

Alignment to the Michigan K-12 Standards— English Language Arts Kindergarten

KinderCorner

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Introduction

As an endorsing partner of the College and Career Readiness Standards Initiative, the Success for All Foundation wishes to provide comprehensive documentation of how our KinderCorner 2nd Edition curriculum aligns to the reading standards. The College and Career Readiness Standards outline core conceptual understandings that are necessary for success in real-world settings such as college and careers.

Much like KinderCorner 2nd Edition, the standards are researched and evidence based. In addition, the standards are aligned with college and work expectations, they are rigorous, and they are internationally benchmarked. Each standard was meticulously chosen as it relates to college and career readiness. The standards also emphasize, as does the KinderCorner curriculum, the importance of both literary and nonfiction texts in an English Language Arts curriculum.

The standards for reading provide ten anchor standards based on key ideas and details (1–3), craft and structure (4–6), integration of knowledge and ideas (7–9), and range of reading and level of text complexity (10) that are the same across two concentrations: literature and informational text. The objectives that support the anchor standards in each of these two sections differ. The standards for the foundational skills of reading provide two standards for grades 2–5 based on phonics and word recognition (3) and fluency (4).

The standards for writing provide ten anchor standards based on text types and purposes (1–3), production and distribution of writing (4–6), research to build and present knowledge (7–9), and range of writing (10).

The standards for speaking and listening provide six anchor standards based on comprehension and collaboration (1–3) and presentation of knowledge and ideas (4–6).

The standards for language provide six anchor standards based on conventions of standard English (1 and 2), knowledge of language (3), and vocabulary acquisition and use (4–6).

The standards call for students to continually improve upon the skills they have already learned and to use those skills in more complex activities. They call for students to be critical readers of all materials, to engage with the stories and texts, apply their background knowledge, and utilize what they read to build their understanding of not only the texts, but also the world they live in. This alignment shows that SFAF's KinderCorner 2nd Edition program aligns with these goals and the standards as outlined by the College and Career Readiness Standards Initiative.

This document is organized as follows:

Section I: Provides narrative detail of how and where the anchor standards for reading are addressed in the KinderCorner 2nd Edition curriculum.

Section II: Provides unit titles that address the standards for reading literature.

Section III: Provides unit titles that address the standards for reading informational text.

Section IV: Provides unit titles that address the foundational skills for reading.

Section V: Provides narrative detail of how and where the anchor standards for writing are addressed in the KinderCorner 2nd Edition curriculum.

Section VI: Provides unit titles or lesson components that address the writing standards.

Section VII: Provides narrative detail of how and where the anchor standards for speaking and listening are addressed in the KinderCorner 2nd Edition curriculum.

Section VIII: Provides unit titles or lesson components that address the speaking and listening standards.

Section IX: Provides narrative detail of how and where the anchor standards for language are addressed in the KinderCorner 2nd Edition curriculum.

Section X: Provides lesson titles or lesson components that address the language standards.



Alignment to the Michigan K-12 Standards—English Language Arts Kindergarten

College and Career Readiness Anchor Standards and English
Language Arts Standards for Reading, Writing, Speaking and
Listening, and Language

**Section I: College and Career Readiness
Anchor Standards for Reading**

Kindergarten

Key Ideas and Details

Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

The KinderCorner 2nd Edition curriculum is a comprehensive language- and literacy-based curriculum, consisting of one one-week and fifteen two-week thematic units, that provides daily opportunities for students to demonstrate their comprehension of narrative and expository texts. The teacher engages students in the interactive reading of texts, using background information and personal experiences to help students comprehend, draw conclusions, and make predictions about these texts.

Midyear, KinderCorner 2nd Edition introduces simple, phonetically regular stories that students read with support. Each of these stories provides students with the opportunity to use background information to assist their comprehension while they read, make predictions, and answer questions during story discussion. During class discussions, students are encouraged to support their responses with evidence from the text.

The following daily components support and implement these skills:

- Theme Exploration—Students discuss the daily focus for the unit, frequently using expository texts to initiate understanding and exploration of the theme-related concepts for the unit and the day.
- Story Telling and Retelling (STaR)—The teacher and students engage in interactive story reading. The teacher poses questions before, during, and after reading. During this process, students use the cooperative-learning strategy Think-Pair-Share to discuss the answers to story-related questions that focus on comprehension, drawing conclusions, making predictions and evaluations, and making comparisons with students' own experiences.
- Writing lab—Students have a daily opportunity to engage in writing activities based on information from theme-related texts. The prompts and teacher facilitation of this lab engage students in writing experiences that allow them to demonstrate their understanding of information and concepts presented in both narrative and expository texts. Students have access to the texts read during Theme Exploration and STaR so they can use them as references when writing.
- Write Away—Each day, students respond to a writing prompt that is related to the thematic focus of the day. These prompts often connect to theme-related concepts, with a focus on comprehension of and opinions on a subject from books that students have read or heard.
- Stepping Stones—This daily component targets beginning-reading skills. In units 2–6, the students focus on learning letter sounds, reading simple, phonetically regular words, and learning concepts of print. Several sight words are also introduced.
- KinderRoots—In unit 7, students combine the concepts-of-print, phonics, and sight-word skills that they learned during Stepping Stones with the listening-comprehension skills developed during STaR to read KinderRoots Shared Stories. These stories target students' ability to read easily decodable words and to demonstrate comprehension and story-related writing.

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Through the intentional questioning that is provided in the KinderCorner 2nd Edition theme guides for each book included in the curriculum, students learn to determine the central ideas of a text. Theme Exploration uses expository texts that help students learn to determine the central ideas to aid understanding and exploration of the theme-related concepts for the unit and the day. STaR provides stories for interactive reading that engage students in demonstrating this standard. Each STaR story focuses on a good-reader skill. Students learn that good readers use these skills to understand stories and texts. Some of the good-reader skills in KinderCorner 2nd Edition include establishing a purpose for reading, questioning, summarizing, and comparing characters to self.

Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

During the daily STaR component of KinderCorner 2nd Edition, students engage in interactive story reading with questioning before, during, and after reading, at which time they learn to analyze the development and interaction of individuals, events, and ideas over the course of a text. These concepts are further developed on the second day of

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| the lesson when students work together to retell the story through puppets, dramatization, or other interactive means. |
| Craft and Structure |
| Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| The KinderCorner 2nd Edition curriculum targets vocabulary development throughout all daily components. Interactive reading of a variety of texts engages students in defining new vocabulary, recognizing figurative language, and understanding subtleties expressed in story development. Teacher facilitation of the Learning Labs engages students in conversations that allow them opportunities to demonstrate their comprehension of words and phrases as they are introduced in stories and texts. |
| Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| Students are exposed to a variety of text structures through the interactive reading of texts during Theme Exploration and STaR. <ul style="list-style-type: none"> • During Theme Exploration, the use of expository text helps students to understand the content of informational texts, as interactive reading highlights chapters, sections, and text features. • During STaR, the use of a wide variety of genres of literature develops students' understanding of conventions of print and story structure. Students begin to develop their own understanding of concepts of print, such as tracking text from left to right and following text from one line to the next and from one page to the next. Rereading for fluency helps them attend to the influence of punctuation and understand how it separates ideas in the text. |
| Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text. |
| Careful, intentional questioning before, during, and after reading of the STaR story engages students determining characters' points of view. |
| Integration of Knowledge and Ideas |
| Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ¹ |
| KinderCorner 2nd Edition encourages students to utilize all aspects of a story or text, in addition to the use of supporting media, to aid in comprehension. <ul style="list-style-type: none"> • The interactive reading of expository texts during the Theme Exploration component focuses on questioning that aids students in comprehending the content of the text and analysis of the text features. In many lessons, concepts are further developed as students view and discuss background videos about the topic. • The interactive reading of narrative stories in STaR focuses on questioning and discussion of illustrations to aid in students' comprehension of the text. • Videos support the development of literacy skills as well. Animated Alphabet videos help students to connect letter shapes with sounds while The Sound and the Furry video puppet skits demonstrate the process of blending sounds to read words. Word Play videos illustrate vocabulary from the KinderRoots Shared Stories, thus providing background knowledge for students to aid in story comprehension. |
| Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| The KinderCorner 2nd Edition curriculum encourages students to identify the reasons an author gives to support points in a text through interactive discussions of expository texts during Theme Exploration. |
| Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| The KinderCorner 2nd Edition curriculum guides students as they analyze texts with similar themes and compare stories through the use of good-reader skills in the daily STaR component. |

Range of Reading and Level of Text Complexity

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

The KinderCorner 2nd Edition curriculum is a language- and literacy-based program designed to engage students in active participation in the beginning stages of the reading process that leads to independent reading within a comprehensive full-day kindergarten program.

Section II: Reading: Literature

Kindergarten

Key Ideas and Details

RL.K.1. With prompting and support, ask and answer questions about key details in a text.

- In all units, the daily STaR component of KinderCorner 2nd Edition engages students in answering questions about key ideas as they listen to narrative stories. Each theme guide provides questions from various levels of Bloom’s taxonomy for teachers to use as they share stories that support this standard with students.
- Students also ask and answer questions about KinderRoots Shared Stories as they read them in the whole-group setting and with partners in units 7–16.

RL.K.2. With prompting and support, retell familiar stories, including key details.

The KinderCorner 2nd Edition curriculum utilizes the daily Story Telling and Retelling (STaR) component to provide students with retell opportunities. STaR evolves over two days for each story included in the curriculum. On the first day, the teacher engages students in an interactive reading of a story. On the second day, the teacher guides students through the retell process, using one of several different retell activities, such as pantomime, dramatization, sequencing, use of items or pictures to remind students of various parts of the story, etc. Students may also engage in retell activities in the classroom library lab, using the book, sequencing cards, or other prompts as a guide. This occurs in all units on days 2, 4, 7, and 9 of the ten-day lesson sequence.

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

In the interactive reading in the daily STaR component, students learn to identify the characters, setting, and major events. Each STaR story focuses on a good-reader skill to help students identify various story elements. This occurs in all units on days 1, 3, 6, and 8 of the ten-day lesson sequence.

Craft and Structure

RL.K.4. Ask and answer questions about unknown words in a text.

- In the daily STaR component of KinderCorner 2nd Edition, students are introduced to new vocabulary before reading the story. The vocabulary words are defined at this time, and while reading the story, the teacher draws students’ attention to the new vocabulary often, engaging students in discussion to ensure their understanding of each word. After reading the story, the teacher makes summative statements about the story that include the new story words. Students work with partners to think of a sentence that includes each new word. On the retell day for each story, students review the new vocabulary and create sentences for the words.
- The teacher also engages students in discussion of vocabulary through the use of Think Alouds and Buddy Buzz. In a Think Aloud, the teacher models asking a question about potentially unknown vocabulary and the process used to determine whether the word is understood in the context of the story. Buddy Buzz is a cooperative-learning technique in which students have an opportunity to tell a partner their ideas about the meaning of a word.
- The good-reader skill of asking questions about unknown words directly addresses this standard in:
 - unit 1, day 3,
 - unit 5, day 6,
 - unit 7, day 3,
 - unit 12, day 8, and
 - unit 14, day 6.

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

- The KinderCorner 2nd Edition curriculum utilizes a wide range of genres.
- In the KinderCorner 2nd Edition curriculum:
 - teachers read quality literature to students during STaR in every unit.

