

Common Core Adoption Process

RL.K.1

With prompting and support, ask and answer questions about key details in a text.

What do students need to be able to <u>DO</u> ?					Question Stems
Lower Levels (1 & 2)		Higher Level (3 & 4)			<ul style="list-style-type: none">• What happened at the beginning/middle/end of the story?• Who are the main characters?• What do you think is the most exciting part of the story?• What problem did the characters in the story face?
Remember (knowledge) & Understand (comprehension)		Apply, Analyze, Evaluate, & Create, (Synthesize)			
<ul style="list-style-type: none">• Student will identify characters in a story.• Students will identify setting of a story.• Students will identify the problem in a story.• Student will identify key details of a story.		<ul style="list-style-type: none">• Student will ask a partner questions about a story they have both read (or heard).			
Vocabulary:					
Identify	Characters	Setting	Conflict	Problem	Text
Key Details	Beginning	Middle	End	Story Elements	

Common Core Adoption Process

RL.K.2

With prompting and support, retell familiar stories, including key details.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand(comprehension)	Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)	
<ul style="list-style-type: none"> Students will identify the main events of a story. Students will retell a story. Students will sequence and order the events of the story. Students will verbalize the basic elements of the story: character, setting, problem, solution, and ending. Students will identify key details 		<ul style="list-style-type: none"> Can students tell what happened in the story? Can students use pictures/cards to tell what happened in the story? Can students tell how the story began? Can students tell what the story was about? Can students tell what the character did to solve the problem? Can students tell how the story ended? Can students draw a picture of what happened in the story and tell about it?
Vocabulary: <div> Retell Character Solve </div> <div> Details Beginning Sequence </div> <div> Main events Middle </div> <div> Story End </div> <div> Problem Resolution </div>		

Common Core Adoption Process

RL.K.3

With prompting and support, identify characters, settings, and major events in a story.

What do students need to be able to <u>DO</u> ?		Question Stems															
Lower Levels (1 & 2) Remember (knowledge) & Understand(comprehension)	Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)	<ul style="list-style-type: none">• Can students identify the characters in the story?• Can students explain what the story is about?• Can students tell what happened in the story?• Can students tell where and when the story happened?• Can students explain what the problem was and how it was solved?• Can students identify how the characters are alike and different?• Can students use the illustrations to explain the story?															
<ul style="list-style-type: none">• Students can identify characters, setting, major events, problem and solution.																	
Vocabulary: <table><tr><td>Identify</td><td>Characters</td><td>Setting</td><td>Place</td><td>Time</td></tr><tr><td>Problem</td><td>Solution</td><td>Conclusion</td><td>Events</td><td>Happened</td></tr><tr><td>Story Map</td><td>Story Elements</td><td></td><td></td><td></td></tr></table>			Identify	Characters	Setting	Place	Time	Problem	Solution	Conclusion	Events	Happened	Story Map	Story Elements			
Identify	Characters	Setting	Place	Time													
Problem	Solution	Conclusion	Events	Happened													
Story Map	Story Elements																

Common Core Adoption Process

RL.K.4

Ask and answer questions about unknown words in a text.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand (comprehension)	Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)	
<ul style="list-style-type: none"> Students will identify a word Students will ask a question Students will use cues such as visuals, phonics and semantics to figure out the unknown words 		<ul style="list-style-type: none"> Can students point to an unknown word on the page? Can student tell what is hard about that word? Can student tell if there is a chunk in that word that is known? Does student know another word like that? Can the student get their mouth ready? Is there something in the picture that can help you?
Vocabulary: <div> <div>Unknown Word</div> <div>Answer</div> <div>Question</div> <div>Text</div> </div>		

Common Core Adoption Process

RL.K.5

Recognize common types of texts (e.g., storybooks, poems).

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand (comprehension)	Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)	
<ul style="list-style-type: none"> Students will recognize paragraph, sentence, or verse within each text. Student will understand that writing is formatted in different ways Students will know story elements Students will know poem elements Students will recognize genres 		<ul style="list-style-type: none"> What kind of text is this? Can student tell what this book is about? Can student tell if the story is real? Can student state what type of text they are reading?
Vocabulary: <div> <div>Story</div> <div>Poem</div> </div> <div> <div>Text</div> <div>Play</div> </div> <div> <div>Rhyme</div> <div>Narrative</div> </div> <div> <div>Fable</div> <div>Information</div> </div> <div> <div>Purpose</div> <div>Common</div> </div>		

Common Core Adoption Process

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.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2)	Higher Level (3 & 4)	<ul style="list-style-type: none">Who is the author of the story?Can you find the author’s name on the book?What is the role of an author?Who drew the pictures in the story?How do pictures support the author’s idea?
Remember (knowledge) & Understand(comprehension)	Apply, Analyze, Evaluate, & Create, (Synthesize)	
<ul style="list-style-type: none">Student can identify the name of the authorStudent can identify the name of the illustratorStudent tell what the author doesStudent tell what the illustrator does		
Vocabulary:		
Author	Illustrator	Illustration
Written By	Illustrated By	Book
Name	Front Cover	Title Page
		Drawing
		Story

Common Core Adoption Process

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).

