

SIDE-BY-SIDE OF OKLAHOMA PASS STRANDS AND COMMON CORE STATE STANDARDS

RL = Reading and Literature
 W = Writing
 OLLS = Oral Language, Listening, and Speaking
 V = Visual Literacy

RF = Foundational Skills
 RL = Literature
 W = Writing

RI = Informational Reading
 SL = Speaking and Listening
 L = Language Standards

| | | KINDERGARTEN | | | |
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| PASS | | CCSS | | | |
| Strand | Standard # | Standard | Strand | Standard # | Standard |
| RL | Main | Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate and respond to a wide variety of text and literature. | | | |
| RL | 1 | Standard 1: Print Awareness - The student will understand the characteristics of written language. | | | |
| RL | 1.1 | Demonstrate correct book orientation by holding book correctly (right side up) and indicating where to begin (e.g., front to back, top to bottom, left to right). | RF | 1 | Print Concepts: Demonstrate understanding of the organization and basic features of print. |
| RL | 1.2 | Identify the front cover, back cover, title page of a book and title and author. | RL | 6 | Craft and Structure: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. |
| RL | 1.2 | Identify the front cover, back cover, title page of a book and title and author. | RI | 5 | Craft and Structure: Identify the front cover, back cover, and title page of a book. |
| RL | 1.2 | Identify the front cover, back cover, title page of a book and title and author. | RI | 6 | Craft and Structure: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. |
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| RL | 1.4 | Understand that printed materials provide information. | RF | 1 | Print Concepts: Demonstrate understanding of the organization and basic features of print. |
| RL | 1.5 | Recognize that sentences in print are made up of separate words. | RF | 1 | Print Concepts: Demonstrate understanding of the organization and basic features of print. |
| RL | 1.5 | Recognize that sentences in print are made up of separate words. | RF | 1b | Print Concepts: Recognize that spoken words are represented in written language by specific sequences of letters. |
| RL | 1.5 | Recognize that sentences in print are made up of separate words. | RF | 1c | Print Concepts: Understand that words are separated by spaces in print. |
| RL | 1.6 | Distinguish letters from words. | | | |
| RL | 1.7 | Recognize and name all capital and lowercase letters of the alphabet. | RF | 1 | Print Concepts: Demonstrate understanding of the organization and basic features of print. |
| RL | 1.7 | Recognize and name all capital and lowercase letters of the alphabet. | RF | 1.d | Print Concepts: Recognize and name all upper- and lowercase letters of the alphabet. |
| RL | 2 | Standard 2: Phonological/Phonemic Awareness - The student will demonstrate the ability to hear, identify, and manipulate large parts of spoken language (e.g., words, syllables, onsets, and rimes) and individual sounds (phonemes) in spoken words. | RF | 3.d | Phonics and Word Recognition: Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |
| RL | 2 | Standard 2: Phonological/Phonemic Awareness - The student will demonstrate the ability to hear, identify, and manipulate large parts of spoken language (e.g., words, syllables, onsets, and rimes) and individual sounds (phonemes) in spoken words. | L | 2.c | Conventions of Standard English: Write a letter or letters for most consonant and short-vowel sounds (phonemes). |
| RL | 2 | Phonological/Phonemic Awareness - The student will demonstrate the ability to hear, identify, and manipulate large parts of spoken language (e.g., words, syllables, onsets, and rimes) and individual sounds (phonemes) in spoken words. | RF | 2.d | Phonological Awareness: d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.*(This does not include CVCs ending with /l/, /r/, or /x/.) |