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| <ul style="list-style-type: none"> - teachers read poetry selections to students during Let’s Daydream in every unit. - teachers read expository texts to students during Theme Exploration in most units. - students read expository concepts-of-print books during Stepping Stones in units 1–7 (only in week 1 of unit 7). - students read narrative KinderRoots Shared Stories in units 7 (week 2)–16. |
| <p>RL.K.6. With prompting and support, name the author and illustrator of a story, and define the role of each in telling the story.</p> |
| <ul style="list-style-type: none"> • Before reading a story during STaR or Theme Exploration, students learn the names of the author and illustrator and identify each of their roles. • This occurs in all units on days 1, 3, 6, and 8 of the ten-day lesson sequence. |
| <p>Integration of Knowledge and Ideas</p> |
| <p>RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> |
| <ul style="list-style-type: none"> • STaR <ul style="list-style-type: none"> - On days 1, 3, 6, and 8 of the ten-day lesson sequence in every unit, students discuss the book’s illustrations and learn to make connections between the story and its illustrations. On the first day that a STaR book is read, students use the cover illustration to determine what the story might be about. Often the teacher engages students in a Picture Walk, a KinderCorner preview strategy, to engage students in predicting what the story is about based on the illustrations. • Stepping Stones <ul style="list-style-type: none"> - As students are beginning to learn letter-sound connections, they are taught to rely on picture clues as they read concepts-of-print books. This happens each day in units 2–6. • KinderRoots <ul style="list-style-type: none"> - Students use the cover and interior illustrations to make predictions about KinderRoots Shared Stories and to better understand what the text says. After students read each page during Guided Group Reading and Guided Partner Reading, the teacher engages them in a comprehension discussion that includes references to the illustrations. This happens in every unit, beginning unit 7, week 2. |
| <p>RL.K.8. Not applicable to literature</p> |
| <p>RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> |
| <ul style="list-style-type: none"> • The STaR component of KinderCorner 2nd Edition provides a wide range of stories from which students can compare and contrast characters’ adventures and experiences. The good-reader skill of comparing characters in different stories provides opportunities to compare characters in stories by the same author and characters from other stories about the same topics. This good-reader skill directly addresses this standard in: <ul style="list-style-type: none"> - unit 8, day 3, - unit 13, day 3, and - unit 16, day 8. • The nineteen KinderRoots Shared Stories revolve around a set of characters that students come to know. References to the adventures and experiences of the characters from previously read stories are a natural part of the ongoing discussion as each new story is read. |
| <p>Range of Reading and Level of Text Complexity</p> |
| <p>RL.K.10. Actively engage in group reading activities with purpose and understanding.</p> |
| <ul style="list-style-type: none"> • In KinderCorner 2nd Edition, students engage in group reading activities daily during the STaR component. Each STaR story is read over the course of two days. On the first day, intentional questioning before, during, and after reading assures that students are actively involved, setting listening objectives, and engaging in conversation with partners for understanding. On the second day, students are engaged in retell activities in which they work with partners or in small groups to retell the story. |

- Students read two different concepts-of-print books, both in a whole-group setting and with partners, each week during Stepping Stones in units 1–6.
- Beginning in unit 7, the KinderRoots component engages students in guided group reading and guided partner reading activities that help them to read with purpose and understanding. Throughout the week’s instructional activities with a Shared Story, the process unfolds in a way that provides heavy teacher support in the beginning and then gradually releases responsibility to students.
 - **Guided group reading**—The teacher and students read the story for the first time together in unison. The teacher ensures comprehension by leading a discussion throughout the reading of the story.
 - **Guided partner reading**—The teacher guides the class from page to page and stops after each page to clarify difficult words or story content, but students work to read the text with their partners.
 - **Partner reading**—Students read the story with their partners. Students alternate pages, help one another as needed, and reread the page together for fluency practice. The teacher monitors to provide support as needed.

Section III: Reading: Informational Text

| Kindergarten |
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| Key Ideas and Details |
| RI.K.1. With prompting and support, ask and answer questions about key details in a text. |
| <ul style="list-style-type: none"> In Theme Exploration, students answer questions about key ideas in a text. The theme guides for units in which expository texts are used provide intentional questioning that supports this standard for the teacher to use. This occurs in most units (e.g., unit 9, day 3 and unit 11, day 3). In units 1–7 (week 1), discussion about the text’s content is part of the lesson as students read expository concepts-of-print books. |
| RI.K.2. With prompting and support, identify the main topic, and retell the key details of a text. |
| <ul style="list-style-type: none"> The KinderCorner 2nd Edition curriculum provides support in the theme guides for questioning that teaches students how to identify the main topic and key details in expository texts (most units). |
| RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| <ul style="list-style-type: none"> During interactive reading of expository texts in Theme Exploration, students learn to make connections among individuals, events, ideas, or pieces of information in a text (many units, e.g., unit 11, day 2). |
| Craft and Structure |
| RI.K.4. With prompting and support, ask and answer questions about unknown words in a text. |
| <ul style="list-style-type: none"> Students learn theme-related vocabulary each day in Theme Exploration of KinderCorner 2nd Edition. During this component, the teacher frequently reads expository texts that contain the new words and other vocabulary with which students may be unfamiliar. Students engage in discussion about new vocabulary in the context of the book and during other daily components (many units, e.g., unit 9, day 4). |
| RI.K.5. Identify the front cover, back cover, and title page of a book. |
| <ul style="list-style-type: none"> In all KinderCorner 2nd Edition units, students learn to identify the front and back covers and the title page in a book. In expository texts that include an index and/or a table of contents, students also learn to identify these features. |
| RI.K.6. Name the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text. |
| <ul style="list-style-type: none"> Before reading an expository text during Theme Exploration or an expository concepts-of-print book during Stepping Stones, students learn the names of the author and illustrator and each of their roles (all units, e.g., unit 9, day 3, Theme Exploration). |
| Integration of Knowledge and Ideas |
| RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what character, place, thing, or idea in the text an illustration depicts). |
| <ul style="list-style-type: none"> Interactive reading of expository texts during the Theme Exploration component focuses on questioning that aids students in understanding the text’s content and that guides them in analyzing the text’s features to improve their comprehension. In many lessons, concepts are further developed as students view and discuss background videos about the topic (all units, e.g., unit 8, day 3). |
| RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text. |
| <ul style="list-style-type: none"> The KinderCorner 2nd Edition curriculum encourages students to identify the reasons an author gives to support points in a text through interactive discussions of expository texts in Theme Exploration (most units). |

RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

- The interactive reading of stories and texts includes questioning in which students learn to make connections between two texts by identifying similarities and differences between the books (many units).

Range of Reading and Level of Text Complexity

RI.K.10. Actively engage in group reading activities with purpose and understanding.

- KinderCorner 2nd Edition students engage in group reading of expository texts during Theme Exploration. The intentional questions asked while reading the text assure that students are actively involved the activity, setting listening objectives and engaging in conversation with partners for understanding (many units, e.g., unit 11, day 2).
- Students work together to read expository concepts-of-print books during Stepping Stones.

Section IV: Reading: Foundational Skills

Kindergarten

Print Concepts

RF.K.1. Demonstrate understanding of the organization and basic features of print.

RF.K.1.A. Follow words from left to right, top to bottom, and page by page.

RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters.

RF.K.1.C. Understand that words are separated by spaces in print.

RF.K.1.D. Recognize and name all uppercase and lowercase letters of the alphabet.