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand (comprehension)	Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)	
<ul style="list-style-type: none"> Students can recognize what an illustration is (e.g., picture, photo, drawing, sketch) Students can understand and follow the story's elements and plots Students understand and follow the story's events and plots Students know that the illustrations help you understand more about the story, it's characters, and the plot Students can connect the point of the story with the illustrations 		<ul style="list-style-type: none"> Think about the pictures and predict what will happen next in the story? Look at the pictures, how do the pictures (support) help the author tell the story? After looking at the pictures, what do you find helpful to understand the story?
Vocabulary: Illustration Illustrator drawing picture story tell happening character meaning		

Common Core Adoption Process

RL.K.9

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand(comprehension)	Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)	
<ul style="list-style-type: none"> Students understand that compare means looking for things that are alike or the same Students understand that contrast means looking for differences Students can make connections with the experience and the events of the story 		<ul style="list-style-type: none"> Think about the adventure in the story, what adventure did the character have in this story? Can you think of another story that has the same adventure and /or experience? How have the events in the story changed?
Vocabulary: <div> <div>Character</div> <div>Story</div> </div> <div> <div>Adventure</div> <div>Experience</div> </div> <div> <div>Compare</div> <div>Contrast</div> </div> <div> <div>Similar</div> <div>Different</div> </div>		

Common Core Adoption Process

RL.K.10

Actively engage in group reading activities with purpose and understanding.

What do students need to be able to <u>DO</u> ?				Question Stems	
Lower Levels (1 & 2)		Higher Level (3 & 4)		<ul style="list-style-type: none">• Today our group will be reading and making connections.• After listening to the story, think about the events.• If you have a connecting idea about the story, turn and talk with a partner.	
Remember (knowledge) & Understand(comprehension)		Apply, Analyze, Evaluate, & Create, (Synthesize)			
<ul style="list-style-type: none">• Students are working participating in groups• Students will listen intently• Students ask questions• Students take turns in a group					
Vocabulary:					
Group	Purpose	Understanding	Books	Activities	Illustrations
Content	Predictions	Text	Strategy	Repetitive	Sequence
Text To Self	Text To Text	Text To World	Connections	Listen	Genre
Events					

Common Core Adoption Process

RI.K.1

With prompting and support, ask and answer questions about key details in a text.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand (comprehension)	Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)	
<ul style="list-style-type: none"> Students can ask questions about the story elements Students can provide an answer after reflecting and thinking about the question Students can communicate their idea with supporting details Students can listen for information in the text 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Discuss who, what, where and when questions <ul style="list-style-type: none"> Who are the characters? What is the story about? Where did the story take place? What happened next? Turn and talk with your partner about the story elements. Where did the author share about the topic? Where did you find your answer?
Vocabulary: <div> <div>Details</div> <div>Who</div> </div> <div> <div>Information</div> <div>What</div> </div> <div> <div>Text</div> <div>Where</div> </div> <div> <div>Ask</div> <div>When</div> </div> <div> <div>Questions</div> <div>How</div> </div> <div> <div>Answers</div> <div>Why</div> </div> <div> <div>Setting</div> </div>		

Common Core Adoption Process

RI.K.2

With prompting and support, ask and answer questions about key details in a text.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand (comprehension)	Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)	
<ul style="list-style-type: none"> Students use details from the story to retell the story Students identify the main topic/idea of story Students can identify what a topic is Students can identify important topics and details in text 		<ul style="list-style-type: none"> What was this text about? Can you tell me what came first? Which sentence tells what this was mostly about? What is the main topic of the text? Can you tell me some key details of the story? What did you learn from this text?
Vocabulary:		
Identify Text	Main Topic	Retell Key Details

Common Core Adoption Process

RI.K.3

With prompting and support, describe the connections between two individuals, events, ideas, or pieces of information in a text

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand (comprehension)	Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)	
<ul style="list-style-type: none"> Students can link people and their ideas Students can identify events in a text Students can tell who is doing what in a text Students use support to connect individuals and events in a text 		<ul style="list-style-type: none"> Can you tell me what happened next? What caused that to happen? What information is most important? What are the people doing? How are _____ and _____ similar to each other?
Vocabulary: <div> Support Connection </div> <div> Individual Cause </div> <div> Events Happen </div> <div> Ideas </div> <div> Information </div>		

Common Core Adoption Process

RI.K.4

With prompting and support, ask and answer questions about unknown words in a text

What do students need to be able to <u>DO</u> ?					Question Stems
Lower Levels (1 & 2)		Higher Level (3 & 4)			<ul style="list-style-type: none">Can you use clues to figure out that word?What can you do to get help?Can the picture help you?What do you know about that word that can help you?
Remember (knowledge) & Understand(comprehension)		Apply, Analyze, Evaluate, & Create, (Synthesize)			
<ul style="list-style-type: none">Students use clues from the text to help solve unknown wordStudents can recognize that a word is unknownStudents know there are strategies for solving unknown wordsStudents can use clues from the text to solve unknown words, like picture clues, prior knowledge, beginning letters, etc.					
Vocabulary:					
Ask	Answer	Question	Pictures	Known	Help
Word(s)	Text	Prompt	Support	Unknown	

Common Core Adoption Process

RI.K.5

Identify the front cover, back cover, and title page of a book

What do students need to be able to <u>DO</u> ?				Question Stems	
Lower Levels (1 & 2)		Higher Level (3 & 4)		<ul style="list-style-type: none">• Can you point to the front cover? Back cover?• Open your book to the title page.• How would you hold this book to start reading it?	
Remember (knowledge) & Understand(comprehension)		Apply, Analyze, Evaluate, & Create, (Synthesize)			
<ul style="list-style-type: none">• Students can use a book to identify the front cover• Students can identify the back cover• Students can identify the title page					
Vocabulary:					
Front Page	Cover Different	Back	Title	Identify	Book