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| RL | 2.2 | Phonological/Phonemic Awareness - Identify and count syllables in spoken words. | RF | 2 | Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| RL | 2.2 | Phonological/Phonemic Awareness - Identify and count syllables in spoken words. | RF | 2.b | Phonological Awareness: Count, pronounce, blend, and segment syllables in spoken words. |
| RL | 2.2 | Phonological/Phonemic Awareness - Identify and count syllables in spoken words. | RF | 2.d | Phonological Awareness: d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.*(This does not include CVCs ending with /l/, /r/,or /x/.) |
| RL | 2.3 | Distinguish onset (beginning sound(s)) and rimes in one-syllable words. Example: Onset-/b/ in bat Example: Rime - at in bat | RF | 2 | Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| RL | 2.3 | Distinguish onset (beginning sound(s)) and rimes in one-syllable words. Example: Onset-/b/ in bat Example: Rime - at in bat | RF | 2.c | Phonological Awareness: Blend and segment onsets and rimes of single-syllable spoken words. |
| RL | 2.3 | Distinguish onset (beginning sound(s)) and rimes in one-syllable words. Example: Onset-/b/ in bat Example: Rime - at in bat | RF | 2.e | Phonological Awareness: Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. |
| RL | 2.3 | Distinguish onset (beginning sound(s)) and rimes in one-syllable words. Example: Onset-/b/ in bat Example: Rime - at in bat | RF | 3 | Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words. |
| RL | 2.3 | Distinguish onset (beginning sound(s)) and rimes in one-syllable words. Example: Onset-/b/ in bat Example: Rime - at in bat | RF | 2.d | Phonological Awareness: d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.*(This does not include CVCs ending with /l/, /r/,or /x/.) |
| RL | 2.4 | Recognize ending sounds in spoken words. Example: /t/ in bat | RF | 3 | Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words. |
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| RL | 2.6 | Begin to blend phonemes to form a word. Example: /b/ /a/ /t/ = bat | RF | 3 | Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words. |
| RL | 2.7 | Begin to segment phonemes of one syllable words. Example: bat = /b/ /a/ /t/ | RF | 3 | Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words. |
| RL | 3 | Standard 3: Phonics/Decoding - The student will demonstrate the ability to apply sound-symbol relationships. | | | |
| RL | 3.1 | Identify the alphabet by name. | RF | 1.d | Print Concepts: Recognize and name all upper- and lowercase letters of the alphabet. |
| RL | 3.2 | Identify the alphabet by sound. | RF | 2 | Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| RL | 3.2 | Identify the alphabet by sound. | RF | 3 | Phonics and Word Recognition: Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. |
| RL | 4 | Standard 4: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase their vocabulary. | RL | 4.a | Vocabulary Acquisition and Use: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). |
| RL | 4 | Standard 4: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase their vocabulary. | RL | 4.b | Vocabulary Acquisition and Use: 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. |
| RL | 4.1 | Increase personal vocabulary by listening to a variety of text and literature. | RL | 4 | Craft and Structure: Ask and answer questions about unknown words in a text. |
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| RL | 4.1 | Increase personal vocabulary by listening to a variety of text and literature. | RI | 4 | Craft and Structure: With prompting and support, ask and answer questions about unknown words in a text. |
| RL | 4.1 | Increase personal vocabulary by listening to a variety of text and literature. | L | 6 | Vocabulary Acquisition and Use: Use words and phrases acquired through conversations, reading and being read to, and responding to texts. |
| RL | 4.2 | Use new vocabulary and language in own speech and writing. | RL | 4 | Craft and Structure: Ask and answer questions about unknown words in a text. |
| RL | 5 | Standard 5: Fluency - The student will demonstrate the ability to identify words in text. | L | 4 | Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. |
| RL | 5.1 | “Read” familiar texts emergently, not necessarily verbatim from the print alone. | RF | 4 | Read emergent-reader texts with purpose and understanding. |
| RL | 5.2 | Recognize some common words by sight, including but not limited to “a,” “the,” “I,” “you,” “my,” “I,” “are.” | RF | 3.c | Phonics and Word Recognition: Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does). |
| RL | 6 | Standard 6: Comprehension - The student will associate meaning and understanding with reading. | | | |
| RL | 6.1 | Use prereading skills (e.g., connecting prior knowledge to text, making predictions about text and using picture clues). | RL | 1 | Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text. |
| RL | 6.1 | Use prereading skills (e.g., connecting prior knowledge to text, making predictions about text and using picture clues). | RL | 2 | Key Ideas and Details: With prompting and support, retell familiar stories, including key details. |
| RL | 6.1 | Use prereading skills (e.g., connecting prior knowledge to text, making predictions about text and using picture clues). | RL | 3 | Key Ideas and Details: With prompting and support, identify characters, settings, and major events in a story. |
| RL | 6.1 | Use prereading skills (e.g., connecting prior knowledge to text, making predictions about text and using picture clues). | RL | 4 | Craft and Structure: Ask and answer questions about unknown words in a text. |

