

Language: PreKindergarten-Kindergarten

L.1. Anchor Standard: Incorporate and apply the conventions of standard English grammar and usage when writing or speaking.

L.YY. 3/4.1	Educational Benchmark: (3-4 Year Olds)	L.YY. 4/5.1	Educational Benchmark: (4-5 Year Olds)	L.K.1	Educational Benchmark:
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
L.YY. 3/4.1	Print upper and lower case letters, including numbers	L.YY. 4/5.1a	Print upper and lower case letters using correct letter formation, including numbers	L.K.1a	Print upper and lower case letters using correct letter formation, including numbers
L.YY. 3/4.1	Print first with upper and lower case letters	L.YY. 4/5.1b	Print first and last name with upper and lower case letters	L.K.1b	Print first and last name with upper and lower case letters
L.YY. 3/4.1	Understand and use question words (interrogatives) (e.g., <i>who</i> , <i>and what</i>).	L.YY. 4/5.1c	Understand and use question words (interrogatives) (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>and why</i>).	L.K.1c	Identify and use frequently occurring nouns and verbs.
L.YY. 3/4.1	Use the most frequently occurring prepositions (e.g. <i>in</i> , <i>out</i> , <i>on</i> , <i>off</i>).	L.YY. 4/5.1d	Use the most frequently occurring prepositions (e.g., <i>to</i> , <i>from</i> , <i>in</i> , <i>out</i> , <i>on</i> , <i>off</i>).	L.K.1d	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

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				L.K.1e	Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).
				L.K.1f	Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).
				L.K.1g	Produce and expand complete sentences in shared language activities.

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L2. Anchor Standard: Incorporate and apply the conventions of standard English capitalization, punctuation, and spelling when writing

L.YY. 3/4.2	Educational Benchmark: (3-4 Year Olds)	L.YY. 4/5.2	Educational Benchmark: (4-5 Year Olds)	L.K.2	Educational Benchmark:
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
L.YY. 3/4.2a	Capitalize the first letter of their first name.	L.YY. 4/5.2a	Capitalize the first letter of their first and last name.	L.K.2a	Capitalize the first word in a sentence
L.YY. 3/4.2b	Recognize when a sentence begins	L.YY. 4/5.2b	Capitalize the first word in a sentence	L.K.2b	Recognize and name end punctuation.
L.YY. 3/4.2c	Recognize when a sentence comes to an end	L.YY. 4/5.2c	Recognize and name end punctuation (<i>e.g. period</i>).	L.K.2c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.YY. 3/4.2d	Recognize a letter makes a sound	L.YY. 4/5.2d	Write a letter for most consonants (phonemes).	L.K.2d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships

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L.YY. 3/4.2e	Recognize the syllables in a word	L.YY. 4/5.2e	Count the syllables in a word
L.YY. 3/4.2f	Drawing on knowledge of sound-letter relationship phonetically identify the beginning letter	L.YY. 4/5.2f	Drawing on knowledge of sound-letter relationship phonetically identify the beginning and ending letter
L.YY. 3/4.2g	Recognize the difference between a letter and a word	L.YY. 4/5.2g	Recognize letters from a word

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L3. Anchor Standard: Incorporate and apply knowledge of language and its conventions when writing, speaking, reading, or listening.

L.YY. 3/4.	Educational Benchmark: (3-4 Year Olds)	L.YY. 4/5.	Educational Benchmark: (4-5 Year Olds)	L.K.	Educational Benchmark:
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	

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L.4. Anchor Standard: Demonstrate understanding of word relationships and nuances in word meanings.

L.YY. 3/4.4	Educational Benchmark: (3-4 Year Olds)	L.YY. 4/5.4	Educational Benchmark: (4-5 Year Olds)	L.K.4	Educational Benchmark:
Explore vocabulary based on theme, letter, or unit of study		Explore vocabulary based on theme, letter, or unit of study		Explore vocabulary based on theme, letter, or unit of study	
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
L.YY. 3/4.4a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	L.YY. 4/5.4a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	L.K.4a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.YY. 3/4.4b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	L.YY. 4/5.4b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	L.K.4b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
L.YY. 3/4.4c	Identify real-life connections between words and their use (<i>e.g. environmental text</i>)	L.YY. 4/5c	Identify real-life connections between words and their use (<i>e.g. environmental text</i>)	L.K.4c	Identify real-life connections between words and their use (<i>e.g. environmental text</i>)

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		L.YY. 4/5d	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings	L.K.4d	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings
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