Common Core Adoption Process

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

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand (comprehension)	Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)	
<ul style="list-style-type: none"> Students can identify the role of the author of a text Students can identify the role of the illustrator Students can identify the author Students can identify the illustrator 		<ul style="list-style-type: none"> Can you tell me what the author does? Can you tell me what the illustrator does? Can you point to the name of the author? Can you point to the name of the illustrator?
Vocabulary: <div> <div>Written By Author</div> <div>Illustrated By Illustrator</div> <div>Drawings</div> <div>Identify</div> <div>Book</div> </div>		

Common Core Adoption Process

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)

What do students need to be able to <u>DO</u> ?			Question Stems	
Lower Levels (1 & 2)	Higher Level (3 & 4)		<ul style="list-style-type: none">• What do you think the author is trying to say?• Can you use the illustration to help you?• Why do you think the illustrator used that picture?• Is the story and picture connected?• Tell me how the picture helps you understand what the author is saying.	
Remember (knowledge) & Understand(comprehension)	Apply, Analyze, Evaluate, & Create, (Synthesize)			
<ul style="list-style-type: none">• Students use illustrations to help them understand more about the text and what it is about• Recognize what an illustration is• With support, connect the illustrations to the message/text				
Vocabulary:				
Illustration	Describe	Relationship	Text	Person
Place	Idea	Thing	Depicts	Shows

Common Core Adoption Process

RI.K.8

With prompting and support, identify the reasons an author gives to support points in a text

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand (comprehension)	Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)	
<ul style="list-style-type: none"> Students can understand that an author is trying to explain their thinking Students can identify that an author may have more than one reason to explain his thinking Students know that an author writes to share what they think 		<ul style="list-style-type: none"> Can you tell me why the author wrote that? What does the author think about that? What in the writing made you think that?
Vocabulary: Reasons Author Explains Tells Writing Text Support Points		

Common Core Adoption Process

RI.K.9

With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. illustrations, descriptions, or procedures)

What do students need to be able to <u>DO</u> ?				Question Stems
Lower Levels (1 & 2)		Higher Level (3 & 4)		<ul style="list-style-type: none">Can you tell me what this text is about?What is the same with these two texts?How are they different?
Remember (knowledge) & Understand(comprehension)		Apply, Analyze, Evaluate, & Create, (Synthesize)		
<ul style="list-style-type: none">Students use two texts on the same topic to identify similarities in illustrations, descriptions or proceduresStudents use two texts on the same topic to identify differences in illustrations, descriptions or proceduresStudents can understand textsStudents can identify what the text is about				
Vocabulary:				
Picture		Procedure		Topic
Differences		Prompt		Texts
Descriptions				

Common Core Adoption Process

RI.K.10

Actively engage in group reading activities with purpose and understanding.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand (comprehension)	Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)	
<ul style="list-style-type: none"> Students connect their prior knowledge to the reading. Students set a purpose prior to reading. Students comprehend what they have read. 	<ul style="list-style-type: none"> Students evaluate the illustrations in order to make predictions about the text. Students evaluate whether or not their predictions were correct after reading the text. 	<ul style="list-style-type: none"> We are going to read a book about _____. Can you tell me what you already know about that? Look at the pictures. What predictions can you make about what we are going to read? Why do you think a reader might choose this book? What do you think we will learn from this? Think about your predictions. Were you correct? Can you explain what this book was about?
Vocabulary: <div> <div>Predictions</div> <div>Comprehend</div> </div> <div> <div>Prior Knowledge</div> <div>Understand</div> </div> <div> <div>Illustrations</div> </div> <div> <div>Purpose</div> </div>		

Common Core Adoption Process

RF.K.1

Demonstrate understanding of the organization and basic features of print.

A.

Follow words from left to right, top to bottom, and page by page.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand(comprehension)	Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)	
<ul style="list-style-type: none"> Students use print from left to right Students use print from top to bottom Students track each word across the page Students track print across several pages 	<ul style="list-style-type: none"> Students 	<ul style="list-style-type: none"> Can show me where I start reading? Can point to the first word on this page? Can point to the last word on the page? Can point to each word as I read the sentence or page?
Vocabulary: direction left right top bottom page print word sentence		

Common Core Adoption Process

RF.K.1

Demonstrate understanding of the organization and basic features of print.

B.

Recognize that spoken words are represented in written language by specific sequences of letters.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand(comprehension)	Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)	<ul style="list-style-type: none">• Can understand why we read?• Can point to the words on the page?• Can we right that?• Can we find things to read?
<ul style="list-style-type: none">• Students use distinguished words from letters or groups of letters• Students recognize the relationship between letters and sounds• Students know that the print, not the picture, represents written language		
Vocabulary: <div>PrintTextInformationWordsSentence</div>		

Common Core Adoption Process

RF.K.1

Demonstrate understanding of the organization and basic features of print.

C.

Understand that words are separated by spaces in print.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand (comprehension)	Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)	
<ul style="list-style-type: none"> Students can recognize space Students can put space between words Students can recognize words 		<ul style="list-style-type: none"> Can student point to a word? Can student draw a line between the words in the story? Can students make a circle around every word in a sentence? Can student count the words in the sentence? Can student tell how many words are used in the title? Can the student show me the first word in the sentence?
Vocabulary: Sentence Space Word Between Print Separated		

Common Core Adoption Process

RF.K.1

Demonstrate understanding of the organization and basic features of print.

D.