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| RL | 6.1 | Use prereading skills (e.g., connecting prior knowledge to text, making predictions about text and using picture clues). | RI | 1 | Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text. |
| RL | 6.1 | Use prereading skills (e.g., connecting prior knowledge to text, making predictions about text and using picture clues). | RI | 4 | Craft and Structure: With prompting and support, ask and answer questions about unknown words in a text. |
| RL | 6.1 | Use prereading skills (e.g., connecting prior knowledge to text, making predictions about text and using picture clues). | L | 5.c | Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., note places at school that are colorful). |
| RL | 6.2 | Retell, reenact or dramatize a story read to the student or by the student. | RL | 1 | Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text. |
| RL | 6.2 | Retell, reenact or dramatize a story read to the student or by the student. | RI | 1 | Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text. |
| RL | 6.2 | Retell, reenact or dramatize a story read to the student or by the student. | RF | 4 | Read emergent-reader texts with purpose and understanding. |
| RL | 6.3 | Make predictions and confirm after reading or listening to text. | RL | 1 | Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text. |
| RL | 6.3 | Make predictions and confirm after reading or listening to text. | RI | 1 | Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text. |
| RL | 6.4 | Tell what is happening in a picture. | RL | 1 | Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text. |
| RL | 6.4 | Tell what is happening in a picture. | RL | 7 | Integration of Knowledge and Ideas: 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). |
| RL | 6.4 | Tell what is happening in a picture. | RI | 1 | Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text. |
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| RL | 7 | Standard 7: Literature - The student will read to construct meaning and respond to a wide variety of literary forms. | | | |
| RL | 7.1 | Literary Genre - Distinguish between fiction and nonfiction | RL | 5 | Craft and Structure: Recognize common types of texts (e.g., storybooks, poems). |
| RL | 7.2.a | Literary Elements - Place events in sequential order by telling the beginning, middle and ending. | RL | 2 | Key Ideas and Details: With prompting and support, retell familiar stories, including key details. |
| RL | 7.2.b | Literary Elements - Summarize main points and events of a simple story. | RL | 2 | Key Ideas and Details: With prompting and support, retell familiar stories, including key details. |
| RL | 7.2.b | Literary Elements - Summarize main points and events of a simple story. | RL | 1 | Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text. |
| RL | 7.2.b | Literary Elements - Summarize main points and events of a simple story. | RI | 1 | Key Ideas and Details: With prompting and support, identify the main topic and retell key details of a text. |
| RL | 7.2.b | Literary Elements - Summarize main points and events of a simple story. | RF | 4 | Read emergent-reader texts with purpose and understanding. |
| RL | 7.2.c | Literary Elements - Recognize cause and effect relationships. | | | |
| RL | 8 | Standard 8: Research and Information - The student will conduct research and organize information. | W | 8 | Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| RL | 8.1 | Accessing Information - The student will select the best source for a given purpose - begin to identify the appropriate source needed to gather information (e.g., fiction book, nonfiction book, newspaper, map, resource person) | | | |
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| | | | RL | 10 | Range of Reading and Text Complexity: Actively engage in group reading activities with purpose and understanding. |
| | | | RI | 3 | Key Ideas and Details: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| | | | RI | 7 | Integration of Knowledge and Ideas: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). |
| | | | RI | 8 | Integration of Knowledge and Ideas: With prompting and support, identify the reasons an author gives to support points in a text. |
| | | | RI | 9 | Integration of Knowledge and Ideas: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustration, descriptions, or procedures). |
| | | | RI | 10 | Range of Reading and Text Complexity: Actively engage in group reading activities with purpose and understanding. |
| W | Main | Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. | | | |
| W | 1 | Standard 1: Writing Process - The student will use the writing process to write coherently. | | | |