Print Features

- Students learn concepts of print daily in several components of KinderCorner 2nd Edition, including the Daily Message, STaR, and Stepping Stones.
- The emergent-reading portion of the Stepping Stones lessons in units 1–6 focus specifically on print concepts. Each day students practice turning pages and tracking text with the two new concepts-of-print books that they will be given weekly. Students can take these books home to add to their personal libraries at the end of the week. On days 1 and 6 of each unit, Stepping Stones contains an extended concepts-of-print lesson. On days 2–5 and 7–10, students engage in a short review of the previously introduced concepts of print, followed by either guided group reading or partner reading of the concepts-of-print book. Through these lessons, students learn to recognize that spoken words are represented by written words, that words are separated by spaces, that capitalization and terminal punctuation indicate the beginning and end of a sentence, how to hold a book correctly, that one reads from top to bottom and left to right, etc. They also learn to recognize several sight words.
- Students will practice and develop concepts-of-print skills in units 7–16 as they read KinderRoots Shared Stories.

Letter Names

- In the first six units of Stepping Stones of KinderCorner 2nd Edition, students learn the sounds of letters through daily use of the alphabet wall frieze, alliterative phrases, and key cards. In unit 7, they learn letter names as they learn to recite The Alphabet Chant, again using the wall frieze and key cards. Guided by the online data tools, the teacher assesses students' ability to name a set of letters in their uppercase and lowercase forms (units 8–11). Mastery data is tracked and used to guide the teacher in reviewing and coaching until all students have learned all the letter names.

Phonological Awareness

RF.K.2. Demonstrate an understanding of spoken words, syllables, and sounds (phonemes).

RF.K.2.A. Recognize and produce rhyming words.

RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words.

RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words.

RF.K.2.D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)

RF.K.2.E. Add, or substitute, individual sounds (phonemes) in simple one-syllable words to make new words.

- The daily Rhyme Time component of KinderCorner 2nd Edition focuses on phonological and phonemic awareness. In each lesson, students first learn or recite poems and chants. This is followed each day by a lesson or game that teaches or reviews a phonological- or phonemic-awareness skill. Each lesson focuses on one of the following phonological- and phonemic-awareness skills:
 - recognizes and produces rhymes
 - understands the concept of a sentence
 - segments sentences
 - segments and counts syllables
 - blends syllables
 - blends and segments onsets and rimes in single-syllable spoken words
 - recognizes alliteration

- understands that words are made of sounds
- identifies initial, medial, and ending sounds
- blends auditory sounds
- segments auditory sounds
- substitutes, adds, and deletes phonemes
- The literacy lab engages students in games in which they learn to identify targeted sounds at the beginning, middle, and end of words; change beginning and ending sounds in words; add a sound to a word to make a new word; make CVC words; and play auditory blending and segmentation games with words (e.g., unit 9, days 1–5).
- Students learn to substitute sounds in KinderRoots (units 7–16) when they play the game Quick Erase, in which they change one letter at a time in a word to create a series of new words.

Phonics and Word Recognition

RF.K.3. Know and apply grade-level phonics and word-analysis skills in decoding words.

RF.K.3.A. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.

RF.K.3.B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

RF.K.3.C. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

RF.K.3.D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Letter-Sound Correspondence of Consonants

- Students learn to associate letter shapes and the most frequent sound for all consonants and a few letter groups, such as “ch” and “sh,” with the aid of mnemonic picture clues. The teacher assesses students on their ability to say the sound associated with two or three letters per week as guided by the online data tools. Mastery information is tracked and guides the teacher as he or she reviews letter sounds and coaches individual students.

Letter-Sound Correspondence of Vowels

- Students first learn to associate the short sound with each vowel as they develop initial letter-sound correspondence and learn to blend sounds to read words. They later learn “ee” and “ea,” which appear in Shared Stories in units 15 and 16.
- The long-vowel silent “e” pattern is introduced in unit 12 through the *Story of Sneaky “e,”* a funny tale that helps students to remember the spelling rule of silent “e.” Words with this pattern are highlighted throughout the day, especially in the Daily Message, in subsequent weeks.

High-Frequency Words

- Sight words that appear frequently in the Daily Message and concepts-of-print books are highlighted and posted on a word wall throughout units 1–6. Teachers review the words from the word wall periodically during Stepping Stones lessons. When all students have learned to read a given word on the word wall, it is removed.
- Once students have learned the letter names in KinderRoots, beginning in unit 7, they learn to play Say-Spell-Say, a memory game that helps them to add more words to their sight-word vocabularies with each story. These words are also added to the word wall.

Fluency

RF.K.4. Read emergent-reader texts with purpose and understanding.

- In units 1–6, students develop readiness competencies such as concepts-of-print skills and letter-sound correspondence in Stepping Stones and phonological- and phonemic-awareness skills during Rhyme Time. By unit 7, students are ready to combine their concepts-of-print, phonics, and sight-word skills to read KinderRoots Shared Stories. In addition to applying these skills, students also begin to develop their reading comprehension and fluency. KinderRoots Shared Stories allow students to read engaging and interesting stories even if they only know a few letter sounds. The first KinderRoots story, *The Wet Dog*, begins with text that uses very few sounds and only a couple of sight words. Each story adds a focus sound and contains numerous words that begin with or contain that sound (units 7–16).

