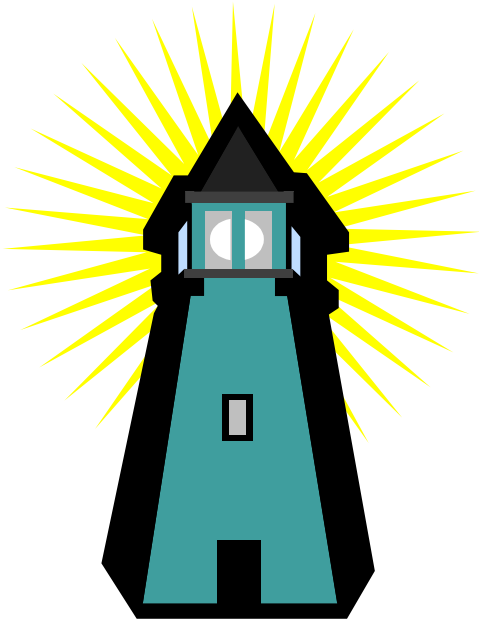


# TEACHER GUIDANCE

FOR TEACHING THE COMMON CORE  
GEORGIA PERFORMANCE STANDARDS



*Kindergarten*



*Dr. John D. Barge, State School Superintendent*  
*"Making Education Work for All Georgians"*

## Introduction

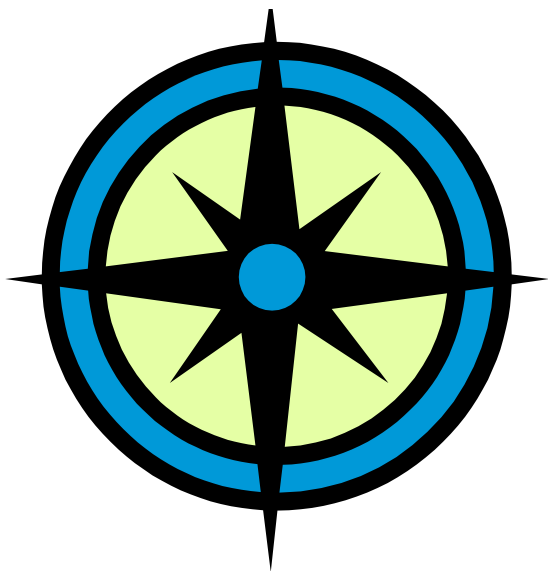
---

The purpose of this document is to provide concise and thorough guidance for teachers during the transition from the Georgia Performance Standards (GPS) to the new Common Core Georgia Performance Standards (CCGPS). The document is divided into two main sections: CCGPS Teacher Guidance by standard and CCGPS/GPS Comparison and Transition. Contained within the CCGPS Teacher Guidance section are the skills, concepts, vocabulary, and strategies essential to each standard. The CCGPS Comparison and Transition section provides a side-by-side view of the original and the new standards to assist educators in identifying areas where instruction will remain unchanged and specific areas where skills or concepts have been added, moved, or where they may no longer exist within a particular grade. The information provided here will be vital to instructors and other stakeholders during the 2012-2013 implementation of the CCGPS and beyond.

## About Kindergarteners


---

Students enter kindergarten with a wide variety of cognitive abilities and life experiences as they transition from oral to written literacy. They begin to demonstrate their understanding of the organizational and basic features of print as they learn to track print and distinguish words from pictures and letters from words. Students should learn the basics of sound-print code and begin to develop comprehension strategies that will enable them to manipulate grade-level texts of appropriate complexity, including both story books and simple informational texts. Students will begin to connect their inquiries and responses directly to the text and identify main ideas. Kindergarten students will develop the ability to write letters and represent words with letters, identifying some high-frequency sight words and understandings of basic conventions of language. Kindergarteners will continue to increase the complexity of their spoken language and to use language in both one-on-one and group settings. While the kindergarten CCGPS makes clear specific expectations for reading, writing, speaking, listening, and language, these standards need not be a separate focus for instruction. Often, several standards can be addressed by a single, rich task.



## CCGPS TEACHER GUIDANCE:

*Skills, concepts, strategies, tasks,  
and recommended vocabulary*

	<b>Kindergarten CCGPS</b>
	<b>Reading Literacy (RL)</b>
	<b>ELACCKRL1: With prompting and support, ask and answer questions about key details in a text.</b>

### Skills/Concepts for Students:

With prompting and support:

- Ask and answer questions about books read aloud or independently
- Formulate sentences whose purpose is to ask questions
- Create sentences beginning with who, what, when, and where which are related to the story
- Understand and apply the use of a question mark
- Identify the main idea of a text read aloud or independently
- List important details about a story

### Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1(see above)
- Model for students questioning techniques
- Identify and demonstrate how to write a sentence that asks a question
- Demonstrate the purpose of a question mark
- Assist students in determining what constitutes “key details” in a book
- Guide students in asking *who*, *what*, *when*, and *where* questions throughout the reading of the text

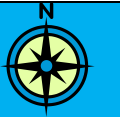
### Sample Task for Integration:

During a read-aloud, prompt students to ask and answer questions about key details in the text. Provide guided questioning techniques as examples for students. Demonstrate how questions always end with a question mark. Focus on questions which begin with the words **who**, **what**, **when**, and **where**. Don't be afraid to also experiment with higher level questions that begin with **how** and **why**. After thorough demonstration and guidance regarding key details and how these key details can be discovered through questioning techniques, provide the opportunity for students to listen to another read-aloud. Challenge them to create their own questions and record their responses. Connect the questions to the evidence from the text, and require the students to demonstrate their understanding of these key details by drawing a picture or writing a short response.

### Recommended Vocabulary for Teaching and Learning:

Question mark

Key Details

	<b>Kindergarten CCGPS</b>
	<b>Reading Literacy (RL)</b>
	<b>ELACCKRL2: With prompting and support, retell familiar stories, including key details.</b>

### **Skills/Concepts for Students:**

With prompting and support:

- Retell familiar events and stories in the order they occurred
- Restate a favorite story using your own words
- Construct a retelling of a favorite story through pictures or in writing
- Analyze important details from unimportant details
- Organize key details from a story that are out of order
- Relate the key details in a story using a story map

### **Strategies for Teachers:**

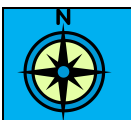
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL2(see above)
- Guide children as they retell familiar stories, prompting them with the questioning techniques discussed in guidance for RL1
- Model the use of story maps to retell important events of a story in the correct order
- Challenge each student to retell a familiar story to a partner, leaving out a key detail; the partner will repeat the retelling and include the key detail that was omitted
- Encourage retelling by using open-ended prompts when necessary (What do you remember about \_\_\_\_? Describe what happens when \_\_\_\_? Why did \_\_\_\_?)
- Provide opportunities for story retelling through dramatization, pictures, and words

### **Sample Task for Integration:**

Choose a story to read aloud to the class. Pair each student with a partner, and provide each two-person group with index cards which state the key details of the read-aloud along with several extraneous details that were not a part of the text. Challenge the students to illustrate the key details of the text by placing the cards in order and eliminating the extraneous cards. Allow the students to share their solutions orally by presenting their information to the class.

### **Recommended Vocabulary for Teaching and Learning:**

Retell                      Important Details                      Unimportant Details                      Story Map

	<b>Kindergarten CCGPS</b>
	<b>Reading Literacy (RL)</b>
	<b>ELACCKRL3: With prompting and support, identify characters, settings, and major events in a story.</b>

### **Skills/Concepts for Students:**

With prompting and support:

- Identify the characters in a story
- Identify and describe the setting of a story
- Record the major events in a story
- Identify the conflict in a story
- Recognize the main idea of a story and identify the details that support the main idea
- Compare and contrast characters, settings, and events in different stories

### **Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL3(see above)
- Read and reread stories to the students while increasing the complexity of the discussion of characters, settings, actions, problems, and resolution as children become more familiar with the story and text
- Discuss the main components of a story (e.g., beginning-middle-end, setting, characters, problems, events, resolution)
- Ask questions that will require children to identify characters, settings, and major events
  - Where did the story take place?
  - Who are the characters in the story?
  - Which character had a problem?
  - How did the character solve his/her problem?
  - Can you think of other ways to solve the problem?
- Use story maps during and after reading to help children learn the elements of a book or story
- Use a picture-walk to make inferences and draw conclusions about the text

### **Sample Task for Integration:**

Using a read-aloud, discuss with the students the characters, the setting, and the major events of the story. Provide the students a story map upon which they will list the main characters, the setting of the story, and at least three major events. Demonstrate how to complete the story map using chart paper or an interactive board. (Students who are not able to write the information on the story map will be allowed to draw pictures on the story map.) Next, challenge the students to identify the conflict evident in the story and illustrate how the conflict was solved.

### **Recommended Vocabulary for Teaching and Learning:**

Characters                      Setting                      Events                      Conflict                      Main Idea                      Compare and Contrast

	<b>Kindergarten CCGPS</b>
	<b>Reading Literacy (RL)</b>
	<b>ELACCKRL4: Ask and answer questions about unknown words in a text.</b>

#### **Skills/Concepts for Students:**

- Identify words in a text that are unknown
- Use context clues to determine the meanings of unknown words in a text
- Use questioning techniques to formulate questions about words not known
- Craft answers to questions about unknown words discovered in text
- Use beginning dictionaries to assist in finding definitions for unknown words
- Replace unknown words in text with synonyms discovered in beginning dictionaries

#### **Strategies for Teachers:**

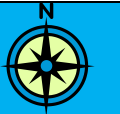
- Provide highlighted text depicting unknown vocabulary and demonstrate strategies used to decipher meanings using context clues
- Demonstrate strategies for making unknown words more familiar and useful to students
- Model questioning strategies for understanding words within a text that are unfamiliar (How does this sentence sound if I leave this word out? What is my prediction about what this word means? Does this word sound funny, scary, nice, or sad? Why is this word in the sentence? Why did the author use this word instead of an easier word that I do know?)
- Model how to use context clues within the sentences of a text that may help a student decipher the meaning of an unknown word

#### **Sample Task for Integration:**

Provide a highlighted text using a big book or the interactive board. Choose a text that has unfamiliar words for most kindergarten students. Allow the students to participate in a survey by raising their hands if they think they know the meanings of the highlighted words. Keep a record of their responses. Next, read the text aloud to the students and put emphasis on the unfamiliar words. At the conclusion of the read-aloud, ask the students to again make suggestions as to what they think the unfamiliar words mean. Do not allow them to provide one word answers, but insist that they explain the clues from the story that made them interpret the definition as they did. Provide the correct definitions of the unfamiliar words using a beginning dictionary. Challenge the students to search for unfamiliar words in texts they explore and to use the strategies employed in this activity to predict meanings. They should check their predictions using a beginning dictionary.

#### **Recommended Vocabulary for Teaching and Learning:**

Dictionary                      Synonym                      Context Clues

	<b>Kindergarten CCGPS</b>
	<b>Reading Literacy (RL)</b>
	<b>ELACCKRL5: Recognize common types of texts (e.g., storybooks, poems).</b>

**Skills/Concepts for Students:**

- Identify characteristics of stories (sentences, paragraphs, illustrations)
- Identify characteristics of poems (stanzas, rhyme)
- Compare and contrast stories and poems
- Recognize the differences between different types of published text (magazines, newspapers, books)

**Strategies for Teachers:**

- Provide students with examples of text from storybooks and poetry books
- Illustrate the structural differences of both types of text
- Provide opportunities to scaffold the differences in storybooks and poetry books with other types of text (magazines, newspapers, books)

**Sample Task for Integration:**

Provide students with several examples of literary text (e.g. storybooks, poetry books, etc.) Allow students to work with a partner to select a book. Students will look at their book and determine if it is a storybook or poetry book. Students will then share with the class what type of text they selected and tell why it is a storybook or poetry book, etc.

**Recommended Vocabulary for Teaching and Learning:**


types of text (storybook, poetry)  
verse

stanza  
author

paragraphs  
illustrator

rhyme  
illustrations



	<b>Kindergarten CCGPS</b>
	<b>Reading Literary (RL)</b>
	<b>ELACCKRL6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</b>

### **Skills/Concepts for Students:**

With prompting and support:

- Name the author and illustrator of the story
- Define the role of the author and illustrator in telling a story
- Use the terms author and illustrator

### **Strategies for Teachers:**


- Provide opportunities throughout the day during book readings that call attention to and explain the role of the author and illustrator of a story
- Prompt children to answer questions about the author and illustrator (What is the job of an illustrator? What does it mean to be an author? Why do you think the illustrator chose to use certain colors in the illustrations? What colors do you see in the illustrations?)

### **Sample Task for Integration:**

During whole group instruction, encourage students to name the author and illustrator of the featured story. Prompt students to define the role of the author and illustrator during their discussion. Following their conversations, students can complete a language experience story in which they become authors and illustrators. Have students write their names at the bottom of the story as the authors.

### **Recommended Vocabulary for Teaching and Learning:**

author	illustrator	telling	illustrations	pictures
story	text			

	<b>Kindergarten CCGPS</b>
	<b>Reading Literacy (RL)</b>
	<b>ELACCKRL7: 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).</b>

### **Skills/Concepts for Students:**

With prompting and support:

- Make predictions from pictures and titles
- Use prior knowledge, graphic features (illustrations), and graphic organizers to understand text

### **Strategies for Teachers:**

- Demonstrate how pictures and book covers can lead the reader to logical predictions about a book prior to reading
- Ask children to tell why the pictures appear where they do in the story
- Explain how the illustrations in a story help to understand the story
- Present the cover of a book to be used during the directed reading lesson. Ask the students to predict what the story will be about once they hear or read the title. Then challenge the students to go page by page looking at the pictures to predict what the story is about (sometimes called a book walk or story walk or walk through)


### **Sample Task for Integration:**

Choose a book to be read aloud, but do not show the cover or the pictures. Read the book to the students. Place the students in groups of three and designate a “job” for each student in the group as follows: 1.) draw a picture of the setting; 2.) draw a picture of the main character, 3.) draw a picture of your favorite part of book. The students in each group will not discuss their individual drawings until each has finished. Next, group all of the students together who had the same “jobs.” Students will share all of the setting pictures, main character pictures, and favorite book part pictures. Last of all the teacher will share the original illustrations, and the students will evaluate which pictures were closest to what the illustrator really drew. They will explain why the illustrator chose to depict the illustration in the way he/she did.