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| W | 1.1 | Participate in frequent writing opportunities including modeled writing, shared writing, journal writing, and interactive writing. | W | 1 | Text Types and Purposes: 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 . . .). |
| W | 1.1 | Participate in frequent writing opportunities including modeled writing, shared writing, journal writing, and interactive writing. | W | 2 | Text Types and Purposes: 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. |
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| W | 1.1 | Participate in frequent writing opportunities including modeled writing, shared writing, journal writing, and interactive writing. | W | 5 | Production and Distribution of Writing: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. |
| W | 1.1 | Participate in frequent writing opportunities including modeled writing, shared writing, journal writing, and interactive writing. | W | 7 | Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). |
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| W | 1.2 | Dictate a story about an exciting event or experience. | W | 3 | Text Types and Purposes: 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. |
| W | 1.2 | Dictate a story about an exciting event or experience. | W | 5 | Production and Distribution of Writing: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. |
| W | 1.2 | Dictate a story about an exciting event or experience. | W | 7 | Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). |
| W | 1.3 | Presents his or her own writing which may include pictures, attempts at letters, initial consonants, words, or phrases to the group, teacher and/or parent. | W | 3 | Text Types and Purposes: 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. |
| W | 1.3 | Presents his or her own writing which may include pictures, attempts at letters, initial consonants, words, or phrases to the group, teacher and/or parent. | W | 7 | Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). |
| W | 2 | Standard 2: Modes and forms of writing. The student will communicate through a variety of written forms, for various purposes, and to a specific audience or person. | | | |
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| W | 2.1 | Introduce modes and forms of stories with a consistent focus of a beginning, middle, and end that describe, explain, or tell about familiar objects, people, places, events, or experiences. | W | 1 | Text Types and Purposes: 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 . . .). |
| W | 2.2 | Construct journal entries using illustrations and beginning writing skills. | W | 2 | Text Types and Purposes: 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. |
| W | 3 | Standard 3: Grammar/usage and mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions. | | | |
| W | 3.1 | Grammar/Usage: Begin to recognize appropriate use of nouns, verbs, and adjectives. | L | 1 | Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| W | 3.1 | Grammar/Usage: Begin to recognize appropriate use of nouns, verbs, and adjectives. | L | 1.b | Conventions of Standard English: Use frequently occurring nouns and verbs. |
| W | 3.1 | Grammar/Usage: Begin to recognize appropriate use of nouns, verbs, and adjectives. | L | 1.c | Conventions of Standard English: Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). |
| W | 3.1 | Grammar/Usage: Begin to recognize appropriate use of nouns, verbs, and adjectives. | L | 5.b | Vocabulary Acquisition and Use: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). |
| W | 3.1 | Grammar/Usage: Begin to recognize appropriate use of nouns, verbs, and adjectives. | L | 5.d | Vocabulary Acquisition and Use: 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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| W | 3.2.a | Mechanics: Demonstrate appropriate language mechanics in writing: Capitalize the first word of a sentence. | L | 2 | Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| W | 3.2.a | Mechanics: Demonstrate appropriate language mechanics in writing: Capitalize the first word of a sentence. | L | 2.a | Conventions of Standard English: Capitalize the first word in a sentence and the pronoun I. |
| W | 3.2.b | Mechanics: Demonstrate appropriate language mechanics in writing: Capitalize all proper nouns. | L | 1 | Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| W | 3.2.b | Mechanics: Demonstrate appropriate language mechanics in writing: Capitalize all proper nouns. | L | 2.a | Conventions of Standard English: Capitalize the first word in a sentence and the pronoun I. |
| W | 3.2.b | Mechanics: Capitalize all proper nouns. | L | 2 | Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| W | 3.3 | Punctuation: Begin to use correct terminal (ending) punctuation. | L | 2.b | Conventions of Standard English: Recognize and name end punctuation. |
| W | 3.4 | Sentence Structure: Demonstrate, with teacher assistance, appropriate sentence structure in writing a complete sentence. | L | 1.f | Conventions of Standard English: Produce and expand complete sentences in shared language activities. |
| W | 3.5.a | Spelling: Demonstrate the process of representing language by means of a writing system: Understand that letters have different sounds. | L | 2.d | Conventions of Standard English: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. |
| W | 3.5.b | Spelling: Demonstrate the process of representing language by means of a writing system: Understand and record some beginning and ending sounds in words. | L | 2.d | Conventions of Standard English: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. |
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| W | 3.5.c | Spelling: Demonstrate the process of representing language by means of a writing system: Generates inventive spelling representing initial and ending sounds. | L | 2.d | Conventions of Standard English: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. |
| W | 3.6.a | Handwriting: Demonstrate appropriate handwriting in the writing process: Print using left to right progression moving from the top to the bottom of the page. | L | 1.a | Conventions of Standard English: Print many upper- and lowercase letters. |
| W | 3.6.b | Handwriting: Begin using upper and lower case letters. | L | 1.a | Conventions of Standard English: Print many upper- and lowercase letters. |
| W | 3.6.c | Handwriting: Demonstrate appropriate handwriting in the writing process: Begin printing legibly using correct spacing between letters and words. | | | |
| W | 3.6.d | Handwriting: Trace, copy and generate letters although children may still be reversing some letters. | L | 1.a | Conventions of Standard English: Print many upper- and lowercase letters. |
| W | 3.6.e | Handwriting: Demonstrate appropriate handwriting in the writing process: Print his/her first and last name. | | | |
| | | | W | 6 | Production and Distribution of Writing: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| | | | L | 1.e | Conventions of Standard English: Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). |
| OLLS | Main | Standard: Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking. | | | |