**Section V: College and Career Readiness
Anchor Standards for Writing**

| Kindergarten |
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| Text Types and Purposes |
| Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| <p>The KinderCorner 2nd Edition curriculum provides daily opportunities for students to write for a variety of purposes. Students have access to writing materials during the daily components Greetings, Readings, & Writings; writing lab; and Write Away to express their opinions, provide information, or relate a story. Students also have access to writing materials in all the Learning Labs so they can track results of science experiments, write about experiences, or support their play in the labs. Components in which this occurs include:</p> <ul style="list-style-type: none"> • Greetings, Readings, & Writings—Students’ journals and writing materials are available for them to use to write when they arrive. • Learning Labs—Writing materials are available for students to use in any of the Learning Labs. Students may write about their experiences in the labs, about observations and results of science experiments, or to create supporting materials that extend their learning such as signs, menus, receipts, forms, etc. • Writing lab—Students have a daily opportunity to engage in writing activities based on information from theme-related texts. The writing prompts in and teacher facilitation of this lab engage students in writing experiences that allow them to demonstrate their understanding of the information and concepts presented in both narrative and expository texts. Students have access to the texts read during Theme Exploration and STaR to use as references when writing in this lab. • Write Away—In Write Away, students respond to a theme-related writing prompt each day. The teacher models writing his or her own response to the prompt using a set of emergent-writing strategies that are taught to students throughout units 1–6. |
| Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| Students have daily opportunities to use writing as a means to inform/explain their ideas about theme-related topics and discoveries in the Learning Labs. They may do this writing specifically in the Greetings, Readings, & Writings; writing lab; and Write Away components of KinderCorner 2nd Edition. |
| Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| <p>The daily writing lab and Write Away components of KinderCorner 2nd Edition provide students with time to write narratives in which they relate real or imagined experiences. Students are encouraged to share their writing with the class and to incorporate suggestions from their peers. Students have opportunities, both as part of a whole-class experience and individually, to write about classroom experiences and class trips.</p> <p>These writing activities allow students to recount the sequences of events in these experiences. Occasionally students participate in writing a class book that uses a familiar text as a model for their writing.</p> |
| Production and Distribution of Writing |
| Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| W.K.4 begins in grade 3 |
| Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| Students have multiple daily opportunities to develop their writing skills in KinderCorner 2nd Edition during the Greetings, Readings, & Writings; Learning Labs; writing lab; and Write Away components. The writing components in KinderCorner 2nd Edition are structured to give students opportunities to plan, write, receive feedback from adults and peers, and revise their writing as they learn to express their ideas on paper. |

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| <ul style="list-style-type: none"> • Students put their writing skills to use as they describe what they plan to do in the Learning Lab they have selected for each day. The teacher conducts a brief individual conference with each student, as often as possible, about his or her plan. • The writing lab is always available and stocked with various writing materials such as pencils, markers, crayons, lined and unlined paper, and writing journals. Students are encouraged to write about whatever they choose. In some units, there are theme-related prompts to encourage writing as well. In addition to choosing to write in the writing lab during Learning Lab time, students may also choose to write there during Greetings, Readings, & Writings or other available times during the day. • Writing is incorporated into other labs in addition to the writing lab. Students may create menus for their pretend restaurant, signs for their block buildings, labels for their art projects, or they may record data as they complete the science steps in the science lab. • In Write Away, the teacher presents a set of emergent-writing strategies for students to use to communicate their thoughts before they are able to properly form letters or write with conventional spelling. The teacher models a response to the daily writing prompt using the previously introduced strategies. Students also watch entertaining videos with puppets that use strategies. • Students share and discuss with peers what they will write during Partner Planning in each Write Away lesson. They learn early on to fully develop their ideas before attempting to write them. The teacher monitors students' writing during this time and confers with a few students each day about their writing. At the end of Write Away, students are selected to share their writing with the class. • Beginning in unit 5, on days 5 and 10, students select one of the sentences they have written that week to elaborate on with a second sentence. This practice with expanding ideas helps them to develop expressive elaboration skills both in writing and speaking. |
| <p>Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> |
| <p>The KinderCorner 2nd Edition curriculum provides opportunities for students to use a computer to write and print their work to be shared within the classroom and school and at home (units 9–16, Greetings, Readings, & Writings and computer/media lab).</p> |
| <p>Research to Build and Present Knowledge</p> |
| <p>Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> |
| <p>The KinderCorner 2nd Edition curriculum includes many science experiments in which students participate. The curriculum introduces a set of science steps that teaches the scientific method as a way of conducting simple experiments to test hypotheses and discover concepts. Students write to record their observations and the results of these experiments (many units, e.g., unit 6, day 1, science lab).</p> |
| <p>Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> |
| <p>KinderCorner 2nd Edition students have access to expository texts and narratives in the classroom library lab and to computers in the computer/media lab to use as references when writing during Greetings, Readings, & Writings; in Learning Labs; and during Write Away (all units).</p> |
| <p>Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> |
| <p>W.K.9 begins in grade 4</p> |
| <p>Range of Writing</p> |
| <p>Anchor Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> |
| <p>W.K.10 begins in grade 3</p> |

Section VI: Writing

Kindergarten

Text Types and Purposes

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., “My favorite book is....”).

KinderCorner 2nd Edition provides emergent-writing strategies for students to use in Write Away that they may then use in any writing they do in all components. Frequently in Write Away, students write opinion pieces in which they write about favorite foods, activities, etc. (all units, e.g., unit 6, day 1).

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

- In the daily Write Away component in KinderCorner 2nd Edition, students write in response to a prompt. During Write Away, the teacher provides structured writing instruction about strategies that students can use to communicate in writing before they learn to spell conventionally. After watching the teacher model writing a response to a theme-related writing prompt, students discuss their own ideas with partners and write responses using the strategies that have been taught. Students apply the strategies that have been taught in Write Away to writing activities in other components such as Greetings, Readings, & Writings; writing lab; and other labs (all units, e.g., unit 3, day 1).
- The emergent-writing strategies include:
 - Draw a Picture,
 - Draw a Line,
 - Write Sounds That You Know,
 - Copy a Word,
 - Remember a Word,
 - Stretch and Read (sound spelling), and
 - Say-Spell-Say (an activity students use to recall sight words).

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Students apply the writing strategies taught in Write Away to create narratives (all units, e.g., unit 3, days 2 and 7).

Production and Distribution of Writing

W.K.4. Begins in grade 3

W.K.5. With guidance and support from adults, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

During the Write Away component of KinderCorner 2nd Edition, students work with partners to plan their writing. The teacher confers with students regularly about their writing when students write their lab plans and during Write Away. During the conference, the teacher may offer suggestions for improving students' writing (all units).

W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

The KinderCorner 2nd Edition curriculum provides opportunities for students to use a computer to write and print their work to be shared within the classroom and school and at home (units 9–16, Greetings, Readings, & Writings and computer/media lab).