### **Recommended Vocabulary for Teaching and Learning:**

pictures                      illustrations                      settings                      events                      connection                      characters

	<b>Kindergarten CCGPS</b>
	<b>Reading Literary (RL)</b>
	<b>ELACCKRL8:</b> (Not applicable to literature)

	<b>Kindergarten CCGPS</b>
	<b>Reading Literary (RL)</b>
	<b>ELACCKRL9:</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

### **Skills/Concepts for Students:**

With prompting and support:

- Understand the concept of comparison and contrast (the same and different)
- Discriminate among the actions of characters who are good, bad, scary, or funny
- Summarize the adventures of familiar characters in literature
- Choose two very different characters and illustrate how and why the characters are/were different

### **Strategies for Teachers:**


- Ask questions, role play, use story props, puppets, etc., to compare and contrast the adventures of characters from two stories that have been read and reread to the children
- Use a graphic organizer to compare and contrast the adventures and experiences of characters in familiar stories
- Teach words for comparing and contrasting. (Examples of contrasting words: although, instead of, however, different from. Examples of comparing words: alike, same as, similar to, as well as)

### **Sample Task for Integration:**

Read and reread familiar stories to students. For example, read The Three Little Pigs and The Three Billy Goats Gruff. Using a Venn diagram, prompt students to compare and contrast the adventures and experiences of the characters from both stories by describing how they are different and how they are alike. Encourage students to use comparing and contrasting words as they compare and contrast the characters' adventures and experiences.

### **Recommended Vocabulary for Teaching and Learning:**

compare	contrast	adventures	similarities	differences
characters	experiences			

	<b>Kindergarten CCGPS</b>
	<b>Reading Literary (RL)</b>
	<b>ELACCKRL10: Actively engage in group reading activities with purpose and understanding.</b>

**Skills/Concepts for Students:**

- Listen to and read a variety of literary (e.g., short stories, poems) texts and materials
- Demonstrate comprehension of reading by participating in group activities designed to establish understanding
- Establish a purpose for reading

**Strategies for Teachers:**

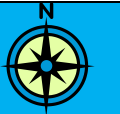
- Begin all reading activities with the purpose for reading
- Strategically monitor comprehension through oral questioning during group reading as well as creating opportunities for students to demonstrate an understanding of why and how
- Provide students with opportunities to choose and read a variety of literary texts that challenge their instructional reading level
- Engage students in group reading activities (e.g., read-alouds, language experience stories, choral reading, Reader's Theater, guest readers, digital presentations of books, small group reading, and independent reading centers)
- Provide students with opportunities to share their group reading activities

**Sample Task for Integration:**

Establish a purpose for reading. Students visit the media center and select appropriate books for reading (storybooks, poetry books, fairytales, etc.). After the reading has taken place, students will use drawings and writings as they share what they have read with the class.

**Recommended Vocabulary for Teaching and Learning:**

purpose                      storybooks                      poetry                      fairytales                      fantasy                      nursery rhymes

	<b>Kindergarten CCGPS</b>
	<b>Reading Informational (RI)</b>
	<b>ELACCKRI1: With prompting and support, ask and answer questions about key details in a text.</b>

**Skills/Concepts for Students:**

With prompting and support:

- Recognize how informational text differs from literary text
- Understand how to properly ask a question
- State the answers to questions by referring explicitly to key details
- Demonstrate how key details form the necessary information critical to informational text

**Strategies for Teachers:**

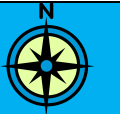
- Model and guide students in answering and generating questions about key details in informational text read or listened to
- Model the use of graphic organizers to ask and answer questions about key details in informational text
- Prompt and support students as they make predictions about the text

**Sample Task for Integration:**

The teacher will read a book aloud to the class and guide the class to participate in a 3-2-1 activity that will allow them to ask and answer questions about key details in the text. A 3-2-1 is three things they discovered, two things they found interesting, and one question they still have. Students respond to the 3-2-1 in writing and share answers with a partner.

**Recommended Vocabulary for Teaching and Learning:**

key details      questions      who      where      why      predictions      key events      what      when      how

	<b>Kindergarten CCGPS</b>
	<b>Reading Informational (RI)</b>
	<b>ELACCKRI2: With prompting and support, identify the main topic and retell key details of a text.</b>

### **Skills/Concepts for Students:**

With prompting and support:

- Identifies the main topic and supporting details of informational text read or heard
- Use text and graphic features as sources to identify the main topic
- Demonstrate understanding by orally retelling the key details of informational text

### **Strategies for Teachers:**


- Provide opportunities for students to listen to a variety of complex and age-appropriate informational text
- Explain how informational text has a main topic
- Give examples of informational text and the main topics of each
- Challenge students to determine the main topic of an informational text just by looking at the illustrations
- Guide students to list the important details revealed in an informational text
- Provide opportunities and guidance for students to retell the story orally, through pictures, or in writing

### **Sample Task for Integration:**

Using informational texts aligned to kindergarten topics in science and social studies, guide the students in the differences apparent in the different types of text. For example, science text is organized differently from social studies text. Overall, the point of this task is to begin to explore how informational text is not always the same. Share often with students how the topics of these texts are different. Hide the covers of several informational books and allow the students to see the pages and pictures only. Ask them to decide what the main topic of the text would be based on details gleaned from the pictures. Then uncover the covers and see how many students were correct. This also is an excellent way to begin the task of tying evidence to details inside a text to prove a point.

### **Recommended Vocabulary for Teaching and Learning:**

topic                      details                      key details                      retell

	<b>Kindergarten CCGPS</b>
	<b>Reading Informational (RI)</b>
	<b>ELACCKRI3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</b>

### **Skills/Concepts for Students:**

With prompting and support:

- Understand that an individual is a person, an event is a thing that happens, an idea is something we think of, and pieces of information are what makes up informational text
- Explain how two people in an informational text may be connected
- Describe how two events in an informational text are connected
- Describe how two ideas in an informational text are connected
- Recognize and describe how two pieces of information in an informational text may be connected

### **Strategies for Teachers:**

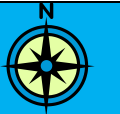
- Make available opportunities for students to access prior knowledge and experiences in order to connect how personal experiences, events, and individuals in their own lives are similar and different from the text (e.g., Social Studies: How is where you live different from where other people live?)
- Provide opportunities for students to first identify people, events, ideas, and information in a text
- Choose two people, events, ideas, or pieces of information which you know have connections. Share these with the students. Have the students describe in small groups what the connections are. Then, have each group choose one person to share with the class.
- Read an informational text to the students from science or social studies which is connected to the curriculum. Choose connections within the text and have a discussion with the students about why these examples are connections. Challenge them to choose other connections.

### **Sample Task for Integration:**

After reading aloud a text to students, the teacher will offer opportunities for the class to respond to the text in various ways, including writing, art, dramatic play, music, readers' theatre, videos, debate, or pantomime. The students will choose to describe the connections that they discovered in the text.

### **Recommended Vocabulary for Teaching and Learning:**

Informational text                      connections                      events                      ideas                      information

	<b>Kindergarten CCGPS</b>
	<b>Reading Informational (RI)</b>
	<b>ELACCKRI4: With prompting and support, ask and answer questions about unknown words in a text.</b>

### **Skills/Concepts for Students:**

With prompting and support:

- Use prior knowledge and experiences to determine the meaning of unknown words
- Ask and answer questions about unknown words in a text
- Determine the definitions of unfamiliar words using a beginning dictionary with prompting and support
- Experiment with using context clues to determine unknown words

### **Strategies for Teachers:**

- Model and guide students to use text, illustrations, and graphics (context clues) to help determine the meaning of unknown words
- Lead students to break words into parts looking for word families, known suffixes, and syllables in the unknown word
- Encourage students to match letters and letter combinations with the sounds they make
- Model for students, asking questions when words are unknown.
- Demonstrate for students how to ask the questions, “Do the words sound right, as if I were talking?” “Is the reading making sense?”


### **Sample Task for Integration:**

Choose an informational text connected to science or social studies. Let the class know that the informational text you are about to read does contain unfamiliar words. Let the students know that you want them to raise their hands and ask questions throughout the reading as they hear words which they do not know. Next, read the text aloud to the students, but do not stop to explain the unfamiliar words. As the students raise their hands with questions, pause and write their questions on chart paper, etc. When the read-aloud is completed, refer to the list of questions on the chart paper. Challenge the class to see if anyone knows the meanings of the unfamiliar words. Share with the class how to use clues within the text (pictures, other words, etc.) to help determine unknown words. To balance the contextual clues, also provide a beginning dictionary and share how words are referenced. It is quite possible that the teacher will need to reference a more complex dictionary to truly get all of the definitions, but the students will benefit from how this is accomplished. Challenge the students to choose two of the words and draw a picture of what the words mean.

### **Recommended Vocabulary for Teaching and Learning:**

Context                      dictionary                      clues



	<b>Kindergarten CCGPS</b>
	<b>Reading Informational (RI)</b>
	<b>ELACCKRI5: Identify the front cover, back cover, and title page of a book.</b>

**Skills/Concepts for Students:**

- Recognize how the front cover differs from the back cover of an informational text
- Locate the title page of an informational text
- Identify the characteristics of a front cover as compared to a back cover
- Understand the purpose of a title page

**Strategies for Teachers:**


- Provide several informational books for students which identify the different parts (front cover, back cover, and title page). These three parts would be labeled with sticky notes on all of the books.
- Challenge the students to tell the characteristic differences between the front covers and the back covers of the selected books
- Show the location of the title page in each of the books and explain the purpose of this page
- Explore the information found on the title page and compare it to the information contained on the front and back covers

**Sample Task for Integration:**

Provide the students with many examples of informational texts. Label each text's front cover, back cover, and title page. Tell the students that they are going to write their own books about an informational topic (choose something pertinent to the content being discussed in science and social studies). Each student should design the front cover, back cover, and title page of his book. Later, the students may add information (pages) in order to provide content for the book, but the overall object of the task is for students to connect the purpose of each part of the book.

**Recommended Vocabulary for Teaching and Learning:**

front cover                      back cover                      title page

	<b>Kindergarten CCGPS</b>
	<b>Reading Informational (RI)</b>
	<b>ELACCKRI6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</b>

**Skills/Concepts for Students:**

- Identify the author(s) of an informational text
- Name the illustrator of an informational text
- Understand that the author writes the words in the book and the illustrator draws the pictures

**Strategies for Teachers:**


- Always begin each read-aloud by stating the author's name as well as the illustrator's name
- Ensure that the students understand that the author does the writing and the illustrator takes the writing and draws the pictures
- Guide students to see the differences in how illustrations are often constructed in informational texts as compared to literary texts
- Point out that illustrators often are responsible for including photographs and tables and graphs in informational text
- Share with the students that often an informational text is written by more than one author

**Sample Task for Integration:**

Provide an opportunity for the students to be authors and illustrators. Select several topics relevant to science and social studies. Inform the class that together, each person in the class is going to write an informational book. Allow the students to form pairs (or you choose the pairs). One student will be the author and the other will be the illustrator. Working together, the students should create a mini-informational booklet. (Suggested topics for selection: science- the sky, rocks, dirt, 5 senses, motion, animals, plants/ social studies-the flag, the Statue of Liberty, holidays, The White House, The Pledge of Allegiance, jobs) One student will be the author and provide the words and the other student will be the illustrator and provide the pictures. (A technology/research integration is perfect at this juncture as students could look up information about their topics and print pictures to support the illustrations).

**Recommended Vocabulary for Teaching and Learning:**

author                      illustrator                      illustrations

	<b>Kindergarten CCGPS</b>
	<b>Reading Informational (RI)</b>
	<b>ELACCKRI7: 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).</b>

### **Skills/Concepts for Students:**

With Prompting and support:

- Identify the purpose of an illustration in informational text
- Make connections to illustrations in informational text to the content of the text
- Demonstrate similar ideas for ways that text could have been illustrated
- Provide ideas for illustrations that are not present in the informational text but that would add to the understanding of the text
- Explain how the placement of illustrations helps the reader comprehend the content of the text

### **Strategies for Teachers:**


- Read aloud often using informational text
- Focus on the illustrations and how they support the content
- Use opportunities for prediction by looking at all of the illustrations before the reading and challenging the students to make assumptions based on the illustrations (keep ideas on chart paper)
- Read aloud informational text and do not share the illustrations with the students. Ask them how the text would have been more easily understood had they had pictures.
- Provide opportunities for students to create the illustrations that support text as well as the text to support illustrations

### **Sample Task for Integration:**

Using common topics from science and social studies, provide for the students topics written on note cards. Working in small groups, the students will take each topic and brainstorm about what they already know. Together the group will create a small informational booklet containing the facts they have learned. They will then illustrate the facts. The students will share their booklets with the class and explain the relationship between the illustrations and the text.

### **Recommended Vocabulary for Teaching and Learning:**

topic                      details                      illustrations                      events                      relationships

	<b>Kindergarten CCGPS</b>
	<b>Reading Informational (RI)</b>
	<b>ELACCKRI8: With prompting and support, identify the reasons an author gives to support points in a text.</b>

### **Skills/Concepts for Students:**

With prompting and support:

- Understand how informational text is different from literary text
- Recognize how an author of informational text uses facts to support the information
- Understand the purpose of informational text
- Identify the facts that an author gives to support the information in his/her book

### **Strategies for Teachers:**


- Model for the students through the read-aloud of an informational text reasons discovered that support points in a text
- Provide opportunities for students to answer questions about details and how they support the key points in a text
- Provide opportunities for students to discuss the main points of information given in the story
- Identify supporting details and discuss why the author included them

### **Sample Task for Integration:**

The teacher will read an informational book to the class. After reading the book, the teacher will pose the question to the students regarding what has been learned about the text. Using the big book as a display, underline the main point the author provides in the text with colored chalk. Use a different colored chalk to show the supporting details. The teacher will then help the students create a graphic organizer to visually see the main idea and supporting details. The teacher will lead the students in a class discussion about the information generated.

