p><i>Mathematical Reasoning</i></p> <p>I-MR1.1a *Identify pairs of objects as the same or different, with different pairs varying in gross details. .</p> <p>II-MR1.1b Identify pair of objects or pictures as the same or different, with different pairs increasingly similar, varying only in one or more minor detail(s) and with images becoming more abstract, symbolic. .</p> <p>I-MR1.2a *Given a sample object/pictures and verbal description of the selection criteria, sort objects/pictures according to a single criterion: Sort objects by color.</p> <p>II-MR1.2b Classify by color.</p> <p>I-MR1.3a Given a sample object/pictures and verbal description of the selection criteria, sort objects/pictures according to a single criterion: Sort objects by shape.</p> <p>II-MR1.3b Classify by shape.</p> <p>II-MR1.4 Given a sample object/pictures and verbal</p>		

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<p><i>description of the selection criteria, sort objects/pictures according to a single criterion: Sort by size (small-medium-large).</i></p> <p><i>II-MR1.5 Given a sample object/pictures and verbal description of the selection criteria, sort objects/pictures according to a single criterion: Sort by function.</i></p> <p><i>I-MR1.6 Indicate whether an object belongs to a given collection.</i></p> <p><i>II-MR1.7 Classify by size.</i></p> <p><i>II-MR1.8 Classify by function.</i></p> <p><i>II-MR1.9 Classify by other conceptual categories.</i></p> <p><i>II-MR1.10 Verbally label the single common attribute or characteristic of a group of objects or pictures.</i></p> <p><i>II-MR1.11 Verbally label the difference or criteria used for classification of several groups of objects or pictures.</i></p> <p><i>II-MR1.12 Select an object or picture according to a description that includes two properties.</i></p>		
<p><i>Oral Language</i></p> <p><i>I-OL8.1a Pair pictures depicting opposites: big-little, cold-hot, dry-wet, full-empty, happy-sad, open-close.</i></p> <p><i>II-OL8.1b Name Opposites big-little; cold-hot; dry-wet; fast-slow; rough-smooth; full-empty; hard-soft; large-small; loud-quiet; on-off; open-close; tall-short; yes-no.</i></p> <p><i>II-OL9.30 Point to: large-small; wide-narrow; big-little; full-empty; tall-short; heavy-light; long-short; thick-thin.</i></p>	<p>L.K.5.b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p><i>Listening and Learning</i></p> <ul style="list-style-type: none"> • Learn new words from read-alouds and discussions (L.K.24)

Core Knowledge Preschool Objectives	Common Core State Standards <i>English Language Arts & Literacy in History/Social Studies, and Science, and Technical Subjects</i>	Core Knowledge Kindergarten Language Arts
II-OL9.31 Use size words: large-small; wide-narrow; big-little; full-empty; tall-short; heavy-light; long-short; thick-thin.		
<p><i>Oral Language</i></p> <p>I-OL4.1 Given a picture, individual object, or person within view: Indicate the object, person, or picture that has been designated.</p> <p>I-OL4.2 Given a picture, individual object, or person within view: Describe the attributes of an object, person, or picture so that someone else may identify it.</p> <p>II-OL9.15 Understand increasingly precise vocabulary (adjectives-describing words).</p> <p>I-OL9.16a Demonstrate understanding of temporal words (today; before-after; now; first-last; day-night; current day; week).</p> <p>II-OL9.16b Show understanding of temporal words (today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediate; first-last; beginning-middle-end; then-next; already; soon).</p> <p>I-OL9.17a Use temporal words (today; before-after; now; first-last; day-night; current day; week).</p> <p>II-OL9.17b Use temporal words (today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediate; first-last; beginning-middle-end; then-next; already; soon).</p> <p>I-OL9.18a Demonstrate understanding of spatial words (in-out; in front of-behind; at the top of- at the bottom of; under-over; in a line/row; up-down).</p> <p>II-OL9.18b Show understanding of spatial words” there-here; in-on; in front of-behind; at the top of-at the</p>	<p>L.K.5.c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p>	<p><i>Listening and Learning</i></p> <ul style="list-style-type: none"> • Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds (L.K.19)