Recognize and name all upper- and lowercase letters of the alphabet.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand (comprehension)	Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)	
<ul style="list-style-type: none"> Students can identify, recognize and name all uppercase letters. Students can identify, recognize and name all lowercase letters. 		<ul style="list-style-type: none"> Can students show me an uppercase _____? Can students name these letters _____? Can students find a letter that looks like this? Can students point to and read these letters? Can students match capital letters to the lowercase letters?
Vocabulary: Uppercase Lowercase Letters Matching Recognize Point Read Capital Alphabet ABC's		

Common Core Adoption Process

RF.K.2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

A.

Recognize and produce rhyming words

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2)	Higher Level (3 & 4)	<ul style="list-style-type: none">• Which words rhyme? How do you know?• Can you say another word that rhymes?
Remember (knowledge) & Understand (comprehension)	Apply, Analyze, Evaluate, & Create, (Synthesize)	
<ul style="list-style-type: none">• Students use the same ending sounds of words to recognize if they rhyme• Students recognize ending sounds of words• Students produce rhyming words, based on the same ending sound		
Vocabulary:		
Ending Sound	Rhyme	

Common Core Adoption Process

RF.K.2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

A.

Recognize and produce rhyming words.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand(comprehension)	Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)	<ul style="list-style-type: none">• What word rhymes with ____?• ____ rhymes with _____. Can you think of another word that rhymes with them?• Which of these words rhyme?• Can you tell me two rhyming words?
<ul style="list-style-type: none">• Students will define rhyme.• Students will identify rhymes.• Students will recognize rhymes.• Students will construct new rhymes.		
Vocabulary:		
Demonstrate Understanding	Syllables Recognize	Sounds Rhyme
		Phoneme Word Families

Common Core Adoption Process

RF.K.2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

B.

Count, pronounce, blend and segment syllable in spoken words.

What do students need to be able to <u>DO</u> ?					Question Stems
Lower Levels (1 & 2)		Higher Level (3 & 4)			<ul style="list-style-type: none">• Can students tell how many sounds they hear?• Can students tell what the first sound they hear is?• Can students repeat these sounds?
Remember (knowledge) & Understand(comprehension)		Apply, Analyze, Evaluate, & Create, (Synthesize)			
<ul style="list-style-type: none">• Students can count syllables• Students can reproduce sounds• Students can recognize a sequence of sounds• Students can blend sounds• Students can segment sounds					
Vocabulary:					
Sound	Count	First	Last	Blend	Segment
Take Apart	Repeat				

Common Core Adoption Process

RF.K.2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

C.

Blend and segment onsets and rimes of single-syllable spoken words.

What do students need to be able to <u>DO</u> ?					Question Stems
Lower Levels (1 & 2)		Higher Level (3 & 4)			<ul style="list-style-type: none">• Can student tell how many parts they hear in a word?• Can student tell how many syllables a word has?• Can student blend two sounds together to form a word?• Can student see another word within a word?
Remember (knowledge) & Understand(comprehension)		Apply, Analyze, Evaluate, & Create, (Synthesize)			
<ul style="list-style-type: none">• Students can blend sounds to form words• Students can segment sounds• Students can hear onsets• Students can hear rimes• Students can determine syllables in words					
Vocabulary:					
Blend	Segment	Take Apart	Onset	Syllables	Parts

Common Core Adoption Process

RF.K.2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

D.

Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)

What do students need to be able to <u>DO</u> ?					Question Stems
Lower Levels (1 & 2)		Higher Level (3 & 4)			<ul style="list-style-type: none">• Can student put together sounds to make words?• Can student listen to sounds and tell how many they hear?• Can student listen to and blend sounds to say the whole word?• Can student blend the word part together and say the whole word?
Remember (knowledge) & Understand(comprehension)		Apply, Analyze, Evaluate, & Create, (Synthesize)			
<ul style="list-style-type: none">• Students use differentiated sounds• Students know that words are made up of sounds that are put together• Students can sustain the sounds of letters until the next sound is added• Students can put the different sounds together quickly					
Vocabulary:					
Blend	Sound	Phoneme	Whole Word	Parts	Put Together

Common Core Adoption Process

RF.K.2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

E.

Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

What do students need to be able to <u>DO</u> ?					Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand (comprehension)		Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)			<ul style="list-style-type: none">Can student tell what sounds they hear?Can student add or take away initial consonant to create new words?
<ul style="list-style-type: none">Students identify individual soundsStudents have the ability to break words into their soundsStudents can recognize the order of the sounds and add sounds to make new wordsStudents can recognize if adding a new sound will make a new wordStudents can change a sound while holding on to the rest of the word					
Vocabulary:					
Sound	Beginning	Middle	Vowel	Identify	Tell
Hear	Word	End			

Common Core Adoption Process

RF.K.3

Know and apply grade-level phonics and word analysis skills in decoding words.

A.

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand(comprehension)	Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)	<ul style="list-style-type: none">• Can student point to a letter and tell me what sound it makes?• Can student write the letter based on the sound I give?
<ul style="list-style-type: none">• Students use given letters and produce sounds• Students know the difference between vowels and consonants.		
Vocabulary: <div>SoundLetter</div>		

Common Core Adoption Process

RF.K.3

Know and apply grade-level phonics and word analysis skills in decoding words.

B.

Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand(comprehension)	Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)	<ul style="list-style-type: none">What vowel makes that sound?
<ul style="list-style-type: none">Students use sounds from a given letterStudents can sound out sounds in a given wordStudents can understand vowel and consonant differencesStudent can understand long and short vowel sounds		
Vocabulary: Sound Vowel Difference		

Common Core Adoption Process

RF.K.3

Know and apply grade-level phonics and word analysis skills in decoding words.