### **Recommended Vocabulary for Teaching and Learning:**

author                      main idea                      detail(s)                      reason(s)                      example(s)

	<b>Kindergarten CCGPS</b>
	<b>Reading Informational (RI)</b>
	<b>ELACCKRI9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</b>

### **Skills/Concepts for Students:**

With prompting and support:

- Make connections between texts and/or personal experiences
- Identify similarities in and differences between two texts

### **Strategies for Teachers:**

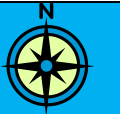
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI9(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Lead the students in a discussion on how two texts on the same topic are alike and different; provide details from the text
- Use a graphic organizer to compare and contrast (similarities and differences) between two texts on the same topic
- Use pictures, illustrations, and descriptions when identifying and discussing basic similarities in and differences between two texts on the same topic

### **Sample Task for Integration:**

Read aloud different versions of a fairy tale to the class. After the read-aloud, the students will complete a graphic organizer (two hula-hoops can serve as the graphic organizer) to compare and contrast the different versions of the fairy tale. The students will share similarities and differences while the teacher is writing the statements on sentence strips. The students will then place their responses on the Venn diagram. After all students have had a chance to respond, the teacher will engage the students in a discussion about the completed graphic organizer.

### **Recommended Vocabulary for Teaching and Learning:**

similarity	difference	compare	contrast	illustrate	illustration
description	detail				

	<b>Kindergarten CCGPS</b>
	<b>Reading Informational (RI)</b>
	<b>ELACCKRI10: Actively engage in group reading activities with purpose and understanding.</b>

### **Skills/Concepts for Students:**

With prompting and support

- Listen to and read a variety of informational texts and materials to gain knowledge and for pleasure
- Use a variety of strategies to gain meaning from grade-level text
- Establish a purpose for reading
- Keep a reading log of books read independently

### **Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI10(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Provide opportunities for students to listen to and read a variety of kindergarten level informational text
- Engage students in discussions using new vocabulary from text read aloud
- Model making predictions about what is being read
- Model for students how to retell a story in one's own words
- Provide opportunities for students to develop comprehension skills by listening to a variety of increasingly complex informational texts
- Provide opportunities for students to talk about what they have read or heard read
- When appropriate, allow students to do a performance of a text

### **Sample Task for Integration:**

The teacher will model using comprehension strategies to understand informational text. Provide opportunities for students to engage in reading informational text that challenges their instructional reading levels and discuss what they have read.

### **Recommended Vocabulary for Teaching and Learning:**

Informational text	biography	autobiography	text	graph	form
chart	map	illustrations			

	<b>Kindergarten CCGPS</b>
	<b>Reading Foundational (RF)</b>
	<b>ELACCKRF1: Demonstrate understanding of the organization and basic features of print.</b> <b>a. Follow words from left to right, top to bottom, and page by page.</b>

**Skills/Concepts for Students:**

- Track text read from left to right and top to bottom
- Track text page by page

**Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF1(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Demonstrate how to follow words on a page using big books, charts, etc.
- Provide opportunities for students to demonstrate their knowledge of tracking text by asking specific questions as students hold a book (e.g., Where do we begin reading the text? Where is the top of the page?)

**Sample Task for Integration:**

The teacher will have a short poem printed on chart paper and read the poem orally to the students moving his/her hand under each word as it is read to focus attention on print and demonstrate left to right progression. The teacher encourages the class to echo read the poem several times again, having students take turns using a pointer to track the print as the poem is read. After several practices using a short poem, the teacher will model using a big book moving page by page. The students will be encouraged to participate in choral and echo reading of several pages. The students will again take turns using a pointer to track print page by page.

**Recommended Vocabulary for Teaching and Learning:**

left	right	top	bottom	page
words	letters	sequence	recognize	

	<b>Kindergarten CCGPS</b>
	<b>Reading Foundational (RF)</b>
	<b>ELACCKRF1: Demonstrate understanding of the organization and basic features of print.</b> <b>b. Recognize that spoken words are represented in written language by specific sequences of letters.</b>

#### **Skills/Concepts for Students:**

- Demonstrate that print has meaning and represents spoken language in written form
- Distinguish among written letters, words, and sentences

#### **Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF1(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Using big books, the teacher demonstrate that print has meaning and represents spoken language in written form by pointing to or highlighting letters and words
- Explains to students that:
  - print carries meaning
  - spoken words can be written down
  - print is all around us
  - we use print language for many different ways to communicate
- Encourage students to add letters and phonetically spelled words to create meaning to their drawings


#### **Sample Task for Integration:**

The teacher will provide an opportunity for the students to engage in a model speaking and writing activity to help students understand that anything spoken can be written. The teacher says a sentence and then writes the sentence on chart paper. The students will participate in echo reading the sentence several times. Then the students will copy the sentence in their writing journals. Students will begin to write their own sentences and read them to a partner.

#### **Recommended Vocabulary for Teaching and Learning:**

print                      spoken                      words                      letters                      written                      sequence



	<b>Kindergarten CCGPS</b>
	<b>Reading Foundational (RF)</b>
	<b>ELACCKRF1: Demonstrate understanding of the organization and basic features of print.</b> <b>c. Understand that words are separated by spaces in print.</b>

#### **Skills/Concepts for Students:**

- Recognize that words in print are made up of separate letters
- Distinguish among written letters, words, and sentences
- Recognize that sentences in print are made up of separate words.

#### **Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF1(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- During daily reading of various text, provide experiences identifying words in the text and the spaces between each word (e.g., after reading a story or poem, have students point to the character's name or other selected words recognizing that a space is between each word)
- Point out to the students that the character's name is made up of many letters and that there are spaces after the name
- Count the words in the title of the text together (*this is a year-long activity*); emphasize there are spaces between the words.
- Guide the students in recognizing that words are separated by spaces by using a pocket chart with sentences that show the amount of space between each word.
- Using charts, poems, and big books, have students snap their fingers when they see a space between words when the teacher is reading a passage
- Demonstrate what print would look like if there were no spaces between words

#### **Sample Task for Integration:**

The teacher will have a morning message for the students written on the board. The teacher will select several students to add a sentence to the morning message. Encourage the students to help you compose a space between two words. Students may use their thumb or the end of a pointer as they count and point to the words in the sentences. The teacher will lead class in reading of the sentences.

#### **Recommended Vocabulary for Teaching and Learning:**

words                      sentences                      separated                      spaces                      print                      print features

	<b>Kindergarten CCGPS</b>
	<b>Reading Foundational (RF)</b>
	<b>ELACCKRF1: Demonstrate understanding of the organization and basic features of print. d. Recognize and name all upper and lowercase letters of the alphabet.</b>

### Skills/Concepts

- Recognize and name all uppercase and lowercase letters of the alphabet
- Accurately print name, all uppercase and lowercase letters of the alphabet, and teacher-selected words

### Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF1(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Alphabet Books: Select an alphabet book to read to the students. As the book is read, ask students to identify the letter(s) on the page as they look around the room to find matches to the letter named in the book.
- Use letter tiles to help students recognize and name all upper and lowercase letters. Show the tile and say the letter with the students. Students will also express if the letter is uppercase or lowercase.
- Use a beach ball with letters written on the ball. Toss the ball and the child who catches it will name the letter closest to your right thumb, telling if the letter is upper case or lower case.
- Using an alphabet arc, the students will place their writing fingers on the letter the teacher says. Students echo the letter name.
- The teacher quickly says a random letter; the student repeats the letters as she or he points to the letters.
- As the student names the letters of the alphabet, he or she will write the letter on an imaginary chalkboard in the air using just the index finger of his or her writing hand.
- Students repeat the letters of the alphabet, clapping when they say a consonant letter and snapping when they say a vowel.

### Sample Task for Integration:

Provide daily letter recognition activities, such as using student's names, alphabet books, songs with letter pictures, letter sorting activities, letter guessing games, letter puzzles, and letter writing activities. For example, write the names of the students on chart paper; guide students as they read the names and say the letters in each name. Students can also be given wipe-and-write boards to practice writing the uppercase and lowercase letters of the alphabet in each name. Encourage students to write and read previously taught high-frequency words.

### Vocabulary for Teaching and Learning:

recognize                      name                      letters                      uppercase                      alphabet                      lowercase

	<b>Kindergarten CCGPS</b>
	<b>Reading Foundational (RF)</b>
	<b>ELACCKRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b> <b>a. Recognize and produce rhyming words.</b>

#### Skills/Concepts for Students:

- Identify and produce rhyming words in response to an oral prompt and distinguishes rhyming and non-rhyming words
- Repeat auditory sequences (letters, words, numbers, and rhythmic patterns)
- Recite short poems, rhymes, songs, and stories with repeated pattern

#### Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF2(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Engage students in a variety of rhyming activities consisting of but not limited to reading predictive books with repetitive patterns, nursery rhymes, poems, etc., using oral cloze activities for students to supply missing rhyming word(s)
- Identify rhyming words from familiar nursery rhymes
- Identify words that rhyme (Do cat and car rhyme?)
- Identify the word with the picture that does not rhyme (mat, cat, sun; which doesn't rhyme?)
- Students produce rhyming words (Tell me words that rhyme with bat.)
- Write poem on chart paper. Have students point out the rhyming words in the poem. Teacher will frame the words and reread the poem asking students to clap each time one of the rhyming words is read
- Write a poem on chart paper and leave out the rhyming word

#### Shared Storybooks


- Select storybooks that have rhyme patterns
- Read the first line and enunciate the first word in the pair, pause, and then let the students respond to finish the second line with the word that rhymes
- After teaching rhyming words, show the students picture cards. (e.g., star, car, jar) Ask students if the pictures you are showing match. Repeat and show some pictures that do not rhyme
- After completing this activity, use picture cards to match rhyming words in a small group
- Students participate in an independent picture sort activity and glue the pictures to the appropriate phonogram-labeled section of a page
- Sing a song with rhyming words; use hand motions when you hear rhyming words

#### Sample Task for Integration:

Read and reread a variety of nursery rhymes and poetry books identifying rhyming words. For example, reproduce rhyming words from nursery rhymes or poetry books. Have students identify the pairs of words that rhyme and illustrate words for a class book **Rhyming Words**. Encourage students to read the book with a partner.

#### Vocabulary for Teaching and Learning:

spoken                      words                      syllable                      sounds(phonemes)                      rhyming                      produce

	<b>Kindergarten CCGPS</b>
	<b>Reading Foundational (RF)</b>
	<b>ELACCKRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b> <b>b. Count, produce, blend, and segment syllables in spoken words</b>

**Skills/Concepts for Students:**

- Blend and segment syllables in spoken words
- Count and produce syllables in spoken words

**Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF2(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Teacher will model blending and segmenting syllables in words during large and small instruction leading students through guided practice and allowing students to practice blending and segmenting skills.
- Introduce students to the concept of syllables by leading them to clap and count syllables in their own names.
- Students can reinforce their abilities to count, produce, blend, and segment syllables in spoken words by clapping and counting syllables in a variety of different words found in story books and poetry.

**Sample Task for Integration:**

The teacher will select several multisyllabic words from a read-aloud text. Have students listen to the words and count, clap, or tap the number of syllables in the spoken words. Students are then guided to put the words together and pull them apart by pronouncing, blending, and segmenting the syllables in the pre-selected words (e.g., *bed* and *spread*, *bath* and *tub*, *foot* and *ball*, etc.).


**Vocabulary for Teaching and Learning:**

count

blend(blending)

segment(segmenting)

syllable

	<b>Kindergarten CCGPS</b>
	<b>Reading Foundational (RF)</b>
	<b>ELACCKRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Blend and segment onsets and rimes of single syllable spoken words.</b>

#### **Skills/Concepts for Students:**

- Identify onsets and rimes in spoken one-syllable words
- Blend onsets and rimes in single syllable spoken words
- Segment onsets and rimes in single syllable spoken words

#### **Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF2(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Using nursery rhyme charts, poetry, big books, and literature, students can identify onsets (the initial sound /b/) and rimes of single-syllable words(the ending vowels and consonants /ag/)
- Demonstrate segmenting a SPOKEN word into onset and rime while moving the objects. Single syllable words should be used.
- Practice using several single-syllable words until the student can do this INDEPENDENTLY.
- Provide students with different rime cards (e.g., -at) and letter cards; taking turns, children select different letter cards to make new words.  
Example: letter card b and rime card at would make the word bat.

#### **Sample Task for Integration:**

The teacher will place two letters on the board or table: **a** and **t**. Model and have the children blend the two sounds. Say: **at**. Using onset and rime cards the teacher will place the onset, the letter **/s/** card, before the rime, **-at**. The teacher will now model how to blend the two sounds and read the word. The teacher will now demonstrate how to use other onset cards to make new words. The students will practice in small groups and record their new words to share with the class. The teacher will record the new words on chart paper.

#### **Recommended Vocabulary for Teaching and Learning:**

blend (blending)                      onset                      rime                      syllable                      segment

	<b>Kindergarten CCGPS</b>
	<b>Reading Foundational (RF)</b>
	<b>ELACCKRF2: 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. (This does not include CVCs ending with /l/, /r/, or /x/.)</b>

#### **Skills/Concepts for Students:**

- Isolate and pronounce beginning, middle, and ending sounds in single-syllable words.