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<p>bottom of; under-over; above-below; next to-in the middle of; near-far; inside-outside; around-between; up-down; high-low; left-right; front-back.</p> <p>I-OL9.19a Use spatial words (in-out; in front of-behind; at the top of- at the bottom of; under-over; in a line/row; up-down).</p> <p>II-OL9.19b Use spatial words (there-here; in-on; in front of-behind; at the top of-at the bottom of; under-over; above-below; next to-in the middle of; near-far; inside-outside; around-between; up-down; high-low; left-right; front-back).</p> <p>II-OL9.34 Understand Adverbs – Describing words.</p> <p>II-OL9.35 Use Adverbs – Describing words quickly, slowly, gently, softly, and nicely.</p>		
<p><i>Oral Language</i></p> <p>I-OL9.5a Understand increasingly precise verbs related to the five senses.</p> <p>II-OL9.5b Understand increasingly precise verbs related to eating, movement, and the five senses.</p> <p>I-OL9.6a Use increasingly precise verbs related to the five senses.</p> <p>II-OL9.6b Use increasingly precise verbs related to eating, movement, the five senses.</p> <p>I-OL9.20a Use present and past verb tense.</p> <p>II-OL9.20b Use the future verb tense.</p>	<p>L.K.5.d. 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><i>Listening and Learning</i></p> <ul style="list-style-type: none"> • Learn new words from read-alouds and discussions (L.K.24)
<p><i>Oral Language</i></p> <p>Goal: Understand and Use Increasingly Varied and Complex Vocabulary and Syntax</p> <p>I-OL9.1a through II-OL9.34</p>	<p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p><i>Listening and Learning</i></p> <ul style="list-style-type: none"> • Learn and use appropriately common sayings and phrases such as “better safe than sorry” and “look before you leap” (L.K.7)

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<p>** The very essence of Core Knowledge is that language and knowledge go together and that vocabulary levels are strongly correlated with comprehension. The <i>Core Knowledge Language Arts</i> Listening and Learning Strand is designed to help students build background knowledge and vocabulary critical to listening and reading comprehension from context, by listening to stories read aloud across a content domain. Vocabulary-building activities within each domain include: introducing relevant background information and vocabulary words prior to a read-aloud; repeated exposure to the same vocabulary through multiple read-alouds to enhance more rapid implicit learning of words; providing guidance during read-alouds through Guided Listening Supports (brief explanations interjected in the course of the read-aloud); discussing the read-aloud through targeted questions that make use of the rich vocabulary; Word Work exercises that allow explicit, direct instruction that systematically reviews one word in each lesson, based on Beck and Kucan’s research; and lesson extension and pausing point activities that provide opportunities for continual modeling and use of the vocabulary connected to hands-on and/or writing activities.</p>		

Core Knowledge Preschool Goal: Understand and Use Increasingly Varied and Complex Vocabulary and Syntax

- I-OL9.1a Use increasingly precise nouns related to the home, family, & food.
- II-OL9.1b Use increasingly precise nouns related to the home, family, food, clothing, school, town/city, transportation, stores/services.
- I-OL9.2a Point to/understand increasingly precise nouns related to the home, family, and food.
- II-OL9.2b Point to/understand precise nouns related to the home, family, food, clothing, school, town/city, transportation, stores/services.
- I-OL9.3a Point to body parts: arm, ear, eye, face, finger, foot, hair, hand, head, leg, mouth, neck, stomach, toe.
- II-OL9.3b Point to parts of the body: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist.
- I-OL9.4a Name body parts: arm, ear, eye, face, finger, foot, hair, hand, head, leg, mouth, neck, nose, stomach, toe.
- II-OL9.4b Name parts of the body: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist.
- I-OL9.5a Understand increasingly precise verbs related to the five senses.
- II-OL9.5b Understand increasingly precise verbs related to eating, movement, and the five senses.
- I-OL9.6a *Use increasingly precise verbs related to the five senses.
- II-OL9.6b *Use increasingly precise verbs related to eating, movement, the five senses.
- I-OL9.7 *Point to colors: black, blue, brown, green, orange, purple, red, white, yellow.
- I-OI9.8 *Name colors: black, blue, brown, green, orange, purple, red, white, yellow .
- I-OL9.9a *Point to a circle, a square, and a triangle.
- II-OL9.9b *Point to a circle, a square, a triangle, and a rectangle.
- I-OL9.10a *Name a circle, square, and triangle.
- II-OL9.10b *Name a circle, square, triangle, & rectangle.
- I-OL9.11a *Point to: more-less (fewer), one – four.

