

Idaho Extended Standards Draft
Extended Content Indicators
KINDERGARTEN
Language Arts

Standard 1: Reading Process - Students apply oral language skills to develop reading skills and to recognize that print represents spoken language through exposure to a variety of grade-level-appropriate expository and literary text. Students demonstrate understanding of book and print awareness. Students develop automaticity in letter identification and link the letters to sounds. Students manipulate sounds in spoken words and apply this skill to reading.

Extended Standard 1: Reading Process - Students use language to develop reading skills and to recognize that print/sign/pictures/objects represent words through exposure to a variety of grade appropriate expository and literary text. Students demonstrate understanding of book and print awareness. Students develop letter identification and link the letters to sounds/objects/sign. Students manipulate sounds/letters in words and apply this skill to reading.

Topic	GR	Goals	Objectives	Essence	Extended Content Indicators
	K.L.A.1.1	Acquire Concepts About Print	K.L.A.1.1.1 Hold a book right side up and turn pages in the correct direction.		K.L.A.1.1.1A Demonstrates behavior that indicates attention to a book and turning pages.
			K.L.A.1.1.2 Track or follow print when listening to a familiar text being read.		K.L.A.1.1.2A Shows interest in reading materials while listening to familiar text being read.
			K.L.A.1.1.3 Follow words from left to right and from top to bottom on the printed page.		K.L.A.1.1.3A Follows communication displays (pictures/objects/ symbols/words) from left to right progression and top to bottom
			K.L.A.1.1.4 Identify the difference between a letter, a word, and a sentence.		K.L.A.1.1.4 A Attends by watching and/or listening to words/ pictures/objects/sentences found in reading environments.
			K.L.A.1.1.5 Show the one-to-one correspondence between a spoken word and a printed word.		K.L.A.1.1.5A Imitates the one-to-one correspondence between a spoken word and graphic symbol (picture/word/gesture/object)
			K.L.A.1.1.6 Recognize the concept of letters, words, and sentences by segmenting spoken and print sentences into individual words.		K.L.A.1.1.6A Imitates segmenting graphic symbols of letters, words, or sentences.

Standard 1: Reading Process - Students apply oral language skills to develop reading skills and to recognize that print represents spoken language through exposure to a variety of grade-level-appropriate expository and literary text. Students demonstrate understanding of book and print awareness. Students develop automaticity in letter identification and link the letters to sounds. Students manipulate sounds in spoken words and apply this skill to reading.

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Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	K.L.A.1.2	Acquire Concepts About Text	K.L.A.1.2.1 Show that print represents spoken language and conveys meaning (e.g., his/her name, environmental print such as signs, school and classroom labels).		K.L.A.1.2.1A Points to items named by the teacher to convey understanding of the word (e.g. name, signs, school and classroom objects).
			K.L.A.1.2.2 Name the parts of a book, including front cover, back cover, and title. (671.01.h)		K.L.A.1.2.2A Identifies a book, including front cover, back cover, and title, when provided a visual or tactile representation.

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Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	K.L.A.1.3	Acquire Phonological Awareness Skills	K.L.A.1.3.1 Identify spoken words that rhyme (e.g., run, sun versus run, man). (671.01.b)	Students link the letters to sounds/objects/sign. Students manipulate sounds/letters in words and apply this skill to reading.	K.L.A.1.3.1A Responds to familiar songs and rhymes.
			K.L.A.1.3.2 Orally produce rhyming words in response to spoken words (e.g., What rhymes with hat?). (671.01.b)		K.L.A.1.3.2A Imitates or identifies rhyming words.
			K.L.A.1.3.3 Orally produce groups of words that begin with the same initial sounds.		K.L.A.1.3.3A Identifies when groups of words/pictures/objects begin with the same sound.
			K.L.A.1.3.4 Blend spoken simple onsets and rimes to form real words (e.g., onset /c/ and rime /at/ makes cat).		K.L.A.1.3.4A Reproduces simple onsets and rimes to produce real words (e.g. repeats onset /c/ with rime /at/ to produce /cat/)
			K.L.A.1.3.5 Blend spoken phonemes (CVC) to form single syllable words (e.g., /d/.../o/.../g/... makes dog) and tell what word is made. (671.01.d)		K.L.A.1.3.5A Attends to adults blending spoken phonemes (CVC) to form single syllable words (e.g. /d/.../o/.../g/ says dog and shows picture or object)
			K.L.A.1.3.6 Identify the initial and final sounds (not the letter) of a spoken word. (671.01.g)		K.L.A.1.3.6A Match the initial sound (not the letter) to the initial sound of a spoken word.
			K.L.A.1.3.7 Segment one-syllable words into its phonemes (e.g., using manipulatives to mark each phoneme).		K.L.A.1.3.7A Segments one-syllable words into its phonemes, (e.g. using manipulatives to mark each phoneme, imitates an adult)
			K.L.A.1.3.8 Identify the number of syllables in a word.		K.L.A.1.3.8A Identifies syllables in a word.