#### **Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF2(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Using units of study, nursery rhymes, poetry, big books, literature, etc., identify, blend, and pronounce the initial, media vowel, and final sounds in CVC words, (e.g., play words games, bingo, etc.)
- The teacher says a three-phoneme (consonant-vowel-consonant) word such as cat
  - Children play a clapping game with the teacher or another child
  - They clap or touch hands as they say the individual sounds in the word: /k/a/t/
- Play a guessing game. Tell the students you are going to say the sounds in a word, and you are going to see who can say the word first

#### **Sample Task for Integration:**

The teacher will say words to the students and they will identify the initial, medial, and final sounds of the spoken word. Students will write the letter that stands for each sound that they hear in the spoken word.

#### **Recommended Vocabulary for Teaching and Learning:**

phoneme                      initial consonant sound                      media vowel sound                      final consonant sound  
consonant-vowel-consonant (CVCwords)

	<b>Kindergarten CCGPS</b>
	<b>Reading Foundational (RF)</b>
	<b>ELACCKRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b> <b>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</b>

#### **Skills/Concepts for Students:**

- Add, delete, or substitute target sounds to change words (e.g., change top to stop; change smile to mile; change cat to cap)
- Identify and create rhyming words and word families

#### **Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF2(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Explain to the students that sometimes a sound can be added to a word to make a new word.
  - Say *the word it*. Have students repeat the word.
  - Ask the students what word you would make by adding the /f/ sound to the beginning of it (fit)
  - If the students are unable to answer, say the word in a segmented fashion: /f/...it
  - Repeat this process with additional words.
- Students make new words using letter tiles, and say the phoneme that they have changed to make a new word.

#### **Sample Task for Integration:**

The teacher will say one-syllable words to the students. Students will be asked to add or substitute individual sounds to create new words. The teacher will write the new words on chart paper. The students will then select two of the newly created words and make sentences to say orally with a partner. Encourage students to write their newly created words and sentences in their journals.

#### **Recommended Vocabulary for Teaching and Learning:**

substitute                      add                      sounds(phonemes)                      one-syllable word

	<b>Kindergarten CCGPS</b>
	<b>Reading Foundational (RF)</b>
	<b>ELACCKRF3: Know and apply grade-level phonics and word analysis skills in decoding words.</b> <b>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of most frequent sounds for each consonant.</b>

#### **Skills/Concepts for Students:**

- Demonstrate an understanding that there are systematic and predictable relationships between print and spoken sounds.
- Match all consonant sounds to the appropriate letters.
- Automatically generate the sounds for all consonant letters

#### **Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF3(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Daily instruction should involve opportunities for students to identify printed letters and their sounds
- Read and reread a variety of books, stories, and other meaningful text to provide experiences in letter/sound relationships
- Combine phonological awareness lessons with phonics lessons (e.g., as students pronounce phonemes (sounds) in the word dog, ask them to name and point to the letter that they makes the /d/ sound , /o/ sound, and /g/ sound)
- Use a printed copy of an alphabet arc and have three-dimensional letters in sequence around the arc.
- Teachers review the letters of the alphabet with the students and the sequence of the alphabet.
- Teachers have consonant letters written on a card and draw from a deck. Students say the letter name drawn, the sound, and place the 3-D letter on the arc.


#### **Sample Task for Integration:**

The teacher will have a list of consonants posted on chart paper. Lead the students to say the name of the consonant and the sound. The teacher will begin to lead the students in recognizing words and objects that begin with the same letter. Encourage students to demonstrate their knowledge of letter sounds as they write in their journals.

#### **Recommended Vocabulary for Teaching and Learning:**

phonics                      decoding                      word analysis                      sounds                      consonant                      letter



	<b>Kindergarten CCGPS</b>
	<b>Reading Foundational (RF)</b>
	<b>ELACCKRF3: Know and apply grade-level phonics and word analysis skills in decoding words. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</b>

**Skills/Concepts for Students:**

- Match all long and short vowel sounds to the appropriate letters.
- Automatically generate the long and short sounds for the five major vowels

**Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF3(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Read aloud books with high-frequency words containing long and short vowels
- After reading the book, go back to the first page and ask students, "Is there a word on this page with a long/short vowel sound?" Make a list of the long and short vowel words. Have the class read the words together.
- Label a beach ball with the five major vowels to be used in a large group game. Students will toss the ball and say the vowel and give the long and short sound of the vowel where their left thumb rests. The student will see if they can say a word that has the same vowel sound.

**Sample Task for Integration:**

After reading a book aloud to the class, make a chart of the long and short vowel words heard in the book. Students will practice reading the words on the chart and identifying the long and short vowel sounds.

**Recommended Vocabulary for Teaching and Learning:**

long/short vowels                      long/short vowel sounds                      spelling

	<b>Kindergarten CCGPS</b>
	<b>Reading Foundational (RF)</b>
	<b>ELACCKRF3: Know and apply grade-level phonics and word analysis skills in decoding words.</b> <b>c. Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does)..</b>

**Skills/Concepts for Students:**

- Automatically recognize additional high frequency and familiar words within texts
- Read previously taught high-frequency words by sight

**Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF3(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Ask students to locate sight words within the environment, familiar text, and new text
- Have students say and write the high-frequency words in sand or shaving cream
- Engage students in repetition to see the written high-frequency sight word and say the word aloud
- Use music to teach high-frequency words
- Engage students in games to practice high-frequency words
- Create individual word banks or word rings (e.g., place a set of word cards on a metal ring) allow students to practice saying these words to a partner

**Sample Task for Integration:**

Provide students with emergent-reader texts that contain previously taught high-frequency words. Students will select a book to read with a partner. Students will make a list of the high-frequency words found in their book. Encourage students to use these words in their writing and in their conversations.

**Recommended Vocabulary for Teaching and Learning:**

read                      high-frequency                      words                      sight words

	<b>Kindergarten CCGPS</b>
	<b>Reading Foundational (RF)</b>
	<b>ELACCKRF3: 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.</b>

#### **Skills/Concepts for Students:**

- Distinguish between two similarly spelled CVC words
- Identify the sounds of the letters that differ in the words
- Match all consonant and short-vowel sounds to appropriate letters

#### **Strategies for Teacher:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF3(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Provide opportunities for students to distinguish between similarly spelled words by identifying the sounds of the letters that differ. (e.g., fat and bat, hit and hot.)
- Say two similar words with different beginning sound (e.g., pig and fig). Ask students if these two words sound the same. Where do you hear the differences? What sound is different in each word?
- Say two similar words with different ending sounds(e.g., hip, hit). Ask students if these two words sound the same. Where do you hear the difference? What sound is different in each word?
- Say two similar words with different middle sounds (e.g., hot, hat). Ask students if these two words sound the same. Where do you hear the difference? What sound is different in each word?
- Students participate in making word activities. Students write the words they create in their word journals.
- Create vowel-consonant sliders and gliders
  - On a strip of paper write selected consonants
  - On a separate sheet of paper write four vowels. Cut 2 slits in each box
  - Insert the consonant slider/glider into the slots
  - Slide and glide the consonants to make words
  - The students read the words they have made

#### **Sample Task for Integration:**

The teacher will have words from the same word family listed on chart paper. Students will identify how the words are alike and how they are different. Students will identify the sounds of the letters that are different. Student will take turns circling the letter that is different. The students will generate a sentence using one of the words and write the sentence in their journal.

#### **Recommended Vocabulary for Teaching and Learning:**

distinguish                      similar                      spelled                      words                      letters                      identifying                      sounds

	<b>Kindergarten CCGPS</b>
	<b>Reading Foundational (RF)</b>
	<b>ELACCKRF4: Read emergent-reader texts with purpose and understanding.</b>

**Skills/Concepts for Students:**

- Read previously taught grade-level text with purpose, understanding and appropriate expression
- Engage in opportunities for daily independent reading of emergent reader text
- Read familiar nursery rhymes, poems, and finger plays from a wide variety of genres

**Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF4(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Provide children with opportunities to read and reread a range of stories and informational texts by reading on their own, partner reading, or choral reading and reader's theatre
- Include opportunities for children to hear a range of texts read fluently with expression.
- Students are provided with opportunities to participate in independent reading centers, poetry centers, listening centers

**Sample Task for Integration:**

The teacher will provide a variety of emergent-reader texts for students to read (e.g., predictable, sequential, rhythmic, and repetitive). After reading the texts, the students will write about what they have read and be prepared to share with the class.

**Recommended Vocabulary for Teaching and Learning:**

fluency/fluently	prosody	read	emergent-reader texts	accuracy	automaticity
expression	partner reading	repeated reading	choral reading	oral reading	
reader's theater	connected text				

	<b>Kindergarten CCGPS</b>
	<b>Writing (W)</b>
	<b>ELACCKW1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are “writing” about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</b>

#### **Skills/Concepts for Students:**

- Write or dictate to compose/ state an opinion
- Use drawings, letters, and phonetically spelled words to create meaning
- Use left-to-right pattern of writing
- Use words, illustrations or graphics to support an opinion

#### **Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W1(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- The teacher reads aloud books and guides students to discover other opinions, in addition to my favorite book is...
- Include vocabulary from nonfiction/narrative during the read-aloud and in the discussions with students
- Connect directly to the reading standards; encourage students to see they are writing about connections made through learning and discovery
- Encourage students to tell “why” and support their opinions with details.
- Model examples of opinion and persuasive writing through the use of mentor texts

#### **Sample Task for Integration:**

Students will be given the opportunity to select their favorite book from a list of books that have been read aloud to them. Students will write and illustrate, “My favorite book is....” using a combination of drawings, scribble-writing, letter-like forms, dictating, and writing as they compose opinion pieces about their favorite book. Students will share their writings with the class.

#### **Recommended Vocabulary for Teaching and Learning:**

drawing                      dictating                      writing                      left-to-right- (pattern of writing)                      opinion                      topics

	<b>Kindergarten CCGPS</b>
	<b>Writing (W)</b>
	<b>ELACCKW2: 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.</b>

#### **Skills/Concepts for Students:**

- Write to give information describe familiar persons, places, or experiences
- Use drawings, letters, and phonetically spelled words to create meaning
- Use left-to-right pattern of writing
- Use drawings, letters, and phonetically spelled words to share information
- Begin to use organizational structures (steps).

#### **Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W2(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Teachers provide opportunities for students to connect writing with science and social studies content (e.g., similarities and differences in various animals) Write in a science or social studies journal. Include opportunities for students to write sentences and include drawings to reflect on inquiry-based observations.
- Teachers provide students opportunities to explore in small groups with mini explorations taking place and writing about the discoveries
- Teachers read aloud various topics from science and social studies providing opportunities for students to engage in the writing process
- Teachers conduct a short science experiment related to a topic currently being studied. Model how to write in a journal.
- Model how to construct graphic organizers to organize key details from informational texts
- Use a writing piece already created to demonstrate how to add details or facts to writing

#### **Sample Task for Integration:**

The teacher will read and reread an informational text to the students and will guide the class in using drawings, dictations, letters, and phonetically spelled words to create meaning as they write about what has been read to them.

#### **Recommended Vocabulary for Teaching and Learning:**

Informative	explanatory	writing	drawing	dictating	topic	information
facts	examples					

	<b>Kindergarten CCGPS</b>
	<b>Writing (W)</b>
	<b>ELACCKW3: 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.</b>

#### **Skills/Concepts for Students:**

- Write or dictate to describe familiar persons, places, or experiences
- Use drawings, letters, and phonetically spelled words to create meaning
- Understand an event and how events to create a sequence
- Begin to use organizational structures (beginning, middle, and ending)
- Use left-to-right pattern of writing

#### **Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W3(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Teacher will read various books aloud that have a focus of events taking place. Discuss with the students the order of the events.
- Students will participate in dramatizations of events, then write about the order in which the event occur (e.g., how we go to lunch)
- Students have opportunities to explore picture books and act out beginning, middle, and ending
- Teachers provide written sentences to discuss and place in correct order. By the end of the year, students should be able to recognize sentence order without prompting and support:
- Read outstanding examples of narrative text aloud. Focus on how students can use the techniques in their own writing


#### **Sample Task for Integration:**

The teacher will provide students with events from a story already read aloud. The events are written on large sheets of paper. The teacher will read the events to the students. Working in groups, the students will use dictating, drawing, and writing to tell about the event and provide a reaction to what happened. Once the groups have completed the assignment, all students will sit in a circle and share their event. The teacher will lead the group in putting the events in order. The teacher could display these in the front of the room allowing the students to change out the order of the sheets of paper as other students share.

#### **Recommended Vocabulary for Teaching and Learning:**

drawing	dictating	event	examples	details	cause/effect	order of events
(beginning, middle, end)		left-to-write pattern of writing				

	<b>Kindergarten CCGPS</b>
	<b>Writing (W)</b>
	<b>ELACCKW4: <i>(Begins in grade 3)</i></b>

	<b>Kindergarten CCGPS</b>
	<b>Writing (W)</b>
	<b>ELACCKW5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</b>

### **Skills/Concepts for Students:**

With guidance and support

- Include a draft developed from prewriting
- Include oral or written prewriting to generate ideas (graphic organizers and pictures)
- May publish a final copy
- Respond appropriately to questions and suggestions from peers about writing

### **Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W5(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Conduct writing conferences with students
- Guide students to an understanding that the first piece of writing created can be made better
- Model using a piece of your own writing and guide the students to see how the writing could be made better (e.g., Dear Principal \_\_\_\_\_, "Come to our room Friday.") Allow students opportunities to share how they think the writing could be improved.
- Model for students having revisions made in a nonthreatening way.
- Lead students in an activity to understand how to make suggestions and ask questions to strengthen writing.


### **Sample Task for Integration:**

The teacher will model conducting a writing conference with a student during whole group. Be sure to discuss the writing with the student before the class demonstration. The teacher asks the student to reflect upon their work and then to identify a single area of improvement to focus on. The teacher also points out to the student areas of improvement. Students may practice this strategy with a friend with the guidance of the teacher.

