

## Level A

(correlated to Kindergarten Common Core State Standards)

### Select Reading Standards for Literature

#### Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text. (\*interpreted through an artwork)
3. With prompting and support, identify characters, settings, and major events in a story. (\*interpreted through an artwork)

#### Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text. (\*interpreted through an artwork)

### Select Reading Standards for Informational Text

#### Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text. (\*interpreted through a photo)

#### Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text. (\*interpreted through a photo)

#### Integration of Knowledge and Ideas

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). (\*interpreted through a photo) (N/A)

### Speaking and Listening Standards

#### Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  - b. Continue a conversation through multiple exchanges.
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.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

#### Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail. (N/A)
6. Speak audibly and express thoughts, feelings, and ideas clearly.

**Discussions4Learning Theme 1: Things We See and Use**

Week 1				Week 2				Week 3				Week 4				Week 5				Week 6			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
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## Level A

(correlated to Kindergarten Common Core State Standards)

### Language Standards

#### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Print many upper- and lowercase letters. (N/A)
  - b. Use frequently occurring nouns and verbs.
  - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*). (N/A)
  - d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
  - e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
  - f. Produce and expand complete sentences in shared language activities.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a–d)\* (N/A)

#### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.
  - a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*). (\*interpreted through an image)
  - 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. (\*interpreted through an image)
5. With guidance and support from adults, explore word relationships and nuances in word meanings.
  - a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
  - b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
  - c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
  - d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (reading and being read to, responding to texts: N/A)

**Discussions4Learning Theme 1: Things We See and Use**

Week 1				Week 2				Week 3				Week 4				Week 5				Week 6			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
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## Level A

(correlated to Kindergarten Common Core State Standards)

### Select Reading Standards for Literature

#### Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text. (\*interpreted through an artwork)
3. With prompting and support, identify characters, settings, and major events in a story. (\*interpreted through an artwork)

#### Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text. (\*interpreted through an artwork)

### Select Reading Standards for Informational Text

#### Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text. (\*interpreted through a photo)

#### Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text. (\*interpreted through a photo)

#### Integration of Knowledge and Ideas

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). (\*interpreted through a photo)

### Speaking and Listening Standards

#### Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  - b. Continue a conversation through multiple exchanges.
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.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

#### Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail. (N/A)
6. Speak audibly and express thoughts, feelings, and ideas clearly.

## Discussions4Learning Theme 2: Our Living World

Week 7				Week 8				Week 9				Week 10				Week 11				Week 12			
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## Language Standards

## Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Print many upper- and lowercase letters. (N/A)
  - b. Use frequently occurring nouns and verbs.
  - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*). (N/A)
  - d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
  - e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
  - f. Produce and expand complete sentences in shared language activities.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a–d)\* (N/A)

## Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.
  - a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*). (\*interpreted through an image)
  - 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. (\*interpreted through an image)
5. With guidance and support from adults, explore word relationships and nuances in word meanings.
  - a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
  - b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
  - c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
  - d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (reading and being read to, responding to texts: N/A)

## Discussions4Learning Theme 2: Our Living World

Week 7				Week 8				Week 9				Week 10				Week 11				Week 12			
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## Level A

(correlated to Kindergarten Common Core State Standards)

### Select Reading Standards for Literature

#### Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text. (\*interpreted through an artwork)
3. With prompting and support, identify characters, settings, and major events in a story. (\*interpreted through an artwork)

#### Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text. (\*interpreted through an artwork)

### Select Reading Standards for Informational Text

#### Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text. (\*interpreted through a photo)

#### Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text. (\*interpreted through a photo)

#### Integration of Knowledge and Ideas

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). (\*interpreted through a photo)

### Speaking and Listening Standards

#### Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  - b. Continue a conversation through multiple exchanges.
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.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

#### Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail. (N/A)
6. Speak audibly and express thoughts, feelings, and ideas clearly.

### Discussions4Learning Theme 3: Places and Spaces

Week 13				Week 14				Week 15				Week 16				Week 17				Week 18							
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## Level A

(correlated to Kindergarten Common Core State Standards)

### Language Standards

#### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Print many upper- and lowercase letters. (N/A)
  - b. Use frequently occurring nouns and verbs.
  - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*). (N/A)
  - d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
  - e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
  - f. Produce and expand complete sentences in shared language activities.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a–d)\* (N/A)

#### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.
  - a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*). (\*interpreted through an image)
  - 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. (\*interpreted through an image)
5. With guidance and support from adults, explore word relationships and nuances in word meanings.
  - a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
  - b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
  - c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
  - d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (reading and being read to, responding to texts: N/A)

### Discussions4Learning Theme 3: Places and Spaces

Week 13				Week 14				Week 15				Week 16				Week 17				Week 18			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
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## Level A

(correlated to Kindergarten Common Core State Standards)

### Select Reading Standards for Literature

#### Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text. (\*interpreted through an artwork)
3. With prompting and support, identify characters, settings, and major events in a story. (\*interpreted through an artwork)

#### Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text. (\*interpreted through an artwork)

### Select Reading Standards for Informational Text

#### Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text. (\*interpreted through a photo)

#### Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text. (\*interpreted through a photo)

#### Integration of Knowledge and Ideas

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). (\*interpreted through a photo)

### Speaking and Listening Standards

#### Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  - b. Continue a conversation through multiple exchanges.
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.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

#### Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail. (N/A)
6. Speak audibly and express thoughts, feelings, and ideas clearly.

**Discussions4Learning Theme 4: Our Changing World**

Week 19				Week 20				Week 21				Week 22				Week 23				Week 24			
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## Language Standards

## Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Print many upper- and lowercase letters. (N/A)
  - b. Use frequently occurring nouns and verbs.
  - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*). (N/A)
  - d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
  - e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
  - f. Produce and expand complete sentences in shared language activities.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a–d)\* (N/A)

## Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.
  - a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*). (\*interpreted through an image)
  - 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. (\*interpreted through an image)
5. With guidance and support from adults, explore word relationships and nuances in word meanings.
  - a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
  - b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
  - c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
  - d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (reading and being read to, responding to texts: N/A)

## Discussions4Learning Theme 4: Our Changing World

Week 19				Week 20				Week 21				Week 22				Week 23				Week 24			
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