C.

Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2)	Higher Level (3 & 4)	<ul style="list-style-type: none">• What word is that?• Can you tell me what that word is?• Can you read this word?
Remember (knowledge) & Understand(comprehension)	Apply, Analyze, Evaluate, & Create, (Synthesize)	
<ul style="list-style-type: none">• Students use known words• Students when reading can recall known words		
Vocabulary: <div>Sight WordsReadRecallText</div>		

Common Core Adoption Process

RF.K.3

Know and apply grade-level phonics and word analysis skills in decoding words.

D.

Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

What do students need to be able to <u>DO</u> ?				Question Stems
Lower Levels (1 & 2)		Higher Level (3 & 4)		<ul style="list-style-type: none">• Can you provide more words in a given word family?• Can you tell what the difference between two given words is?
Remember (knowledge) & Understand (comprehension)		Apply, Analyze, Evaluate, & Create, (Synthesize)		
<ul style="list-style-type: none">• Students will be able to produce word family words• Students will be able to tell the difference between word family words				
Vocabulary:				
Word Families	Same	Different	Similarities	Differences

Common Core Adoption Process

RF.K.4

Read emergent-reader texts with purpose and understanding.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand (comprehension)	Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)	
<ul style="list-style-type: none"> Students use proper book handling skills Students use knowledge of concepts of print when reading Students use sight words Students begin to use comprehension strategies Students use predictions to understand the text Students use reading strategies to understand text Students use the story to relay the author's purpose 		<ul style="list-style-type: none"> Can you tell me what strategy you are using to figure out a word? Can you point to a given sight word? Can you answer concept of print questions? Can you tell me what will happen next in the story? Can you tell me what the author is telling you?
Vocabulary: <div> <div>Concepts of Print</div> <div>Terminology</div> <div>Purpose</div> <div>Understanding</div> <div>Story</div> </div> <div>Author</div>		

Common Core Adoption Process

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...*).

What do students need to be able to <u>DO</u> ?				Question Stems	
Lower Levels (1 & 2) Remember (knowledge) & Understand(comprehension)		Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)			
<ul style="list-style-type: none">• Students can draw a picture to represent their opinion.• Students understand that ideas can be conveyed through writing, drawing pictures or telling.• Students can take a stand and give reasons to support it.• Students understand that letters and sounds are used to make words.• Students can identify what the title is of a book.• Students can include the title of the text in their writing.					
Vocabulary:					
Draw	Tell	Writing	Favorite	Book Title	Opinion
Sentence Frame	Sentence Starter	Reason	Like	Dislike	

Common Core Adoption Process

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.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand (comprehension)	Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)	
<ul style="list-style-type: none"> Students can choose a topic to write about. Students can decide what information they will write about. Students can organize their ideas. Students can use illustrations to support the topic and written ideas. Students can use phonetic spelling to compose a written piece. Students can tell what they are writing about. Students can include details in their writing related to their topic. 		<p>Can students tell what they are writing about?</p> <p>Can students develop a plan for writing?</p> <p>Can students dictate a sentence related to their opinion?</p> <p>Can students add detail to their writing?</p>
Vocabulary: <div> <div>Inform</div> <div>Compose</div> </div> <div> <div>Explain</div> <div>Topic</div> </div> <div> <div>Write</div> <div>Name</div> </div> <div> <div>Details</div> </div> <div> <div>Tell About</div> </div>		

Common Core Adoption Process

W.K.3

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand (comprehension)	Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)	
<ul style="list-style-type: none"> Students can draw a picture that tells a story. Students can talk about what has been drawn. Students understand what an event is. Students the, who, what and when of an event. Students can retell the events in order that they happened. Students can recall how they felt during the event or series of events. 		<ul style="list-style-type: none"> Can students tell what they will draw and write about? Can students write a story about what happened and what events took place? Can students illustrate their favorite part of the story and dictate a sentence about it? Can students draw a picture that show how they feel and then tell about their illustration?
Vocabulary: Combine Illustrate Retell Events Order Happen Reaction		

Common Core Adoption Process

W.K.5

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

What do students need to be able to <u>DO</u> ?				Question Stems
Lower Levels (1 & 2)		Higher Level (3 & 4)		<ul style="list-style-type: none">• Can students tell you what they will be writing about?• Can students verbalize what they like the most and write about it?• Can students add detail to their writing?• Can students write in sequential order? What happened first, next and last?• Can students use a graphic organizer to help write their story?• Can students verbalize who they will write about and what will they be writing?
Remember (knowledge) & Understand(comprehension)		Apply, Analyze, Evaluate, & Create, (Synthesize)		
<ul style="list-style-type: none">• Students can generate a topic to write about.• Students know how to take ideas from a graphic organizer or chart to write about.• Students can organize the writing so it is in a logical sequence.• Students can write sentences with details.• Students understand that using adjectives in writing will strengthen it.• Students can recognize unrelated ideas when reading with an adult.• Students can work with peers.				
Vocabulary:				
Topic	Focus	Questions	Suggestions	Peers
Writing	Details	Senses	Sequence	Organizer

Common Core Adoption Process

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.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand (comprehension)	Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)	
<ul style="list-style-type: none"> Students are familiar with a computer keyboard. Students are able to use PowerPoint with help from an adult. Students know how to send a document to a printer. Students understand how to navigate a computer toolbar. Students are able to use a mouse. Students are able to work with peers. Students understand how to use the save function on the computer. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Can students turn on the computer? Can students type or do they need assistance from an adult? Can students choose which format would be best to present their writing: Word/PowerPoint? Can students work with peers to decide how they will present their story? Do students know how to save their work?
Vocabulary: <div> <div>Mouse</div> <div>Publishing</div> <div>Writing</div> </div> <div> <div>PowerPoint</div> <div>Presenting</div> <div>Collaborate</div> </div> <div> <div>Presentation</div> <div>Sharing</div> <div>Produce</div> </div> <div> <div>Keyboard</div> <div>Toolbar</div> <div>Text</div> </div> <div> <div>Typing</div> <div>Font</div> <div>Clipart</div> </div>		

Common Core Adoption Process

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).