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| OLLS | 1 | Standard 1: The student will listen for information and for pleasure. | | | |
| OLLS | 1.1 | The student will listen for information and for pleasure: Hear and repeat sounds in a sequence. | | | |
| OLLS | 1.2 | The student will listen for information and for pleasure: Listen with interest to stories read aloud. | SL | 2 | Comprehension and Collaboration: 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. |
| OLLS | 1.3 | The student will listen for information and for pleasure: Follow one- and two-step directions. | | | |
| OLLS | 2 | Standard 2: Speaking: The student will express ideas or opinions in group or individual settings. | | | |
| OLLS | 2.1 | Share information and ideas speaking in clear, complete, coherent sentences. | SL | 1 | Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. |
| OLLS | 2.1 | Share information and ideas speaking in clear, complete, coherent sentences. | SL | 1.b | Comprehension and Collaboration: Continue a conversation through multiple exchanges. |
| OLLS | 2.1 | Share information and ideas speaking in clear, complete, coherent sentences. | SL | 5 | Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions as desired to provide additional detail. |
| OLLS | 2.1 | Share information and ideas speaking in clear, complete, coherent sentences. | SL | 6 | Presentation of Knowledge and Ideas: Speak audibly and express thoughts, feelings, and ideas clearly. |
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| OLLS | 2.1 | Share information and ideas speaking in clear, complete, coherent sentences. | L | 1 | Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| OLLS | 2.1 | Share information and ideas speaking in clear, complete, coherent sentences. | L | 1.j | Conventions of Standard English: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. |
| OLLS | 2.1 | Share information and ideas speaking in clear, complete, coherent sentences. | SL | 4 | Presentation of Knowledge and Ideas: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. |
| OLLS | 2.2 | Recite short poems, rhymes and songs. | | | |
| OLLS | 3 | Standard 3: Group Interaction: The student will use effective communication strategies in pair and small group context. | | | |
| OLLS | 3.1 | Show respect and consideration for others in verbal communications. | SL | 1 | Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. |
| OLLS | 3.1 | Show respect and consideration for others in verbal communications. | SL | 1.a | Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). |
| OLLS | 3.1 | Show respect and consideration for others in verbal communications. | SL | 1.b | Comprehension and Collaboration: Continue a conversation through multiple exchanges. |
| OLLS | 3.2 | Show respect and consideration for others in physical communications. | SL | 1.a | Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). |

| PASS | | CCSS | | | |
|--------|------------|---|--------|------------|----------|
| Strand | Standard # | Standard | Strand | Standard # | Standard |
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| V | Main | Visual Literacy: The student will interpret, evaluate, and compose visual messages. | | | |
| V | 1 | Standard 1: Interpret Meaning: The student will interpret and evaluate various ways visual image-makers including graphic artists, illustrators, and news photographers represent meaning. | | | |
| V | 1.1 | Respond to visual messages by distinguishing between reality and fantasy in stories, videos and television programs. | | | |