### **Recommended Vocabulary for Teaching and Learning:**

questions                      questioning                      details                      suggestions                      adding details                      draft



	<b>Kindergarten CCGPS</b>
	<b>Writing (W)</b>
	<b>ELACCKW6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</b>

### **Skills/Concepts for Students:**

With prompting and support

- Begin to use a variety of resources (picture dictionaries, the Internet, books) and strategies to gather information to write about a topic
- May publish a final copy

### **Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W6(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Introduce students to various resources that can be used to gather information about a topic
- Provide guidance for basic computer usage
- Provide an opportunity to explore all digital tools that are age appropriate and available to use for publishing and distribution– if digital tools are not available show videos of students using computers
- Guide students in collaboration with peers to create and publish (e.g., an online class book, print for curriculum night, and email parents)

### **Sample Task for Integration:**

Lead the class in publishing a class book about a topic. Use Microsoft Word, Publisher, Movie Maker, Photostory, etc., to complete the project by using simple word processing and invented spellings with teacher assistance as needed. Once the book is completed, the students will take turns reading the book.

### **Recommended Vocabulary for Teaching and Learning:**

collaboration      digital tools      gather information (research)      producing      publishing

	<b>Kindergarten CCGPS</b>
	<b>Writing (W)</b>
	<b>ELACCKW7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</b>

#### **Skills/Concepts for Students:**

- Begin to use a variety of resources (picture dictionaries, the Internet, books) and strategies to gather information to write about a topic
- Participate in small group and class research and writing projects

#### **Strategies for Teachers**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W7(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- The teacher reads aloud books and guides students to discover information
- Model writing about connections made through learning and discovery
- Provide students opportunities to explore in small groups with mini explorations taking place and writing about the discoveries
- Read aloud various informational topics, and guide the students to engage in the writing process
- Provide opportunities for students engage in small research and writing projects

#### **Sample Task for Integration:**

The teacher provides a topic such as, how is where you live different from where other people live? The students will engage in research by looking at different books about other places. The students will begin to work in groups to gather information. During the gathering of information, students may use drawings or other graphic features to help aid in presenting information orally to the class.

#### **Recommended Vocabulary for Teaching and Learning:**

research                      shared research                      opinion                      resources

	<b>Kindergarten CCGPS</b>
	<b>Writing (W)</b>
	<b>ELACCKW8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</b>

### **Skills/Concepts for Students:**

With guidance and support

- Recall information familiar persons, places, or objects, or experiences to answer a question
- Communicate effectively when relating experiences and retelling stories heard
- Connect life experiences to read-aloud text
- Write or dictate to describe familiar persons, places, objects, or experiences

### **Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W8(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Pose a question to students and challenge the students to find the answer using various sources of from experiences (e.g., Why do rabbits and frogs both hop?)
- Model how to use various picture books and digital informational tools to gather information
- Model how to use information gathered to answer a question


### **Sample Task for Integration:**

The teacher will pose a question to the class (e.g., Why are leaves turning a different color? Why is the weather changing?) With support and guidance from the teacher, students will research possible answers to the questions using their experiences, videos, field trips, observations, interviews, the internet and/or informational text about the seasons; the teacher leads the class in an oral discussion to answer the original questions presented from the gathered information; students will use drawings, letters, and phonetically spelled words to create meaning report their findings. Students will read their writings to the class.

### **Recommended Vocabulary for Teaching and Learning:**

recall                      question                      answer                      source                      experiences

	<b>Kindergarten CCGPS</b>
	<b>Writing (W)</b>
	ELACCKW9: Begins in grade 4 ELACCKW10: Begins in grade 3

	<b>Kindergarten CCGPS</b>
	<b>Speaking and Listening (SL)</b>
	<b>ELACCKSL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</b> <ol style="list-style-type: none"> <li><b>Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</b></li> <li><b>Continue a conversation through multiple exchanges.</b></li> </ol>

#### **Skills/Concepts for Students:**

- Listen and speak appropriately with peers and adults
- Display appropriate turn-taking behaviors
- Communicate effectively when relating experiences and retelling stories heard

#### **Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL1(see above)
- Provide differentiated, small group instruction as needed
- Establish class rules for discussion allow students an opportunity to help create the rules
- Provide opportunities for students to develop knowledge/understanding of consequences of not following the rules
- Model using puppets the correct and incorrect rules that have been established by the class
- Model how to raise your hand to speak and taking turns to speak
- Encourage language exploration in a variety of settings, including transition times
- Guide the students in practicing conversations with multiple back-and-forth exchanges regarding class topics and texts

#### **Sample Task for Integration:**

The teacher will lead the students in practicing a conversation with multiple back-and-forth exchanges regarding class topics and texts. The teacher will lead the students in practicing a conversation with multiple exchanges and listening. (e.g., a conversation with a restaurant worker, a conversation with a 911 operator, and reporting what just happened on the playground to your teacher)

#### **Recommended Vocabulary for Teaching and Learning:**

listen	speak	agree	rule	conversation	multiple	turn	topic
agreement	text	peer	adult	diverse			

	<b>Kindergarten CCGPS</b>
	<b>Speaking and Listening (SL)</b>
	<p><b>ELACCKSL2: Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood</b></p> <p><b>ELACCKSL3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</b></p>

**Skills/Concepts for Students:**

- Interpret information presented and seek clarification when needed
- Ask appropriate questions for seeking help to get information or clarify something
- Respond appropriately to orally presented questions

**Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL2-3(see above)
- Provide differentiated small group instruction as needed
- Provide students opportunities to ask questions when they are not clear about information that has been presented
- Guide students to understand how to answer questions about key details (who, what, where, when, when, and how)
- Provide experiences that will encourage students to ask questions to seek help or get information.

**Sample Task for Integration:**

Students will participate in a “show and tell” presentation during large group. Following the presentation, students are encouraged to ask and answer questions about the information presented. For example a student has brought in pictures of his/her new puppy; before the presentation, students are reminded of the agreed upon rules for class discussions (listening and taking turns, etc.) Following the presentation students are encouraged to ask questions about the new puppy in order to get more information or clarify something that they did not understand.

**Recommended Vocabulary for Teaching and Learning:**

confirm                  understand                  information                  orally                  media                  clarification

	<b>Kindergarten CCGPS</b>
	<b>Speaking and Listening (SL)</b>
	<b>ELACCKSL4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</b>

**Skills/Concepts for Students:**

- Describe people, places, things, locations, and actions
- Connect prior knowledge to new learning
- With prompting and support, provide additional details

**Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL4(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Provide opportunities for students to speak about what they have learned by having information read and have already written
- Lead students to make connections with personal/prior knowledge
- Model and guide students to add relevant and descriptive details to a familiar topic

**Sample Task for Integration:**

The teacher will lead the class in a group writing experience to describe the cafeteria. The teacher will provide basic details about the cafeteria and engage the students in providing additional details. Once the group writing experience is completed, students will draw pictures of their descriptions of the cafeteria (e.g., workers in the cafeteria, pictures in the cafeteria, etc.). They will use letters and phonetically spelled words to create a sentence about their illustrations. Students will share their writings and participate in an echo reading of the group writing activity.

**Recommended Vocabulary for Teaching and Learning:**

familiar                      details                      additional                      event

	<b>Kindergarten CCGPS</b>
	<b>Speaking and Listening (SL)</b>
	<b>ELACCKSL5: Add drawings or other visual displays to descriptions as desired to provide additional detail.</b>

**Skills/Concepts for Students:**

- Use drawings, letters, and phonetically spelled words to create meaning and share information
- May use words, illustrations, or graphics to support an opinion

**Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL5(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Provide opportunities for students to choose appropriate visuals to match oral presentation
- Guide students in making selection for using available technology
- Model organizing the visual information for oral delivery

**Sample Task for Integration:**

The teacher will guide students in a writing activity about the colors of the shoes students are wearing in class today. Use a class graph to help interpret the information. Once the information has been gathered, the students will write a few sentences about the shoes their classmates are wearing. The students will be encouraged to provide drawings, letters, phonetically spelled words, or other visual displays to provide additional details to their writing. The students will share their information with the class.

**Recommended Vocabulary for Teaching and Learning:**

visual                      display                      detail                      description                      drawings

	<b>Kindergarten CCGPS</b>
	<b>Speaking and Listening (SL)</b>
	<b>ELACCKSL6: Speak audibly and express thoughts, feelings, and ideas clearly.</b>

**Skills/Concepts for Students:**

- Increase vocabulary to reflect a growing range of interests and knowledge
- Communicate effectively when relating experiences and retelling stories heard
- Use complete sentences when speaking
- Begin to use subject-verb agreement and tense

**Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL6(see above)
- Provide differentiated, small group instruction as needed
- Provide modeling and guidance for speaking clearly enough to be understood in a variety of settings
- Guide students to convey ideas effectively when communicating
- Provide opportunities for students to communicate effectively in a variety of situations


**Sample Task for Integration:**

Students will role-play various situations during large and small group that will require them to speak audibly and express their thoughts, feelings, and ideas clearly (e.g., “Your best friend does not want to play with you on the playground. You need to tell you friend how you feel.”)

**Recommended Vocabulary for Teaching and Learning:**

audible          express          clarity          thoughts          feelings



	<b>Kindergarten CCGPS</b>
	<b>Language (L)</b>
	<b>ELACCKL1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> <b>a. Print many upper and lowercase letters.</b>

**Skills/Concepts for Students:**

- Accurately print name, uppercase and lowercase letters of the alphabet, and teacher-selected words

**Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L1(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Provide opportunities for students to print letters
- Read and reread various alphabet books to the class
- Engage the students in matching activities to match upper and lower case letters correctly
- Provide environmental print for the students
  - Students write the morning message which includes environmental print in a daily journal
  - Circle the uppercase letters in green

**Sample Task for Integration:**

Students will contribute to a class alphabet book, printing upper and lowercase letters and drawing pictures to match the sound of each letter. Place the class book in the book center so that students can read and reread for enjoyment and use as a reference to identify letters and letter sounds.

**Recommended Vocabulary for Teaching and Learning:**

uppercase letters                      lowercase letters                      conventions                      grammar                      command

	<b>Kindergarten CCGPS</b>
	<b>Language (L)</b>
	<b>ELACCKL1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> <b>b. Use frequently occurring nouns and verbs.</b>

**Skills/Concepts for Students:**

- Use nouns and verbs correctly
- Use nouns (singular and plural) correctly

**Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L1(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Model and scaffold activities using frequently occurring nouns and verbs correctly (e.g., dictation/language experience stories)
- Encourage students to use these words correctly when speaking and writing
- Repeat back and elaborate on commonly used verbs and nouns in conversations with students

**Sample Task for Integration:**

During morning message, show and tell, language experience, etc., encourage students to use frequently occurring nouns and verbs in their speaking and writing.

**Recommended Vocabulary for Teaching and Learning:**

command                      grammar                      noun                      verb

	<b>Kindergarten CCGPS</b>
	<b>Language (L)</b>
	<b>ELACCKL1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ) when speaking

#### **Skills/Concepts for Students:**

- With prompting and support, use regular plural nouns when speaking and writing
- Form plural nouns orally by adding /s/ or /es/

#### **Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W8(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Model using regular nouns orally in the classroom
- Say several sentences aloud or write on a chart.
  - Have students clap for singular nouns and snap their fingers for plural nouns
- Say certain nouns found in the classroom.
  - Lead the students in forming the plural nouns
  - Students say the singular noun and the plural noun to a classmate
  - Select students to help write the plural noun on the board or chart paper

#### **Sample Task for Integration:**

The teacher will guide students in a read-aloud and looking for plural nouns. Have students snap their fingers when they hear plural nouns read aloud. After the read-aloud is completed, the students will help the teacher create sentences using the plural nouns in the story.

#### **Recommended Vocabulary for Teaching and Learning:**

Singular                      plural                      noun                      conventions                      command                      grammar

	<b>Kindergarten CCGPS</b>
	<b>Language (L)</b>
	<b>ELACCKL1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> <b>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</b>

#### **Skills/Concepts for Students:**

- Ask relevant questions
- Participate in oral language skills
- Identify and define question words presented in a variety of texts
- Practice and apply skills when speaking and writing

#### **Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L1(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Demonstrate the importance of question words
- Engage students in opportunities to practice asking questions
  - Write question words on large index cards
  - Read a book aloud to the class
  - After reading, reveal cards and have students answer questions

#### **Sample Task for Integration:**

Students will dictate to the teacher questions about an upcoming event such as a field trip or book character day. After the event has occurred, students will select three of the questions to answer orally. Students will then write the answer to their questions using drawings, letters, and phonetically spelled words.

#### **Recommended Vocabulary for Teaching and Learning:**

interrogatives                      conventions                      grammar                      usage                      question

	<b>Kindergarten CCGPS</b>
	<b>Language (L)</b>
	<b>ELACCKL1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</b>

**Skills/Concepts for Students:**

- Use the most frequent prepositions correctly in speaking and writing

**Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L1(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Model in conversations with the students the use of frequently occurring prepositions
- Add frequently occurring prepositions to the class word wall
- Encourage students to use prepositions in their writing

**Sample Task for Integration:**

- Use a class mascot or other object to demonstrate that a preposition is anywhere our class mascot Polly (the stuffed parrot) can go. Use a digital camera to take pictures of Polly **on** the table, **in** a lunch box, etc. Use media tools for composing a book about Polly and her adventures with prepositions. Students will echo read the book created by class.

**Recommended Vocabulary for Teaching and Learning:**

frequent                      command                      grammar                      usage                      prepositions

	<b>Kindergarten CCGPS</b>
	<b>Language (L)</b>
	<b>ELACCKL1: 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.</b>

**Skills/Concepts for Students:**

- Use complete sentences when speaking
- Expand complete sentences in shared language activities

**Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L1(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Write a very simple sentence on the board such as: The dog ran. Engage the students to generate appropriate words to expand the sentence.
- Read aloud books to students and point out complete sentences. Provide examples of what the story would sound like if the sentences had not been expanded.