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand (comprehension)	Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)	
<ul style="list-style-type: none"> Students understand what and opinion is versus a fact. Students understand that opinions can be expressed by using terms such as love, like, dislike, hate, etc. Students have access to books/stories by the same author. Students can compare and contrast books by the same author. Students can copy the title. Students can copy the author's name. Students can use the author's name and title in their writing. 		<ul style="list-style-type: none"> Can students name their favorite book? Can students identify who wrote the book? Can students compare and contrast two books by the same author and explain which book is their favorite and why?
Vocabulary: Reason Tell Explain Author's Name Title Opinion Fact Like/Dislike		

Common Core Adoption Process

W.K.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

What do students need to be able to <u>DO</u> ?				Question Stems
Lower Levels (1 & 2)		Higher Level (3 & 4)		
Remember (knowledge) & Understand (comprehension)		Apply, Analyze, Evaluate, & Create, (Synthesize)		
<ul style="list-style-type: none">Students can retell and recall key details.Students can use multiple sources to gather information.Students can draw conclusions from own experiences to answer questions. Text to self.Students can use multiple sources to derive an answer to a question.				
Vocabulary:				
Recall	Information	Gather/Collect	Questions	Sources
Computer	Books	Magazines	Experiences	Remember
Learn				

Common Core Adoption Process

SL.K.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).

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand (comprehension)	Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)	
<ul style="list-style-type: none"> Student use classroom created rules in a discussion setting: raise hand, no blurting, proper listening 		<ul style="list-style-type: none"> Can you raise your hand when you want to be heard? Can you take turns?
Vocabulary: <div> <div>Listen</div> <div>Proper Behavior</div> </div> <div> <div>Take Turns</div> <div>Respect</div> </div> <div> <div>Blurting</div> <div>Interrupt</div> </div>		

Common Core Adoption Process

SL.K.1

Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

B.

Continue a conversation through multiple exchanges.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand (comprehension)	Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)	
<ul style="list-style-type: none"> Student uses proper response statements to discuss a topic (stays on topic). Student follows classroom expectations for listening and speaking 		<ul style="list-style-type: none"> Can you turn and talk to your classmate about our topic? Can you tell us what you about a given topic? Can you tell your classmate what you like /dislike about a topic?
Vocabulary: <div>Discussion</div> <div>Like/Dislike</div> <div>Strategy</div> <div>Focus</div> <div>Expectations</div>		

Common Core Adoption Process

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.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand (comprehension)	Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)	
<ul style="list-style-type: none"> Students will understand read text Students will ask question of the text for clarification and understanding Students will understand meaning of all forms of media; book, television, posters Students will understand it is acceptable to ask for help when needed 		<ul style="list-style-type: none"> Can you tell what the meaning of given text is about? Can you go to someone for help and understanding? Can you tell me what you learned from this book?
Vocabulary: Understand Media Help Text		

Common Core Adoption Process

SL.K.3

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2)	Higher Level (3 & 4)	<ul style="list-style-type: none">• Can you retell what you heard?• Can you ask for help when you do not understand?• Can you ask questions until you understand?
Remember (knowledge) & Understand (comprehension)	Apply, Analyze, Evaluate, & Create, (Synthesize)	
<ul style="list-style-type: none">• Student will understand that it is acceptable to ask for help• Students will ask appropriate questions• Students will know they do not understand		
Vocabulary: <div>AskUnderstandQuestionRetell</div>		

Common Core Adoption Process

SL.K.4

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2)	Higher Level (3 & 4)	<ul style="list-style-type: none">• Can you tell me where the story takes place?• Can you tell me who the characters of a story are?• Can you tell me what happened in a story?• Can you provide additional detail in a story?
Remember (knowledge) & Understand(comprehension)	Apply, Analyze, Evaluate, & Create, (Synthesize)	
<ul style="list-style-type: none">• Students will describe people in a story• Students will describe setting of a story• Students will describe events of a story• Students with prompting provide additional details from a given story		
Vocabulary:		
Characters	Happened	Additional
Setting	Next	Sequence
		Events

Common Core Adoption Process

SL.K.5

Add drawings or other visual displays to descriptions as desired to provide additional detail.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2)	Higher Level (3 & 4)	<ul style="list-style-type: none">• Can you draw a picture so you can tell me more?• Can you find a picture that will help you tell more?
Remember (knowledge) & Understand (comprehension)	Apply, Analyze, Evaluate, & Create, (Synthesize)	
<ul style="list-style-type: none">• Students will add additional detail to relay meaning through pictures or drawings		
Vocabulary: <div>DrawingDetailAdditional</div>		

Common Core Adoption Process

SL.K.6

Speak audibly and express thoughts, feelings, and ideas clearly.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2)	Higher Level (3 & 4)	<ul style="list-style-type: none">• Can you speak loud enough for us to hear without shouting?• Can you tell us how you feel about a given topic?• Can you tell us how the topic makes you feel?
Remember (knowledge) & Understand(comprehension)	Apply, Analyze, Evaluate, & Create, (Synthesize)	
<ul style="list-style-type: none">• Students will speak clearly and at a normal level to be heard• Students will use verbal language that express thought and feeling• Students will stay on a given topic		
Vocabulary: Thought Feelings Voice Level		

Common Core Adoption Process

L.K.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A.