- II-OL9.11b *Point to: any-some, all-none, more-less (fewer), most-least, many-few, equal, one - ten.
- I-OL9.12a *Use quantity words: more-less, one – four.
- II-OL9.12b *Use quantity words: any-some, all-none, more-less (fewer), most-least, many-few, equal, one - ten.
- I-OL9.13 *Point to sensory attributes (sweet-salty; loud-quiet; hard-soft; rough-smooth; hot-cold; wet-dry).
- I-OL9.14 *Use sensory attributes (sweet-salty; loud-quiet; hard-soft; rough-smooth; hot-cold; wet-dry).
- II-OL9.15 Understand increasingly precise vocabulary (adjectives-describing words).
- II-OL9.16 Other Adjectives: Understand increasingly precise vocabulary (adjectives-describing words).
- I-OL9.16a *Demonstrate understanding of temporal words (today; before-after; now; first-last; day-night; current day; week).
- II-OL9.16b *Show understanding of temporal words (today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediate; first-last; beginning-middle-end; then-next; already; soon).
- I-OL9.17a *Use temporal words (today; before-after; now; first-last; day-night; current day; week).
- II-OL9.17b *Use temporal words (today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediate; first-last; beginning-middle-end; then-next; already; soon).
- I-OL9.18a *Demonstrate understanding of spatial words (in-out; in front of-behind; at the top of- at the bottom of; under-over; in a line/row; up-down).
- II-OL9.18b *Show understanding of spatial words” there-here; in-on; in front of-behind; at the top of-at the bottom of; under-over; above-below; next to-in the middle of; near-far; inside-outside; around-between; up-down; high-low; left-right; front-back.
- I-OL9.19a *Use spatial words (in-out; in front of-behind; at the top of- at the bottom of; under-over; in a line/row; up-down).
- II-OL9.19b *Use spatial words (there-here; in-on; in front of-behind; at the top of-at the bottom of; under-over; above-below; next to-in the middle of; near-far; inside-outside; around-between; up-down; high-low; left-right; front-back).
- I-OL9.20a Use present and past verb tense.
- II-OL9.20b Use the future verb tense.
- I-OL9.21 Understand and use increasingly detailed, elaborated declarative sentences.
- II-OL9.22 Understand and use complex sentences with clauses introduced by “because, if, as soon as, so that, while, before, after, who, that, when, (verb)+ing”.
- I-OL9.23 Ask or answer questions beginning with who, what, where, when, why.
- I-OL9.24 Ask or answer increasingly detailed, elaborated questions (other than those beginning with who, what, where, when, why).
- I-OL9.25 Understand and use increasingly detailed, elaborated imperatives.
- I-OL9.26 Understand and use the negative forms of declarative sentences, questions, and imperatives.
- I-OL9.27a Combine simple sentences using “and”.
- II-OL9.27b Combine simple sentences using “but”, “or”.
- I-OL9.28 Use personal pronouns correctly, especially “I” when referring to oneself.

- II-OL9.29 *Describe oneself, home & immediate family.
- II-OL9.30 *Point to: large-small; wide-narrow; big-little; full-empty; tall-short; heavy-light; long-short; thick-thin.
- II-OL9.31 *Use size words: large-small; wide-narrow; big-little; full-empty; tall-short; heavy-light; long-short; thick-thin.
- II-OL9.32 After listening to an oral description of a scene, recreate the scene in pictures.
- II-OL9.33 Give a detailed, sequential explanation of how to do something so that the activity can be carried out by another person.
- II-OL9.35 Use Adverbs – Describing words quickly, slowly, gently, softly, and nicely.
- II-OL9.34 Understand Adverbs – Describing words.