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Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	K.LA.1.4	Acquire Decoding Skills Using Word Parts	K.LA.1.4.1 Match vowel and consonant sounds to appropriate letters. (671.01.f)		K.LA.1.4. 1A Reproduces sounds or symbols to match sounds or symbols in similar words.

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Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	K.L.A.1.5	Acquire Decoding Skills Using Syllabication	K.L.A.1.5.1 Name upper and lowercase letters. (671.01.e)		K.L.A.1.5.1A Match letter symbols.

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Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	K.L.A.1.6	Acquire Decoding Skills Using Context	No objectives at this grade level.		No objectives at this grade level.

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Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	K.L.A.1.7	Acquire Fluency	K.L.A.1.7.1 Read at least 25 one-syllable high frequency words.		K.L.A.1.7.1A Recognizes automatically between 5 to 25 age appropriate high frequency word symbols (i.e. gestures, pictures, objects, words).

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Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	K.L.A.1.8	Vocabulary and Concept Development	K.LA.1.8.1 Classify common words in to basic categories.		K.LA.1.8.1 A Classify common words, pictures and/or objects into basic categories.
			K.LA.1.8.2 Explain word meaning from the context in which the word is used (spoken or written).		K.LA.1.8.2 A Match word meaning in the context in which the word is used (i.e. use picture clues, prompts from spoken words)
			K.LA.1.8.3 Use words and concepts necessary for understanding math, science, social studies, and other Kindergarten content area text.		K.LA.1.8.3 A Match pictures/objects/ gestures/words and concepts necessary for math, science, social studies and other Kindergarten content area text.

Standard 2: Comprehension/Interpretation - Students demonstrate comprehension through a variety of responses when listening to or viewing expository or literary text. Students acquire new vocabulary through listening to an assortment of read aloud text and can sort familiar words into basic categories. Students make predictions based on text features and derive meaning from text. Students identify basic elements of a story. Students determine whether a story is reality or fantasy.

Extended Standard 2: Comprehension/Interpretation - Students demonstrate listening or viewing skills for expository or literary text to begin developing comprehension. Students acquire new vocabulary and can begin sorting familiar words into basic categories. Students make simple predictions based on text. Students identify some of the basic elements of a story, such as character and setting. Students respond to stories that are reality or fantasy.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	K.L.A.2.1	Acquire Strategies and Skills for Comprehending Text	K.LA.2.1.1 Tell the purpose for reading text.		K.LA.2.1.1A Identifies text for reading.
			K.LA.2.1.3 Connect the information and events in texts to self.		K.LA.2.1.2 A Match information and/or events in texts to self.
			K.LA.2.1.4 Use picture clues and context to aid comprehension.		K.LA.2.1.3A Identify picture clues, objects, and gestures in context to aid comprehension.

Standard 2: Comprehension/Interpretation - Students demonstrate comprehension through a variety of responses when listening to or viewing expository or literary text. Students acquire new vocabulary through listening to an assortment of read aloud text and can sort familiar words into basic categories. Students make predictions based on text features and derive meaning from text. Students identify basic elements of a story. Students determine whether a story is reality or fantasy.