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| Integration of Knowledge and Ideas |
| W.K.7. Participate in shared research and writing projects (e.g., explore books by a favorite author, and express opinions about them). |
| Topics for observation and study are often introduced in Theme Exploration of KinderCorner 2nd Edition. Experiments initiated in this component may move to the science lab where students can make daily observations and/or conduct additional experiments. Students are encouraged to put their findings in writing. Students discuss the results and observations with the teacher as he or she facilitates in the Learning Labs (all units, e.g., unit 2, day 1, science lab). |
| W.K.8. With guidance and support from adults, recall information from experiences, or gather information from provided sources to answer a question. |
| <ul style="list-style-type: none"> Students recall information when writing in response to prompts during the daily Write Away component. Students are encouraged to draw from their experiences and to use references when they write during Greetings, Readings, & Writings and Learning Labs. Students are able to use books and other media from the classroom library and computer/media labs along with the materials provided with the KinderCorner 2nd Edition curriculum to locate information to use as resources for their writing (all units, e.g., unit 8, day 2, Write Away). |
| W.K.9. Begins in grade 4 |
| Range of Writing |
| W.K.10. Begins in grade 3 |

**Section VII: College and Career Readiness
Anchor Standards for Speaking and Listening**

Kindergarten

Comprehension and Collaboration

Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

KinderCorner 2nd Edition is a comprehensive language- and literacy-based curriculum that consists of sixteen thematic units. Conversation is an essential part of the curriculum. Students engage in conversation with adults and peers throughout all components of the day. Students participate in whole-group discussions frequently, using the cooperative-learning strategy Think-Pair-Share to ensure that all students have the opportunity to express their ideas.

Daily components that engage the students in conversation skills include:

- Greetings, Readings, & Writings—The teacher greets students individually, engages them in conversation, and encourages them to chat with other students.
- Getting Along Together—Students work with partners and in small groups to practice social skills. On days 5 and 10 of each week, there is a class council meeting that facilitates a discussion around interpersonal issues in the class.
- Theme Exploration—Students engage in discussion of the daily focus of the thematic unit. The teacher introduces theme-related vocabulary for the day.
- Story Telling and Retelling (STaR)—Each story used in this component is read over the course of two days. On the first day, students engage in an interactive reading in which they talk with partners to answer questions about the text to help with story comprehension. On the second day, the retell day, students work with partners or in small groups as they engage in retelling the story through a variety of activities such as sequencing, dramatization, using pictures or objects that remind them of story events, etc.
- Learning Labs—The teacher facilitates the labs, engaging students in conversation to reinforce their comprehension of the thematic focus and their understanding and use of new vocabulary, and guides students to new discoveries. Students work with partners or in small groups to explore theme-related concepts while engaging in conversation that supports cooperative play.
- KinderRoots—Students answer story-related questions and discuss the contents of the KinderRoots Shared Stories with their partners.
- Let's Think About It—Students review new theme-related vocabulary and reflect on their learning for the day, using Think-Pair-Share so all members of the class have the opportunity to express themselves.

Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Interactive reading of narrative and expository texts in KinderCorner 2nd Edition engages students in discussion of these texts, allowing them to better comprehend the stories or information presented. The teacher uses the cooperative-learning strategy Think-Pair-Share to ask questions about texts and to encourage students to talk with one another to find the answers.

The KinderCorner 2nd Edition media that is available on DVD or as software for the interactive whiteboard is integrated into the curriculum. The media includes theme-related background videos to teach or reinforce content, rhymes and songs for the Rhyme Time component, Getting Along Together skills videos, and the Animated Alphabet, Word Play, and The Sound and the Furry videos for Stepping Stones and KinderRoots.

Daily components that engage students in these skills include:

- Theme Exploration—Whole-group discussion of the expository texts presented during Theme Exploration engages students in discussion about the daily focus for the theme. Background videos provide students an opportunity to become familiar with new topics and/or to reinforce their knowledge on the subject presented.
- STaR—Interactive reading of a story, during which students talk with partners to answer questions about the text, helps with story comprehension.
- Learning Labs—Students also have the opportunity to ask questions or use books and other media as references as they explore theme-related activities and materials during Learning Labs.

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| <ul style="list-style-type: none"> Media lab—Students are free to explore any available media in this lab. The teacher may include recordings of STaR or other books for students to listen to as they read along with the texts. |
| <p>Anchor Standard 3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> |
| <p>KinderCorner 2nd Edition students are encouraged to ask questions in all components to better understand information that is presented in books, orally, or during activities.</p> |
| <p>Presentation of Knowledge and Ideas</p> |
| <p>Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> |
| <p>KinderCorner 2nd Edition encourages students to present their findings from discoveries, recount familiar stories, and talk about their personal experiences daily.</p> <p>Daily components that engage students in these skills include:</p> <ul style="list-style-type: none"> Greetings, Readings, & Writings—Students share information based on the previous day’s Home Link, personal experiences, or other topics of interest to them. Learning Labs—Students present their findings to the teacher and their peers as a result of exploring the materials provided in the labs. Let’s Think About It—Students review the day’s learning and share their writing and/or experiences in the Learning Labs. |
| <p>Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> |
| <p>KinderCorner 2nd Edition students are encouraged to make use of the visual displays, charts, and graphs provided in the curriculum and student-made materials to express information and enhance the presentation of information. They may also share their personal writing and work with the class.</p> |
| <p>Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> |
| <p>The KinderCorner 2nd Edition curriculum encourages teachers to restate with elaboration (RWE) students’ responses. This provides students with a model for sentence structure, use of novel vocabulary, and use of correct language. The teacher invites students to share their ideas and thoughts throughout the day.</p> <p>Daily components that engage students in these skills include:</p> <ul style="list-style-type: none"> Greetings, Readings, & Writings—The teacher greets students individually, engages them in conversation, and encourages them to chat with other students. Getting Along Together—Students communicate with one another as they practice social skills and cognitive-regulation skills. On days 5 and 10 of each week, there is a class council meeting that facilitates a discussion around interpersonal issues in the class. Theme Exploration—Students engage in discussion of the daily focus of the thematic unit. Story Telling and Retelling (STaR)—Each story used in this component is read over the course of two days. On the first day, students engage in an interactive reading during which they talk with their partners to answer questions about the text to help with story comprehension. On the second day, the retell day, students work with partners or in small groups as they engage in retelling the story through a variety of activities such as sequencing, dramatization, using pictures or objects that remind them of story events, etc. Learning Labs—The teacher facilitates the labs, engaging students in conversation to reinforce their comprehension of the theme focus and their understanding and use of new vocabulary, and guides students to new discoveries. Students work with partners or in small groups to explore theme-related concepts while engaging in conversation that supports cooperative play. Let’s Think About It—The teacher uses Think-Pair-Share to have students review new theme-related vocabulary and reflect on their learning for the day, ensuring that all members of the class have the opportunity to express themselves. |