**Sample Task for Integration:**

Write very simple complete sentences on chart paper. Review with the students what a complete sentence is. Ask the students to expand the sentence by adding additional words to the sentence. Provide an example. Write the expanded sentence on the chart paper. Allow students to read the sentence to see if it makes sense. Revise the sentence if needed. Let students work in pairs, giving each other a simple sentence to expand. Students will share their sentences with the class.

**Recommended Vocabulary for Teaching and Learning:**

command                      grammar                      usage                      expand                      shared                      sentence

	<b>Kindergarten CCGPS</b>
	<b>Language (L)</b>
	<b>ELACCKL2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> <b>a. Capitalize the first word in a sentence and the pronoun I.</b>

#### **Skills/Concepts for Students:**

- Understand capitalizations are used in all written sentences
- Use capitalization at the beginning of sentences

#### **Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L2(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Model writing sentences on the board for the students
- Have students come to the board and point to the capital letters in the sentence
- Use student writing samples as a way to teach correct capitalization
- Using big books point to the first letter of the first sentence and explain to students why the first letter of the sentence is capitalized

#### **Sample Task for Integration:**

With teacher support and guidance, the students will dictate sentences for a language experience story about a kindergarten topic and tell what part of the sentence should be capitalized and why. For example, when the student dictates the sentence to the teacher, she can ask, "Should the first letter of your sentence be a lowercase or uppercase letter and why?" The student's response should be, "Uppercase letter because all sentences begin with a capital letter." Let students read the story and point out the capital letters in the story.

#### **Recommended Vocabulary for Teaching and Learning:**

capitalize	sentence	pronoun	I	first word	uppercase
lowercase	beginning				

	<b>Kindergarten CCGPS</b>
	<b>Language (L)</b>
	<b>ELACCKL2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> <b>b. Recognize and name end punctuation.</b>

**Skills/Concepts for Students:**

- Understand that punctuation is used in all written sentences
- Recognize and name end punctuation
- Use punctuation (periods and question marks, exclamation point) at the end of sentences.

**Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L2(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Provide sentences for students to see and ask questions to identify end punctuation marks.
- Allow students an opportunity to create sentences using correct punctuation.
- Place students in groups with pictures of the punctuation mark and the correct name of the punctuation mark written below. Students identify sentences by placing the picture card with the correct sentence.


**Sample Task for Integration:**

Students will dictate the morning message to the teacher. The teacher will write the message without punctuation. Students will be given three index cards containing a period, question mark, and an exclamation mark. As the message is read, students will hold up the correct punctuation that should be placed at the end of the sentence.

**Recommended Vocabulary for Teaching and Learning:**

command                      conventions                      capitalization                      punctuation                      period                      question mark                      exclamation point



	<b>Kindergarten CCGPS</b>
	<b>Language (L)</b>
	<b>ELACCKL2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> <b>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</b>

**Skills/Concepts for Students:**

- Write the letter or letters for consonants and short-vowel sounds (phonemes)

**Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L2(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Provide examples of cvc words by sounding them out and having students write the letter for each sound
- Students will generate own text (spelling simple words phonetically) using their knowledge of sound-letter relationships. (e.g., /d/o/g/)

**Sample Task for Integration:**

During a teacher-led spelling activity, students will write the letter for the consonant and short vowel sounds given by the teacher, e.g., teacher says “write the letter that says /b/-/b/-/b/.” Students will write the letter **b**. The teacher can also ask the students to write upper and lowercase letters for each sound. Following the activity, have students say the sound and the letter.

**Recommended Vocabulary for Teaching and Learning:**

letter                  sound                  consonant                  vowel

	<b>Kindergarten CCGPS</b>
	<b>Language (L)</b>
	<b>ELACCKL2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> <b>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</b>

**Skills/Concepts for Students:**

- Use drawings, letters, and phonetically spelled words to create meaning
- Use spelling patterns to recognize words
- Begin to use common rules of spelling
- Apply learned phonics skills when reading and writing words, sentences, and stories

**Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L4(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Model spelling simple words phonetically.
- Engage students in creating class sentences spelling simple words phonetically
- Demonstrate how to add meaning to writing by adding phonetically spelled words


**Sample Task for Integration:**

- Say simple words to students, and have the students spell the words phonetically. The student will then repeat the words to the teacher. Encourage students to write the words in their journals.

**Recommended Vocabulary for Teaching and Learning:**

sound                  spell                  phonetic                  sound-letter relationship                  words

	<b>Kindergarten CCGPS</b>
	<b>Language (L)</b>
	<b>ELACCKL3: (<i>begins in grade 2</i>)</b>

	<b>Kindergarten CCGPS</b>
	<b>Language (L)</b>
	<b>ELACCKL4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</b> <b>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> as a bird and learning the verb <i>to duck</i>).</b>

#### **Skills/Concepts for Students:**

- Recognize that some words and phrases have multiple meanings
- Identify new meanings for familiar words
- Apply the appropriate meaning for the word within the context

#### **Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L4(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Explore word relationships and usage through conversations, reading, and responding to texts with scaffolding and support.
- During readings or discussions, point out examples of multiple meanings of words

#### **Sample Task for Integration:**

Teacher will read-aloud the book **Pigs Rock** by *Melanie Jones*. Before reading, students will be told that some words have more than one meaning (e.g., run, duck). As the teacher reads the book, point out examples of multiple meaning words in the story (**rock** and **roll**) and tell the students the meaning of the words. Following the reading of the story, the teacher will use the words in sentences and have the students identify the meaning of the word as it is used in the sentence (e.g. The **rock** was heavy; I can **rock** from side to side). Students will write 2-3 sentences about the book, using the word rock and roll in their sentences. They may also add drawings.

#### **Recommended Vocabulary for Teaching and Learning:**

Clarify      familiar      multiple meaning words      phrase      identify      apply      verb

	<b>Kindergarten CCGPS</b>
	<b>Language (L)</b>
	<b>ELACCKL4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</b> <b>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.</b>

**Skills/Concepts for Students:**

- Identify word parts to determine meanings
- Use inflections and affixes to determine meaning of words

**Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L4(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Read aloud a variety of text that contains unknown and multiple meaning words and phrases
- Model for students how to determine meaning of unknown words by using inflections and affixes
- Create a list of words containing inflections and affixes

**Sample Task for Integration:**

Use language experiences to model the use of inflections and affixes to determine the meaning of unknown words. During read-alouds point out to the students words that contain inflections and affixes. Guide them in determining the meaning of the words. Encourage students to use the affixes in their conversations and writing.

**Recommended Vocabulary for Teaching and Learning:**

determine                      clarify                      (un)known                      multiple                      affix                      clue                      inflection                      phrase  
word parts

	<b>Kindergarten CCGPS</b>
	<b>Language (L)</b>
	<b>ELACCKL5: With guidance and support: from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</b>

### **Skills/Concepts for Students:**

With prompting and support

- Discuss commonalities among groups of words
- Sort and categorize objects
- Sort words into groups

### **Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L5(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Model and have discussions about sorting objects into categories to gain a sense of concepts

### **Sample Task for Integration:**

Guide the students in a discussion about the seasons of the year and the types of clothing to wear. During the discussion students will name clothing associated with each season. The teacher will list the clothing words on chart paper as they are named by the students. Students will then be lead to sort the words into the correct category and tell why. The teacher will write the word on a chart that has been divided into four sections labeled spring, summer, fall, and winter. Following the discussion and sorting activity, the students will write about their favorite season using words from the chart. They will include drawings and phonetically spelled words to add meaning to their writing. Students will read their stories to the class.

### **Recommended Vocabulary for Teaching and Learning:**

categories                      sort                      attritubes                      groups                      concept

	
	<b>Language (L)</b>
	<b>ELACCKL5: With guidance and support from adults, explore word relationships and nuances in word meanings.</b> <b>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</b>

### **Skills/Concepts for Students:**

With prompting and support

- Identify words that are opposites (antonyms)

### **Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L5(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Provide opportunities for students to hear text or sentences with frequently occurring verbs and relate them to their opposites.

### **Sample Task for Integration:**

The teacher will guide students to create a T chart with verbs on the left side and their antonyms on the right side. After the completion of this activity, the teacher will lead students to create a T chart with adjectives on the left side and their antonyms on the right side. These charts can be displayed for help in writing word choice and conversational word choice.

### **Recommended Vocabulary for Teaching and Learning:**

relationship                  frequent                  verb                  adjective                  relate                  opposite                  antonym

	<b>Kindergarten CCGPS</b>
	<b>Language (L)</b>
	<b>ELACCKL5: 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 <i>colorful</i>).</b>

### **Skills/Concepts for Students:**

With guidance and support

- Discuss the meaning of words and understand that some words have multiple meanings

### **Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L5(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Provide opportunities for students to Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- Encourage students to use in conversation words that describe a particular place.(e.g., grocery store, movies)

### **Sample Task for Integration:**

The teacher will help students identify a place at school that is quiet, smelly, etc. Lead the students in a discussion about words that have multiple meanings as they describe places in the school. Write the descriptions given by the students on chart paper. Include the word and other meanings for the word. Afterwards the teacher will lead the students in echo reading what they have written together. Students may write to describe places at home using some of the words on the chart.

### **Recommended Vocabulary for Teaching and Learning:**

explore      vocabulary      connections      real-life      identify

	<b>Kindergarten CCGPS</b>
	<b>Language (L)</b>
	<b>ELACCKL5: With guidance and support from adults, explore word relationships and nuances in word meanings.</b> 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.

### Skills/Concepts for Students:

With prompting and support:

- Discuss and act out a variety of verbs that have the same general meaning
- Identify words that are opposites (antonyms) or have similar meanings (synonyms)

### Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L5(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Provide opportunities for students to participate in acting out verbs
- Read books that draw attention to shades of meaning among verbs walk


### Sample Task for Integration:

During daily reading activities and discussions, help children distinguish between shades of meaning among verbs. For example, after reading a story, tell the students that you will name some action words that are similar or almost the same (walk, march, etc.) Students will act out the meanings of the word.

### Recommended Vocabulary for Teaching and Learning:

relationship      vocabulary      meaning      verb      action      distinguish      acting  
shades of meaning



	<b>Kindergarten CCGPS</b>
	<b>Language (L)</b>
	<b>ELACCKL6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</b>

**Skills/Concepts for Students:**

- Increase vocabulary to reflect a growing range of interests and knowledge
- Listen to a variety of texts and use new vocabulary in oral language

**Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L6(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated, small group instruction as needed
- Model using new words in conversation, reading and responding to texts
- Provide opportunities for the student to use these words and phrases in other contexts.
- Provide opportunities for students to interact with new vocabulary words by making up sentences and listening to the words being used in other texts.

**Sample Task for Integration:**

Select several words from a read-aloud text. Prior to or during the whole group reading time, student-friendly definitions of the new vocabulary words may be provided to clarify their meanings in the text. Explain to the students that they will talk about what the new words meant in the story and they will use the words in other sentences. Make it a class activity to record when students hear or use the new word.

**Recommended Vocabulary for Teaching and Learning:**

words                      phrases                      vocabulary                      conversations                      text



## GPS to CCGPS:



*A comparison of GPS and CCGPS rigor,  
texts, terminology, expectations, and tasks*

## Overview

---





The following pages contain a comparison of items from the CCGPS and the GPS. This section is not meant to serve as the definitive guide to each of the CCGPS standards; that is provided in the previous section, entitled “Guidance,” along with skills, concepts, tasks, and strategies. In this section you will find a side-by-side alignment that will highlight changes in focus or vocabulary and will alert you to standards that have been subsumed, changed, moved, or otherwise significantly altered. Where it is necessary, you will find instructional guidance to ensure that all the standards are thoroughly covered throughout the transition period for all students, including students who fall into grades between levels of a transitioning standard. For all grades, the concept of a “Domain” of skills has been replaced by the term “Strand.”







GPS Domain	CCGPS Strand
Reading Reading Across the Curriculum	Reading Literature Informational Foundational (Grades K-5)
Writing	Writing
Listening, Speaking, and Viewing	Speaking and Listening
Conventions (Grades 3-12)	Language


On the following pages, skills that have an identical or extremely well-aligned match in scope and focus are highlighted in red between the two sets of standards. In all cases the GPS will appear in the left column and the CCGPS will appear on the right. For clarity, corresponding standards may appear more than once (if they correspond to more than one standard in the complementary set) or they may (rarely) appear out of order for ease of reference. Additional information explaining correspondences or a lack of correspondence is highlighted in blue. The icons  and  appear in the text to alert the user to standards that are new to CCGPS, or will not reappear in their original GPS form in the new standards.




In all cases both sets of standards are primarily sorted by Strand/Domain and may be identified in their original order by referencing the coding of the standard (ELAKR1 or ELACCKRF1 for example). For the GPS, standards are coded with ELA, followed by the Grade, then the Domain (R for reading for example) then the number of the standard in order within the Domain. CCGPS similarly begins with ELA, followed by “CC” for Common Core, then the number for the grade level, followed by the Strand (RF for Reading, Foundational for example), and last the number of the standard in order within the Strand.