Print many upper- and lowercase letters.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand(comprehension)	Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)	<ul style="list-style-type: none">• Can you write the matching uppercase letter to the given lowercase?• Can you write the matching lowercase letter to the given uppercase?• Can you tell me this letter_____?
<ul style="list-style-type: none">• Students will recognize the difference between upper and lowercase letters• Students will print upper and lowercase letters in proper form		
Vocabulary: Uppercase Lowercase Matching Capital		

Common Core Adoption Process

L.K.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

B.

Use frequently occurring nouns and verbs.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand (comprehension)	Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)	
<ul style="list-style-type: none"> Students will know that a noun is a person, place or thing Students will know that a verb is an action word such as run, walk, etc. 		<ul style="list-style-type: none"> Can you tell me what a noun is? Can you tell me what a verb is? Can you tell me which word is a verb? Can you tell me which word is a noun?
Vocabulary: <div> Noun Verb Action Word Person Place Thing </div>		

Common Core Adoption Process

L.K.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

C.

Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2)	Higher Level (3 & 4)	<ul style="list-style-type: none">• Can you tell me how to make this word mean more than one?• Can you tell me which word means more than one?• Can you tell me tell me which word means only one?
Remember (knowledge) & Understand(comprehension)	Apply, Analyze, Evaluate, & Create, (Synthesize)	
<ul style="list-style-type: none">• Student will know by adding an -s or an -es the word becomes plural		
Vocabulary: <div>PluralSingleMore Than One</div>		

Common Core Adoption Process

L.K.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

D.

Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand (comprehension)	Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)	
<ul style="list-style-type: none"> Students will question words such as who, what, when, where and why 		<ul style="list-style-type: none"> Can you ask a friend who was in the story? Can you ask a friend what was in the story? Can you ask a friend when the story happened? Can you ask a friend where the story took place? Can you ask a friend why something happened? Can you ask a friend how something happened in a story?
Vocabulary: Who What When Where Why		

Common Core Adoption Process

L.K.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

E.

Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2)	Higher Level (3 & 4)	<ul style="list-style-type: none">Listen as I read your writing, are you missing any words?
Remember (knowledge) & Understand (comprehension)	Apply, Analyze, Evaluate, & Create, (Synthesize)	
<ul style="list-style-type: none">Students will know and use frequently used prepositions such as: to, from, in, out, on, off, for, of, by and with		
Vocabulary: Complete Sentence Listen Re-Read		

Common Core Adoption Process

L.K.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

F.

Produce and expand complete sentences in shared language activities.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand(comprehension)	Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)	<ul style="list-style-type: none">• Can you use describe your character?• Can you describe what you were doing to make your sentence longer?• What else can you include in this sentence?• What is a word that would describe _____ that you could use in this sentence?
<ul style="list-style-type: none">• Students will use descriptive words to expand a sentence		
Vocabulary: Describe Complete Sentence		

Common Core Adoption Process

L.K.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

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2)	Higher Level (3 & 4)	<ul style="list-style-type: none">• Did you check your writing to make certain all sentences begin with a capital letter?• Did you remember to capitalize the word “I”?
Remember (knowledge) & Understand(comprehension)	Apply, Analyze, Evaluate, & Create, (Synthesize)	
<ul style="list-style-type: none">• Students will begin every sentence with a capital letter.• Students will capitalize the pronoun “I”.		
Vocabulary: <div>PronounCapitalizeSentenceCapital Letter</div>		

Common Core Adoption Process

L.K.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

B.

Recognize and name end punctuation.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand(comprehension)	Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)	<ul style="list-style-type: none">What end punctuation should I use at the end of this statement? Why?Did you check your writing for end punctuation?
<ul style="list-style-type: none">Student identifies end punctuation including: period, question mark, exclamation mark		
Vocabulary: <div>End PunctuationPeriodQuestion MarkExclamation Mark</div>		

Common Core Adoption Process

L.K.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

C.

Write a letter or letters for most consonant and short-vowel sounds (phonemes).

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand(comprehension)	Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)	<ul style="list-style-type: none">• What sounds do you hear in the word ____?• Can you stretch ____?• What sound do you hear at the beginning /middle /end?• What letter makes that sound?• How would I spell ____?• Can you write the letters you hear when you say that word?
<ul style="list-style-type: none">• Student is able to stretch words out and differentiate between sounds.• Student is able to write a letter for each sound in a word (cat = c—a—t).		
Vocabulary: <div>SoundStretch The WordSpell</div>		

Common Core Adoption Process

L.K.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

D.

Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

What do students need to be able to <u>DO</u> ?				Question Stems
Lower Levels (1 & 2)		Higher Level (3 & 4)		<ul style="list-style-type: none">What letters make that sound?Can you write the letters that make that sound?
Remember (knowledge) & Understand (comprehension)		Apply, Analyze, Evaluate, & Create, (Synthesize)		
		<ul style="list-style-type: none">Student applies basic phonetic rules to spell simple words (ex: th, sh, ch, ck).		
Vocabulary:				
Sound	Phonics	Spell	Stretch The Word	

Common Core Adoption Process

L.K.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 and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand (comprehension)	Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)	
<ul style="list-style-type: none"> Student recognizes when a word is unknown. Student knows many common and familiar words. Student understands that some words have more than one meaning (homophone). 	<ul style="list-style-type: none"> Student applies context clues (including illustrations) to determine the meaning of new/unknown words. 	<ul style="list-style-type: none"> What does _____ mean in that sentence? Do you know another way that _____ is used? Can you use this word in a sentence?
Vocabulary: Homophone Context Clue Determine Recognize Pronounce		

Common Core Adoption Process

L.K.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

B.

Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand (comprehension)	Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)	
<ul style="list-style-type: none"> Student adds the suffix “ed” to make a verb past tense (walk – walked). Student adds the suffix “s” to make a noun plural (top – tops). Student adds the prefix “re” to show that a verb happened again (do- redo). Student adds the prefix “un” to show that a specific verb was undone (ex: tie – untie). Student adds the prefix “pre” to show that a specific verb occurred before the actual verb (ex: write – prewrite). Student adds the suffix “ful” to transform a noun into an adjective (ex: beauty – beautiful). Student adds the suffix “less” to verbs to show that the verb is being done to a lesser (or opposite) degree (ex: care – careless). 	<ul style="list-style-type: none"> Student applies the knowledge of the following affixes to determine the meaning of new/unknown words: -ed, -s, re-, un-, pre-, -ful, & -less. 	<ul style="list-style-type: none"> What does the prefix “___” mean? How can that help me figure out what this word new word means? What does the suffix “___” mean? How can that help me figure out what this word new word means? How can I change that word (verb) to make it mean that I did it again? What happens to this word when I add this suffix? What happens to this word when I add this prefix?
Vocabulary: <div> <div>Prefix</div> <div>Unknown</div> </div> <div> <div>Suffix</div> <div>Antonym</div> </div> <div> <div>Affix</div> <div>Opposite</div> </div> <div> <div>Noun</div> </div> <div> <div>Verb</div> </div> <div> <div>Adjective</div> </div>		

Common Core Adoption Process

L.K.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.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand (comprehension)	Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)	
<ul style="list-style-type: none"> Students use objects to sort into categories. Students can use words to explain what the objects in their categories have in common. 		<ul style="list-style-type: none"> How can you put these objects into groups? Can you tell me about the groups you made?
Vocabulary: <div>Sort Common Category Difference Similar</div> <div>Antonym Opposite</div>		

Common Core Adoption Process

L.K.5

With guidance and support from adults, explore word relationships and nuances in word meanings.

B.

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

What do students need to be able to <u>DO</u> ?					Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand(comprehension)		Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)			<ul style="list-style-type: none">• Can students rephrase a given message?• Can students use a circle map to describe a given word? (Adjectives)• Can students brainstorm different ways to say....• Can students provide examples of opposites?• Can students demonstrate what certain verbs look like?
<ul style="list-style-type: none">• Students understand what an opposite is• Students distinguish a written message and know and understand basic verbs.					
Vocabulary:					
Verb	Adjective	Opposite	Sort	Show Me	Difference
Compare					

Common Core Adoption Process

L.K.5

With guidance and support from adults, explore word relationships and nuances in word meanings.

C.

Identify real-life connections between words and their use (e.g., note places at school that are colorful).

What do students need to be able to <u>DO</u> ?					Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand(comprehension)		Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)			<ul style="list-style-type: none">How do you think I feel about _____ based on the words I used to describe ____?How does the author’s word choice make you feel about ____?What words could I use to make this sound more positive?What words could I use to make this sound negative?How does my word choice affect the meaning?
<ul style="list-style-type: none">Students make connections between the words we choose to describe ideas and the way we feel about that specific idea (ex: When a student loves school – “School is a wonderful place full of colorful people.” vs. When a student dislikes school – “School is a place with lots of people.”					
Vocabulary:					
Connection	Author	Describing	Brainstorm	Group	Show Me
Difference	Meaning	Positive	Negative	Tone	Affect
Word Choice					

Common Core Adoption Process

L.K.5

With guidance and support from adults, explore word relationships and nuances in word meanings.

D.

Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand (comprehension)	Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)	
<ul style="list-style-type: none"> Students can act out the meaning of a given verb. Students are able to show the difference between two verbs. 		<ul style="list-style-type: none"> Can you act out what this verb means? Can you show me what that word means? Can you show me the difference between _____ and _____ (two similar verbs)?
Vocabulary: <div> <div>Compare</div> <div>Sort</div> </div> <div> <div>Opposite</div> <div>Difference</div> </div> <div> <div>Verb</div> <div>Similar</div> </div> <div> <div>Show Me</div> </div> <div> <div>Act Out</div> </div>		

Common Core Adoption Process

L.K.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

What do students need to be able to <u>DO</u> ?				Question Stems
Lower Levels (1 & 2) Remember (knowledge) & Understand(comprehension)		Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)		<ul style="list-style-type: none">• Share what you have learned with your partner.• Explain that idea to your neighbor.• Talk about that with your partner.• Can you explain that to the group?• How is what you believe different than what your neighbor believes?• Describe how your ideas were different than your partners.• Think – Pair – Share: Think about _____. Talk about your ideas with your partner. Now share what you and your partner think with the group.
<ul style="list-style-type: none">• Students can sustain a conversation.• Students understand basic rules of speaking with others.• Students are able to talk about ideas or events in a story.• Students are able to respond in sentences or phrases.• Students are able to use new vocabulary learned or read in conversation with others.				
Vocabulary:				
Respond Ideas	Talk Discuss	Vocabulary Different	Conversation Explain	Think-Pair-Share