Section VIII: Speaking and Listening

| <h1>Kindergarten</h1> |
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| Comprehension and Collaboration |
| <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.</p> <p style="padding-left: 20px;">SL.K.1.A. Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion).</p> <p style="padding-left: 20px;">SL.K.1.B. Continue a conversation through multiple exchanges.</p> |
| <ul style="list-style-type: none"> • In the Gathering Circle component, KinderCorner 2nd Edition teaches a social-skills program called Getting Along Together. Students learn the skill active listening in unit 1 and continue to use this skill throughout the entire program and in all components. Active listening involves looking at a speaker and listening carefully to what the speaker says. • Theme Exploration, STaR, Let's Think About It, and other group times engage students in conversations in which they use active-listening speaking and listening skills. The cooperative-learning strategy Think-Pair-Share provides all students the opportunity to express themselves during a whole-group discussion. This strategy allows students to engage in back-and-forth conversation with their partners before sharing their ideas with the larger group (all units, e.g., unit 2, days 2, 3, 5, 7, 8, and 10, Getting Along Together; unit 2, Let's Think About It). |
| SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |
| <ul style="list-style-type: none"> • Every day students have a chance to ask questions about the story being read, particularly before reading begins in the STaR component. Students look at the cover and/or take a Picture Walk through the book to preview the story. The teacher frequently asks students what questions they have about what happens in the story. • Students are encouraged to ask questions to clarify story details or information in expository texts (all units, e.g., unit 3, day 6, STaR; unit 9, day 1, Theme Exploration). |
| SL.K.3. Ask and answer questions to seek help, get information, or clarify something that is not understood. |
| <ul style="list-style-type: none"> • KinderCorner 2nd Edition encourages students to ask clarifying questions throughout the curriculum. They engage in questioning when talking with their partners in the Gathering Circle and in Learning Labs as they explore materials, particularly in the science lab as they conduct experiments. The second edition of the curriculum includes daily Brain Games, cognitive-regulation games, to help students develop memory, focus, and self-control skills. One of the Brain Games is Five Questions (a variation of the popular game Twenty Questions). Specifically in this game, students ask clarifying questions to help determine what a classmate is thinking about (all units, e.g., unit 4, day 1, Gathering Circle; unit 6, day 1, Learning Labs). |
| Presentation of Knowledge and Ideas |
| SL.K.4. Describe familiar people, places, things, and events and with prompting and support, provide additional detail. |
| <ul style="list-style-type: none"> • KinderCorner 2nd Edition provides students daily opportunities to present information. Upon their arrival, they are encouraged to talk about their experiences from the previous evening or that morning. During Theme Exploration and Let's Think About It, students are encouraged to respond to questions based their experiences throughout the day. In the Learning Labs, students use their personal experiences to support their play in all the labs, particularly the dramatic play lab. In the Learning Labs, students are encouraged to describe and/or explain their discoveries (e.g., unit 6, day 6, blocks lab). • In the Write Away component, students write in response to prompts, frequently expressing their viewpoints. Before writing, students talk with partners about what they will write. Partners listen carefully so they can tell what their partners will write about and so they can provide feedback. Beginning in unit 5, on days 5 and 10, students add on to some of their previous writing. This writing may utilize feedback from partners or discussion from conferring with the teacher about their writing (all units, e.g., unit 5, day 5). |

SL.K.5. Add drawings or other visual displays to descriptions, as desired, to provide additional detail.

- KinderCorner 2nd Edition encourages students to use drawings or other visual displays to provide details to help them express themselves when sharing information. The art lab materials are always available for students to use to create visuals to help with descriptions. Students are encouraged in all labs to utilize the art materials to enhance their play. For example, they may make signs for a store, menus for a restaurant, etc.
- In the Write Away component, students learn to use various writing strategies before they are able to write all the letters of the alphabet. One of these strategies is to draw a picture to stand for a word (all units, e.g., unit 6, day 1, writing lab).

SL.K.6. Speak audibly, and express thoughts, feelings, and ideas clearly.

- In addition to providing a good language model with his or her own thoughts and ideas, the KinderCorner teacher also helps students by extending their answers. When students answer questions with one- or two-word responses, the teacher restates the response in a longer, more elaborated way. The teacher then asks students to repeat this elaborated response. Hearing and/or saying their own ideas in an expanded form keeps students more actively engaged in the discussion. Opportunities to use this strategy are indicated by the restate-with-elaboration (RWE) icon (all units, e.g., unit 6, day 1).

**Section IX: College and Career Readiness
Anchor Standards for Language**

Kindergarten

Conventions of Standard English

Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Language development and literacy are the cornerstones of KinderCorner 2nd Edition. All components of each day in all units focus on language and literacy, providing students with multiple daily opportunities to demonstrate their command of standard English.

Daily components that engage students in these skills include:

- Greetings, Readings, & Writings—Students sign in, talk with adults and peers, write in their journals, and engage in theme-related activities.
- Gathering Circle—Students talk with partners and in small groups as they practice Getting Along Together skills.
- Theme Exploration—Students engage in conversation and discussions of the daily focus.
- Rhyme Time—Students recite rhymes and engage in phonological- and phonemic-awareness activities.
- STaR—Students engage in conversation with partners during interactive reading of stories. They work with partners and in small groups as they engage in retell activities for each STaR story.
- Learning Labs—Students use language arts skills when they engage in conversation and pretend play in the labs.
- Snack/Outside/Gross-Motor Play—Snack time provides students with an opportunity to talk with friends in a relaxed, social atmosphere. The teacher reinforces new language arts skills as he or she models conversation skills and engages in conversation with students.
- KinderRoots—Students engage in discussion with partners about the KinderRoots Shared Stories.
- Math Mysteries—Students ask and answer math-related questions using standard English and math vocabulary.
- Write Away—Students apply standard English conventions to their journal writing.
- Let’s Think About It—Students use their knowledge of grammar and usage as they participate in reflection about the day’s lessons.

Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

KinderCorner 2nd Edition provides instruction in the conventions of standard English multiple times each day. Students demonstrate their use of conventions of standard English throughout various components in the day when they participate in a variety of writing experiences.

Daily components that engage the students in these skills include:

- Daily Message—The teacher writes the Daily Message in view of the students, pointing out the use of capitalization, spelling, and punctuation.
- Writing lab—Students write in response to prompts, create signs and other printed materials for labs, and write their own stories with teacher facilitation.
- Stepping Stones—In emergent-reading lessons, students develop basic concepts about print and an understanding of book conventions through teacher modeling and instruction plus hands-on practice with concepts-of-print books. They learn to recognize capitalization and punctuation when reading these books. Students work with two new concepts-of-print books each week that they are able to take home to add to their personal libraries. Students use this knowledge when writing in other lesson components during the day.
- KinderRoots—Students apply their knowledge of conventions of standard English when they engage in story-related writing.