GPS	TRANSITIONAL GUIDANCE	CCGPS
READING		
<p><b>ELAKR1 (Concepts of Print) The student demonstrates knowledge of <b>concepts of print</b>. The student</b></p> <p>a. Recognizes that print and pictures (signs and labels, newspapers, and informational books) can <b>inform, entertain, and persuade</b>.</p> <p>b. Demonstrates that print has <b>meaning</b> and represents spoken language in written form.</p> <p>c. Tracks text read from <b>left to right and top to bottom</b>.</p> <p>d. Distinguishes among <b>written letters</b>, words, and sentences.</p> <p>e. Recognizes that sentences in print are made up of <b>separate words</b>.</p> <p>f. Begins to understand that punctuation and <b>capitalization</b> are used in all written sentences.</p>	<p>GPS and CCGPS reading standards differ slightly in their organization but contain an excellent correspondence between skills and concepts.</p> <p>Where applicable, CCGPS standards from other strands have been referenced here to illustrate correspondence to GPS (for example, CCGPS language standards are included below where they correspond to GPS Kindergarten vocabulary standards).</p>	<p><b>ELACCKRF1: Demonstrate <b>understanding</b> of the organization and <b>basic features of print</b>.</b></p> <p><b>ELACCKRL5: Recognize <b>common types of texts</b> (e.g., storybooks, poems).</b></p> <p><b>ELACCKRF1: Demonstrate understanding of the organization and <b>basic features of print</b>.</b></p> <p>a. Follow words from <b>left to right, top to bottom</b>, and page-by-page.</p> <p>b. Recognize that spoken words are represented in written language by <b>specific sequences of letters</b>.</p> <p>c. Understand that words are <b>separated by spaces</b> in print.</p> <p>d. Recognize and name all <b>upper- and lowercase</b> letters of the alphabet</p>
<p><b>ELAKR2 (Phonological Awareness) The student demonstrates the ability to identify and orally manipulate words and <b>individual sounds</b> within those <b>spoken words</b>. The student</b></p> <p>a. Identifies and produces <b>rhyming words</b> in response to an oral prompt and distinguishes rhyming and non-rhyming words.</p> <p>b. <b>Identifies component sounds</b> (phonemes and combinations of phonemes) in spoken words.</p> <p>c. <b>Blends</b> and <b>segments syllables</b> in spoken words.</p> <p>d. Segments the <b>phonemes</b> in high frequency words.</p> <p>e. Blends spoken phonemes to make <b>high frequency words</b>.</p>	<p>GPS uses the term “component sounds” to include combinations of phonemes, whereas CCGPS specifies “two-phoneme” or “three-phoneme” as a descriptor.</p> <p>The skill of blending phonemes to create high-frequency words is not explicit in CCGPS, but is inherent in the requirement that students recognize and read such words (ELACCKRF1c).</p>	<p><b>ELACCKRF2: Demonstrate understanding of <b>spoken words</b>, syllables, and <b>sounds</b> (phonemes).</b></p> <p>a. Recognize and produce <b>rhyming words</b>.</p> <p>b. Count, pronounce, blend, and <b>segment syllables</b> in spoken words.</p> <p>c. <b>Blend and segment</b> onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the <b>initial, medial vowel, and final sounds (phonemes)</b> in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. <b>Add or substitute individual sounds</b> (phonemes) in simple, one-syllable words to make new words.</p> <p><b>ELACCKRF3: c. Read common <b>high-frequency words</b> by sight.</b></p>
<p><b>ELAKR3 (<b>Phonics</b>) The student demonstrates the</b></p>	<p>CCGPS uses the term</p>	<p><b>ELACCKRF3: Know and apply grade-level</b></p>




<p><b>relationship between letters and letter combinations of written words and the sounds of spoken words. The student</b></p> <ul style="list-style-type: none"> <li>a. Demonstrates an understanding that there are systematic and <b>predictable relationships</b> between print and spoken sounds.</li> <li>b. Recognizes and names all <b>uppercase and lowercase</b> letters of the alphabet.</li> <li>c. Matches all consonant and short-vowel <b>sounds to appropriate letters</b>.</li> <li>d. Blends individual sounds to <b>read one-syllable decodable</b> words.</li> <li>e. Applies learned phonics skills when reading words and sentences in stories.</li> </ul>	<p>“grapheme” to refer to common spellings for long and short sounds. GPS says instead to match sound to the “appropriate letters.” The concept inherent in these standards is the same.</p> <p>CCGPS reflects increased rigor in its requirement that Kindergarteners begin to distinguish between similarly spelled words. This skill is not completely new, however, in that it is also embedded in the identification of component sounds in <b>ELAKR2</b>.</p>	<p><b>phonics and word analysis skills in decoding words.</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate basic knowledge of <b>one-to-one letter-sound correspondences</b> by producing the primary or many of most <b>frequent sounds for each consonant</b>.</li> <li>b. Associate the <b>long and short sounds with the common spellings (graphemes)</b> for the five major vowels.</li> </ul> <p><b>ELACCKRF1:</b> d. Recognize and name all <b>upper- and lowercase</b> letters of the alphabet.</p> <ul style="list-style-type: none"> <li>c. <b>Read common high-frequency words</b> by sight. (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>
<p><b>ELAKR4 (Fluency) The student demonstrates the ability to <b>read</b> orally with speed, accuracy, and expression. The student</b></p> <ul style="list-style-type: none"> <li> a. Reads previously taught high frequency words at the rate of 30 words correct per minute.</li> <li> b. Reads previously taught grade-level text with appropriate expression.</li> </ul>	<p>CCGPS requires students to extract a great deal of information from the text (see standards ELACCKRL1-10 and KRI1-10), inferring the ability to read with speed and accuracy; however, this standard is no longer explicit. CCGPS instead requires only that Kindergarteners “read with purpose and understanding.” However, guidance recommends that it is appropriate to continue to reference the 30 wpm correct if needed.</p>	<p> <b>ELACCKRF4: Read</b> emergent-reader texts with purpose and understanding.</p>
<p><b>ELAKR5 (Vocabulary) The student <b>acquires and uses</b> grade-level words to communicate effectively. The student</b></p> <ul style="list-style-type: none"> <li>a. Listens to a variety of texts and uses new vocabulary in oral language.</li> </ul>	<p>One of the differences in organization between CCGPS and GPS is the location of the vocabulary standards.</p>	<p><b>ELACCKL4: Determine or clarify</b> the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> <li> a. Identify new meanings for familiar words</li> </ul>



<p>b. Discusses the meaning of words and understands that some words have <b>multiple meanings</b>.</p> <p><b>ELAKR6 g. Connects life experiences to read-aloud text.</b> (Comprehension standard repeated here to show correspondence)</p>	<p>The GPS vocabulary standards found in the Reading Domain correspond to the vocabulary standards found in the Language Strand of CCGPS, seen here at right.</p> <p>Vocabulary standards represent one of the most significant areas of additional rigor for kindergarten students transitioning from GPS.</p>	<p> apply them accurately (e.g., knowing duck as bird and learning the verb to duck).</p> <p> 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.</p> <p><b>ELACCKL5: With guidance and support from adults, explore word <b>relationships and nuances</b> in word meanings.</b></p> <p> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p> b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).*</p> <p> c. Identify <b>real-life connections between words and their use</b> (e.g., note places at school that are colorful).</p> <p> d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>
<p><b>ELAKR6 (Comprehension) The student gains meaning from orally presented text. The student</b></p> <p>a. Listens to and reads a variety of literary (e.g., <b>short stories, poems</b>) and informational texts and materials to gain knowledge and for pleasure.</p> <p>b. Makes <b>predictions</b> from <b>pictures</b> and titles.</p> <p>f. Uses prior knowledge, <b>graphic features (illustrations)</b>, and graphic organizers to understand text.</p>	<p>One important difference between GPS and CCGPS is the addition of separate reading standards for informational text (Informational standards are in italics). For clarity, RL and RI standards are listed together at right to show correspondence with the single set of GPS in this strand/domain.</p> <p>CCGPS does not use the term “<b>gains meaning</b>,” instead requiring explicit elements to be extracted from the text.</p>	<p><b>ELACCKRL5: Recognize common types of texts (e.g., <b>storybooks, poems</b>).</b></p> <p><b>ELACCKRI5: <i>Identify the front cover, back cover, and title page of a book.</i></b></p> <p><b>ELACCKRL6: With prompting and support, name the author and <b>illustrator</b> of a story and define the role of each in telling the story.</b></p> <p><b>ELACCKRI6: <i>Name the author and <b>illustrator</b> of a text and define the role of each in presenting the ideas or information in a text.</i></b></p> <p><b>ELACCKRL7: With prompting and support, describe the relationship between <b>illustrations</b> and the story in which they appear (e.g., what moment in a story an illustration depicts).</b></p> <p><b>ELACCKRI7: <i>With prompting and support, describe the relationship between <b>illustrations</b> and the text in which they appear (e.g., what</i></b></p>







<p>c. <b>Asks and answers questions about essential narrative elements</b> (e.g., beginning-middle-end, setting, characters, problems, events, resolution) of a read-aloud text.</p> <p>d. Begins to distinguish fact from fiction in a read-aloud text. (Note: CCGPS does not require an explicit standard differentiating fact (non-fiction) from fiction in texts because this skill is subsumed through the addition of a complete set of reading standards for non-fiction texts only.)</p> <p>e. <b>Retells</b> familiar events and stories to include beginning, middle, and end.</p> <p>c. Asks and answers questions about essential narrative elements (e.g., <b>beginning-middle-end, setting, characters, problems, events, resolution</b>) of a read-aloud text.</p> <p>g. Connects <b>life experiences to read-aloud text</b>.</p> <p>h. <b>Retells important facts</b> in the student's own words.</p>	<p>Additionally, it does not limit comprehension <b>to oral reading</b>. ELAKR6 is fully subsumed by the KRL/KRI standards, as meaning is constructed through the completion of these explicit steps.</p> <p>CCGPS discusses the relationship of illustrations to the text but does not explicitly require the student to make <b>predictions</b> based on them.</p> <p>Note the addition of the words “with prompting and support” to the CCGPS Kindergarten standards.</p> <p>CCGPS Language Standard KL5c has been added at right to show moderate correspondence. This standard is not a complete match.</p> <p>Note that this “facts” and “detail” correspondence does</p>	<p><b>person, place, thing, or idea in the text an illustration depicts</b>).</p> <p> <b>Note: the above standards also require students to identify author; not required in GPS.</b></p> <p><b>ELACCKRL/I1: With prompting and support, ask and answer questions about key details in a text.</b></p> <p><b>ELACCKRL2: With prompting and support, retell familiar stories, including key details. ELACCKRI2: With prompting and support, identify the main topic and retell key details of a text.</b></p> <p><b>ELACCKRL3: With prompting and support, identify characters, settings, and major events in a story. ELACCKRI3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information.</b></p> <p><b>ELACCKL5c.</b> Identify <b>real-life connections between words</b> and their use (e.g., note places at school that are colorful).</p> <p><b>ELACCKRL/I1: With prompting and support, ask and answer questions about key details in a text.</b></p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------






<p><b>ELAKR5</b> a. Listens to a variety of texts and uses <b>new vocabulary</b> in oral language.</p> <p>b. Discusses the meaning of words and understands that some words have <b>multiple meanings</b>.</p>	<p>not include the concept of paraphrasing in CCGPS.</p> <p>The remaining elements at right, while inferred in the GPS requirement to “gain meaning” from text, are new in that they are not explicitly stated in the GPS for Kindergarten.</p>	<p><b>ELACCKRL4:</b> Ask and answer questions about <b>unknown words</b> in a text.</p> <p><b>ELACCKRI4:</b> <i>With prompting and support, ask and answer questions about unknown words in a text.</i></p> <p> <b>ELACCKRL8:</b> (Not applicable to literature)</p> <p><b>ELACCKRI8:</b> <i>With prompting and support, identify the reasons an author gives to support points in a text.</i></p> <p> <b>ELACCKRL9:</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><b>ELACCKRI9:</b> <i>With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</i></p> <p> <b>ELACCKRL10:</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>ELACCKRI10:</b> <i>Actively engage in group reading activities with purpose and understanding.</i></p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------




GPS	TRANSITIONAL GUIDANCE	CCGPS
<b>WRITING</b>		
<p><b>ELAKW1 The student begins to understand the principles of writing. The student</b></p> <p>a. Writes or dictates to describe familiar persons, places, objects, or experiences.</p> <p>b. Uses drawings, letters, and phonetically spelled words to create meaning.</p> <p>c. Accurately prints name, all uppercase and lowercase letters of the alphabet, and teacher-selected words.</p> <p>d. Uses left-to-right pattern of writing.</p> <p>e. Begins to use capitalization at the beginning of sentences and punctuation (periods and question marks) at the end of sentences.</p> <p>(See alignment in CCGPS Language standards, the final Strand/Domain in this section).</p>	<p>The GPS Writing standards explicitly specify printing of letters and words, some fundamentals of conventions and a left-to-right writing pattern. These items are not specified in the Kindergarten CCGPS Writing standards but are certainly not precluded. By the same token, CCGPS includes additional steps in the writing process not traditionally seen in the GPS until later grades: editing and publishing. Additionally, because of the focus on informational texts in CCGPS, two introductory research standards are found in KW7 and 8.</p>	<p> <b>ELACCKW5: With guidance and support from adults respond to questions and suggestions from peers and add details to strengthen writing as needed.</b></p> <p> <b>ELACCKW7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</b></p> <p> <b>ELACCKW8: With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.</b>  <b>ELACCKW4: (Begins in grade 3)</b></p>
<p><b>The student produces a response to literature that:</b></p> <p>a. Retells a story orally, through pictures, or in writing.</p> <p>b. Makes connections: text-to-self, text-to-text, text-to-world.</p> <p>c. Begins to use organizational structures (beginning, middle, end)</p> <p>d. Pre-writes orally or written to generate ideas (graphic organizers, pictures).</p> <p>e. May include a draft developed from pre-writing.</p> <p>f. May include a sense of closure.</p>	<p>“Response to Literature” as a genre of writing is treated in 2 ways in CCGPS. Because CCGPS requires textual evidence to support claims in almost all writing, we can characterize most writing as a response to literature. Specifically analyzing texts, especially literary texts for their use of literary elements, begins in Grade 4 in Writing Standard 9.</p>	