- Write Away—The teacher models the use of capitalization, punctuation, and sound spelling at the beginning of this component and reinforces these skills as he or she observes students writing in their journals (all units).

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| Knowledge of Language |
| Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| L.K.3 begins in grade 2 |
| Vocabulary Acquisition and Use |
| Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
| <p>KinderCorner 2nd Edition provides students with opportunities to clarify their understanding of unknown words when they engage in interactive reading during STaR. One of the good-reader skills addressed in the STaR component is asking questions about unknown words. During the interactive reading of stories, students have the opportunity to ask about unknown words (e.g., unit 5, day 6).</p> <p>Frequently in STaR lessons, multiple-meaning words are introduced as new words before the story is read. Students engage in discussion with the teacher about other meanings of the word, with which they may already be familiar.</p> |
| Anchor Standard 5: Demonstrate understanding of word relationships and nuances in word meanings. |
| The language and literacy focus of KinderCorner 2nd Edition provides students with multiple daily opportunities to learn about word relationships and to demonstrate their understanding of those relationships. Explicit introduction of new theme-related and STaR vocabulary provides students with the opportunity to learn new vocabulary words. Throughout the day, students demonstrate their understanding of vocabulary as they participate in other components, particularly Learning Labs when they engage in hands-on activities in which new words are used. |
| Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| KinderCorner 2nd Edition introduces theme- and age-appropriate vocabulary in each unit. A vocabulary list appears in the front matter of each theme guide. |

Section X: Language

Kindergarten

Conventions of Standard English

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.1.A. Print many uppercase and lowercase letters.

L.K.1.B. Use frequently occurring nouns and verbs.

L.K.1.C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).

L.K.1.D. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

L.K.1.E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

L.K.1.F. Produce and expand complete sentences in shared language activities.

- Students have the opportunity to demonstrate conventions of English grammar and usage in all daily components in every unit.
- Students learn how to form letters using a letter-writing cue for each letter during Stepping Stones (units 2–6). They then apply this knowledge to other writing activities throughout the daily components.
- Students use frequently occurring nouns and verbs when they engage in conversation and discussion during all daily components. Students learn new theme-related vocabulary in Theme Exploration that, in addition to nouns and verbs, includes prepositions, adjectives, and adverbs; and the teacher reinforces the use of new words during Learning Labs and other components. Students learn story-related vocabulary during STaR, with opportunities to use the new words to create sentences. Students also engage in conversations in which they have the opportunity to use new vocabulary during snack, outside time, and Learning Labs. The use of new vocabulary is reinforced during Theme Exploration, Learning Labs, Snack/Outside/Gross-Motor Play, and Let’s Think About It.
- Students learn to use prepositions throughout the KinderCorner 2nd Edition curriculum. There are several units in which the use of prepositions is a focus (e.g., unit 9).
- The teacher models the use of complete sentences and encourages students to use complete sentences during conversations and class discussions (e.g., unit 8, day 2, STaR; unit 8, days 1–10, vocabulary review in Let’s Think About It).

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.K.2.A. Capitalize the first word in a sentence and the pronoun “I.”

L.K.2.B. Recognize and name end punctuation.

L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

L.K.2.D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

- The teacher models the use of capitalization, punctuation, and spelling during the Daily Message and Write Away. Teacher facilitation of Learning Labs and Write Away provides time for the teacher to assist students in using these conventions of standard English in their own writing.
- Explicit instruction about punctuation and other conventions of print occurs during Write Away. The teacher models the use of appropriate punctuation as he or she writes the Daily Message in front of students.
- The Stepping Stones (units 2–6) component of KinderCorner 2nd Edition provides explicit instruction in sound-letter association that students apply to their writing throughout all components of the curriculum.
- Students learn to write phonetically regular words based on the letter-sound correspondences taught in Stepping Stones (units 2–6). The teacher models this process in Write Away. Students also learn strategies for writing words with unknown sounds including: leaving a space, drawing a line, drawing a picture, etc. (all units).

Knowledge of Language

L.K.3. Begins in grade 2

Vocabulary Acquisition and Use

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

L.K.4.A. Identify new meanings for familiar words, and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).

L.K.4.B. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as clues to the meaning of an unknown word.

- STaR of KinderCorner 2nd Edition introduces students to new vocabulary for each STaR story. Before the interactive reading of a story, the teacher introduces new vocabulary so students are familiar with the words. As the new words appear in the story, the teacher points out its use and engages students in discussion of the word in context. This component encourages students to use what they know about familiar words to determine varying forms of words (all units).
- One of the good-reader skills addressed in STaR is asking questions about unknown words. During the interactive reading of stories, students have the opportunity to ask about unknown words (e.g., unit 5, day 6).
- Frequently in STaR lessons, multiple-meaning words are introduced as new words before the story is read. Students engage in discussion with the teacher about other meanings of the word with which they may already be familiar.

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

L.K.5.A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts that the categories represent.

L.K.5.B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

L.K.5.C. Identify real-life connections between words and their use (For example, note places at school that are colorful.).

L.K.5.D. Distinguish shades of meaning among verbs that describe the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

- In addition to the interactive reading of stories during STaR, Learning Labs provide students with many opportunities to demonstrate understanding of word relationships as they sort items into categories, specifically in the math lab.
- Students in KinderCorner 2nd Edition classes have many daily opportunities to make connections between words and their uses as they explore all areas of the curriculum. Particularly in the opposites unit (unit 9), students have ample amounts of time to explore verbs and adjectives in a variety of games and Learning Labs.
- The KinderCorner 2nd Edition curriculum invites students to demonstrate the meanings of similar verbs through many games and activities throughout the day. This frequently occurs during the Snack/Outside/Gross-Motor Play component when students engage in active games such as Mother, May I? (all units, e.g., unit 2, Snack/Outside/Gross-Motor Play; unit 3, day 10, Let's Think About It).

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

- The KinderCorner 2nd Edition curriculum's focus on language and literacy promotes the use of new vocabulary in conversations with adults and peers. Teacher facilitation of the Learning Labs provides many opportunities for students to talk with the teacher and with one another using theme-related and domain-specific language (all units, e.g., unit 8, days 1–5, Learning Labs).