<p><b>ELAKW2</b> The student begins to write in a variety of genres, including <b>narrative, informational, persuasive, and response to literature</b>.</p> <p><b>ELAKW1b.</b> Uses <b>drawings</b>, letters, and phonetically spelled words to create meaning.</p>	<p>“<b>Response to Literature</b>” see above.</p> <p>Note the use of the word “opinion” in CCGPS as opposed to “persuasion” in GPS.</p> <p>Kindergarten students are explicitly allowed to dictate their text in CCGPS.</p>	<p><b>ELACCKW1:</b> Use a combination of <b>drawing</b>, dictating, and writing to compose <b>opinion</b> 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> <p><b>ELACCKW2:</b> Use a combination of <b>drawing</b>, dictating, and writing to compose <b>informative/explanatory</b> texts in which they name what they are writing about and supply some information about the topic.</p> <p><b>ELACCKW3:</b> Use a combination of <b>drawing</b>, dictating, and writing to <b>narrate</b> a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>
<p><b>The student writes a narrative that:</b></p> <ul style="list-style-type: none"> <li>a. Involves <b>one event</b>.</li> <li>b. Uses <b>drawings</b>, letters, and phonetically spelled words to describe a personal experience.</li> <li>c. Begins to use organizational structures (<b>beginning, middle, end</b>).</li> <li>d. May include <b>describing words</b>.</li> <li>e. May include a <b>sense of closure</b>.</li> <li> f. Includes oral or written prewriting to generate ideas (graphic organizers and pictures).</li> <li> g. May include a draft developed from prewriting.</li> </ul> <p><b>ELAKW1a.</b> Writes or dictates to describe familiar persons, places, objects, or experiences.</p> <p><b>ELAKW1b.</b> Uses <b>drawings, letters</b>, and phonetically spelled words to create meaning.</p>	<p>Because GPS says only that writers “may” use <b>descriptive</b> language or <b>closure</b>, these items are not identified as unaligned items. Pre-writing, however (items f. and g.) is not mentioned in the Kindergarten CCGPS (editing and publishing are, however. See above).</p>	<p><b>ELACCKW3:</b> Use a combination of <b>drawing</b>, dictating, and writing to <b>narrate</b> a <b>single event</b> or several loosely linked events, tell about the events in the <b>order in which they occurred</b>, and provide a reaction to what happened.</p>
<p><b>The student produces <b>informational</b> writing that:</b></p> <ul style="list-style-type: none"> <li>a. Involves one topic.</li> <li>b. <b>Uses drawings, letters</b>, and phonetically spelled words to share information.</li> <li>c. Begins to use organizational structures (steps).</li> </ul>	<p>Because GPS says only that writers “may” use <b>descriptive</b> language or <b>closure</b>, these items are not identified as unaligned items. Pre-writing,</p>	<p><b>ELACCKW2:</b> Use a combination of <b>drawing</b>, dictating, and <b>writing</b> to compose <b>informative/explanatory</b> texts in which they name what they are writing about and supply some information about the topic.</p>

<p>d. May include describing words.</p> <p>e. May include a sense of closure.</p> <p> f. Includes oral or written pre-writing to generate ideas (graphic organizers and pictures).</p> <p> g. May include a draft developed from pre-writing.</p> <p>h. May <b>publish</b> a final copy.</p> <p><b>ELAKW1b.</b> Uses <b>drawings, letters</b>, and phonetically spelled words to create meaning.</p>	<p>however (items f. and g.) is not mentioned in the Kindergarten CCGPS (editing and publishing are, however. See above).</p>	<p><b>NOTE:</b> ELACCKW6 <i>With guidance and support from adults, explore a variety of digital tools to produce and <b>publish writing</b>, including in collaboration with peers</i> – Applies to all writing in CCGPS, but is mentioned only in conjunction with Informational writing in GPS.</p>
<p><b>The student produces a <b>persuasive</b> piece that:</b></p> <p>a. States an <b>opinion</b>.</p> <p>b. May use words, illustrations, or graphics to <b>support an opinion</b>.</p> <p>c. Begins to use formats appropriate to the genre (letter, poster).</p> <p>d. May include describing words.</p> <p> e. Pre-writes orally or written to generate ideas (graphic organizers and pictures).</p> <p> f. May include a draft developed from prewriting.</p> <p>g. May include a sense of closure.</p> <p><b>ELAKW1b.</b> Uses <b>drawings, letters</b>, and phonetically spelled words to create meaning.</p>	<p>Because GPS says only that writers “may” use <b>descriptive</b> language or <b>closure</b>, these items are not identified as unaligned items. Pre-writing, however (items e. and f.) is not mentioned in the Kindergarten CCGPS (editing and publishing are, however. See above).</p> <p>While there is some correspondence between the GPS “support an opinion” and the CCGPS “gather information,” the two research standards KW7 and W8 are still marked as new standards for Kindergarteners in CCGPS.</p>	<p><b>ELACCKW1:</b> Use a combination of <b>drawing, dictating, and writing to compose <b>opinion</b> 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...).</b></p> <p> <b>ELACCKW7:</b> 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> <b>ELACCKW8:</b> With guidance and support from adults recall information from experiences or <b>gather information from provided sources</b> to answer a question.</p>

GPS	TRANSITIONAL GUIDANCE	CCGPS
<b>S P E A K I N G   A N D   L I S T E N I N G</b>		
<p><b>ELAKLSV1</b> The student uses <b>oral</b> and <b>visual</b> skills to <b>communicate</b>. The student</p> <p>a. Listens and speaks appropriately with peers and adults.</p> <p> c. Follows two-part oral directions.</p> <p>(Following process directions is not explicit in CCGPS.)</p> <p> c. Repeats auditory sequences (letters, words, numbers, and rhythmic patterns).</p> <p> d. Recites short poems, rhymes, songs, and stories with repeated patterns.</p> <p>ELAKW1b. May use words, <b>illustrations</b>, or graphics to support an opinion.</p> <p>f. <b>Increases vocabulary to reflect a growing range of interests and knowledge.</b></p>	<p>One often-noticed difference between GPS and CCGPS is the absence of the word “<b>Viewing</b>” from the LSV GPS standard. Media and visual text are still important parts of CCGPS, but appears in slightly different form and in different domains. In higher grades, the RI7 and RL7 standards specify the study of visual representations.</p> <p>While the Listening and Speaking standards are substantially similar in GPS and CCGPS in intent, they vary in the scope of their directives. The GPS focus on recitation does not appear in CCGPS, and is instead replaced with a focus on continuity and clarification (higher order skills).</p>	<p><b>ELACCKSL1: Participate in collaborative <b>conversations</b> with diverse partners about kindergarten topics and texts with <b>peers and adults</b> in small and larger groups.</b></p> <p>a. Follow agreed-upon <b>rules</b> for discussions (e.g., listening to others and <b>taking turns speaking</b> about the topics and texts under discussion).</p> <p> ELACCKSL1 b. Continue a conversation through multiple exchanges.</p> <p> ELACCKSL3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>ELACCKSL5: Add <b>drawings</b> or other <b>visual displays</b> to descriptions as desired to provide additional detail.</p> <p><b>ELACCKRL4: Ask and answer questions about <b>unknown words</b> in a text.</b></p> <p><b><i>ELACCKRI4: With prompting and support, ask and answer questions about unknown words in a text.</i></b></p>

<p>e. Describes <b>people, places, things, locations</b>, and actions.</p> <p>g. <b>Communicates effectively</b> when relating experiences and retelling stories heard.</p> <p>h. Uses <b>complete sentences</b> when speaking.</p> <p>i. Begins to use <b>subject-verb agreement</b> and <b>tense</b>.</p>	<p>While the conveyance of understanding is implicit in some of the GPS LSV standards, it is not explicitly required. Similarly, the use of complete sentences with proper subject-verb agreement and tense is not explicitly outlined in the CCGPS. Both of these skill sets may be assumed to be inferred in the other for instructional purposes.</p>	<p>ELACCKSL4: Describe familiar <b>people, places, things, and events</b> and, with prompting and support, provide additional detail.</p> <p>ELACCKSL6: Speak <b>audibly</b> and express thoughts, feelings, and ideas <b>clearly</b>.</p> <p> ELACCKSL2: Confirm understanding of <b>written texts</b> read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



## AT-A-GLANCE GUIDE FOR TRANSITIONAL STANDARDS KINDERGARTEN

STANDARD	ORIGINALLY APPEARED (GPS)	ADVICE FOR K TRANSITION 2012-2014
<b>No transition standards apply. Teach the Kindergarten ELACCGPS</b>		

STANDARDS NEW TO Kindergarten	RATIONALE
<b>ELACCR6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</b>	<p><i>These standards are new to kindergarten. Several of them are aligned to GPS standards in other grades and are representative of the increased rigor of the CCGPS. See the strategies in the first section of this document to assist in creating strategies for delivering these skills in Kindergarten.</i></p>
<b>ELACCKRI2: With prompting and support, identify the main topic and retell key details of a text.</b>	
<b>ELACCKRI5: Identify the front cover, back cover, and title page of a book.</b>	
<b>ELACCKRI6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</b>	
<b>ELACCKRI8: With prompting and support, identify the reasons an author gives to support points in a text.</b>	
<b>ELACCKRI9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</b>	
<b>ELACCKRF1: Demonstrate understanding of the organization and basic features of print.</b> c. Blend and segment onsets and rimes of single-syllable spoken words. 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/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words	

<p><b>ELACCKRF3</b> d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p><i>These standards are new to kindergarten. Several of them are aligned to GPS standards in other grades and are representative of the increased rigor of the CCGPS. See the strategies in the first section of this document to assist in creating strategies for delivering these skills in Kindergarten.</i></p>
<p><b>ELACCKW7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</b></p>	
<p><b>ELACCKSL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</b> b. Continue a conversation through multiple exchanges.</p>	
<p><b>ELACCKSL2: Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.</b></p>	
<p><b>ELACCKSL3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</b></p>	
<p><b>ELACCKL1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>) when speaking. d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). f. Produce and expand complete sentences in shared language activities.</p>	<p>One of the differences in organization between CCGPS and GPS is the location of the vocabulary standards. Vocabulary standards represent one of the most significant areas of additional rigor for kindergarten students. See the strategies in the first section of this document to assist in creating strategies for delivering these skills in Kindergarten.</p>
<p><b>ELACCKL2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p>	
<p><b>ELACCKL4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</b> 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.</p>	



<p><b>ELACCKL5: With guidance and support from adults, explore word relationships and nuances in word meanings.</b></p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).*</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

STANDARDS ABSENT FROM KINDERGARTEN	RATIONALE
<p><b>ELAKR4a.</b> Reads previously taught high frequency words at the rate of 30 words correct per minute.</p> <p><b>ELAKR4b.</b> Reads previously taught grade-level text with appropriate expression</p>	<p>These GPS elements do not appear in CCGPS. CCGPS instead requires only that Kindergarteners “read with purpose and understanding,” thus implying that they will read fluently with expression in order to understand what they have read; however, it is appropriate to reference the GPS 30 wpm if necessary.</p>
<p><b>ELAKW2f</b> (narrative) Includes oral or written prewriting to generate ideas (graphic organizers and pictures).</p> <p><b>ELAKW2g.</b> May include a draft developed from prewriting</p>	<p>Pre-writing is not mentioned in the Kindergarten CCGPS; it is implied as students edit and publish their writings.</p>
<p><b>ELALSV1b.</b> Follows two-part oral directions.</p>	<p>Not explicit in CCGPS</p>
<p><b>ELAKLSVc.</b> Repeats auditory sequences (letters, words, numbers, and rhythmic patterns).</p> <p><b>ELAKLSVd.</b> Recites short poems, rhymes, songs, and stories with repeated patterns.</p>	<p>The GPS focus on recitation does not appear in CCGPS and is instead replaced with a focus on continuity and clarification</p>
<p><b>ELAKLSV1h.</b> Uses complete sentences when speaking.</p> <p><b>ELAKLSV1i.</b> Begins to use subject-verb agreement and tense</p>	<p>These GPS elements are not explicitly stated but implied in ELACCKSL6: Speak audibly and express thoughts, feelings, and ideas clearly.</p>

VOCABULARY NEW TO KINDERGARTEN	RATIONALE
nuances	GPS only addressed words with multiple meanings in the vocabulary strand. CCGPS refers to these words in ELACCKL5: With guidance and support from adults, explore word relationships and <b>nuances</b> in word meanings by sorting words, understanding verbs and adjectives by relating them to their opposites, making real-life connections between words
Shades of meaning	Shades of meaning” is a phrase used to describe the small, subtle differences in meaning between similar words or phrases. GPS used the term “similar meanings” whereas CCGPS uses “shades of meaning”.

STANDARD	GRADES										
	K	1	2	3	4	5	6	7	8	9-10	11-12
<b>ELACCKL5b.</b> Relate frequently occurring words to their antonyms (also synonyms/homographs in progression).						Subsumed by ELACC5L5c					
<b>ELACC1L2c.</b> Use commas in dates and to separate single words in a series.						Subsumed by ELACC5L2a					
<b>ELACC1L1i.</b> Use frequently occurring prepositions.					Subsumed by ELACC4L1e						
<b>ELACC1L1g.</b> Use frequently occurring conjunctions. <b>ELACC3L1h.</b> Use coordinating and subordinating conjunctions. <b>ELACC5L1e.</b> Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i> ).											
<b>ELACC3L1a.</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. <b>ELACC5L1a.</b> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.											
<b>ELACC3L1f.</b> Ensure subject-verb and pronoun-antecedent agreement.											
<b>ELACC3L3a.</b> Choose words and phrases for effect.											
<b>EKACC4L1e.</b> Form and use prepositional phrases.											
<b>ELACC4L1f.</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.											
<b>ELACC4L1g.</b> Correctly use frequently confused words (e.g., to/too/two; there/their).											
<b>ELACC4L3a.</b> Choose words and phrases to convey ideas precisely.								Subsumed by ELACC7L3a			
<b>ELACC4L3b.</b> Choose punctuation for effect.											
<b>ELACC5L1d.</b> Recognize and correct inappropriate shifts in verb tense.											
<b>ELACC5L2a.</b> Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards).											
<b>ELACC5L5c.</b> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.											
<b>ELACC6L1c.</b> Recognize and correct inappropriate shifts in pronoun number and person.											
<b>ELACC6L1d.</b> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).											
<b>ELACC6L1e.</b> Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.											
<b>ELACC6L3a.</b> Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards).											
<b>ELACC6L3b.</b> Maintain consistency in style and tone.											