Extended Standard 2: Comprehension/Interpretation - Students demonstrate listening or viewing skills for expository or literary text to begin developing comprehension. Students acquire new vocabulary and can begin sorting familiar words into basic categories. Students make simple predictions based on text. Students identify some of the basic elements of a story, such as character and setting. Students respond to stories that are reality or fantasy.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	K.L.A.2.2	Acquire Skills to Comprehend Expository Text	K.L.A.2.2.1 Participate in identifying the topic of expository text that is heard or read.		K.L.A.2.2.1 A Participate in identifying pictures, objects, gestures, or words for the topic in expository text that is heard or read.
			K.L.A.2.2.2 Respond appropriately to questions based on fact in expository text, heard or read.		K.L.A.2.2.2A Respond to yes/no question based on fact in an expository text, heard or read.
			K.L.A.2.2.3 Identify and sequence information from expository text into correct order using pictures clues.		K.L.A.2.2.3 A Sequence two pieces of information from expository text using pictures or object clues.
			K.L.A.2.2.4 Follow two-or-three step directions using picture clues.		K.L.A.2.2.4 A Follow single-step directions using clues from pictures, objects, signs, etc

Standard 2: Comprehension/Interpretation - Students demonstrate comprehension through a variety of responses when listening to or viewing expository or literary text. Students acquire new vocabulary through listening to an assortment of read aloud text and can sort familiar words into basic categories. Students make predictions based on text features and derive meaning from text. Students identify basic elements of a story. Students determine whether a story is reality or fantasy.

Extended Standard 2: Comprehension/Interpretation - Students demonstrate listening or viewing skills for expository or literary text to begin developing comprehension. Students acquire new vocabulary and can begin sorting familiar words into basic categories. Students make simple predictions based on text. Students identify some of the basic elements of a story, such as character and setting. Students respond to stories that are reality or fantasy.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	K.LA.2.3	Acquire Skills for Comprehending Literary Text	K.LA.2.3.1 Explain why a story that is heard or read is real or imaginary.		K.LA.2.3.1 A React to a real or imaginary literary story that is heard or read.
			K.LA.2.3.2 Orally identifies the characters in a story that is read aloud.		K.LA.2.3.2 A Identify a character in a story that is heard or read.
			K.LA.2.3.3 Orally identify the setting in a story read aloud.		K.LA.2.3.3A Identify a setting in story that is heard or read.
			K.LA.2.3.4 Sequence and retell a story that is heard or read, into a beginning, middle and end. (671.03.a; 671.03.b)		K.LA.2.3.4 A Retell the beginning of a story that is heard or read.

Standard 3: Writing - Students begin to learn the first two steps (prewriting, drafting) in the writing process. Students engage in prewriting activities that help them generate ideas through class discussion. Students engage in drafting activities when they tell stories for someone to write. Students draft stories using pictures and/or letters and words.

Extended Standard 3: Writing - Students begin to learn the steps in the writing process. Students engage in prewriting activities with others to generate ideas during class discussion. Students engage in drafting activities when they identify a topic to write about. Students draft stories using pictures or objects.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	K.L.A.3.1	Acquire Prewriting Skills	K.LA.3.1.1 Participate in generating ideas using pre-writing strategies (e.g., whole class discussion).		K.LA.3.1.1 A Participate in generating ideas using pre-writing strategies.
			K.LA.3.1.2 Draw a picture about a story idea generated through discussion.		K.LA.3.1.2 A Choose pictures or objects in generating a story idea.

Standard 3: Writing - Students begin to learn the first two steps (prewriting, drafting) in the writing process. Students engage in prewriting activities that help them generate ideas through class discussion. Students engage in drafting activities when they tell stories for someone to write. Students draft stories using pictures and/or letters and words.

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Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	K.LA.3.2	Acquire Skills for Writing a Draft	K.LA.3.2.1 Use ideas generated in prewriting to write a class draft.		K.LA.3.2.1A Generated ideas for a writing topic.

Standard 3: Writing - Students begin to learn the first two steps (prewriting, drafting) in the writing process. Students engage in prewriting activities that help them generate ideas through class discussion. Students engage in drafting activities when they tell stories for someone to write. Students draft stories using pictures and/or letters and words.

Extended Standard 3: Writing - Students begin to learn the steps in the writing process. Students engage in prewriting activities with others to generate ideas during class discussion. Students engage in drafting activities when they identify a topic to write about. Students draft stories using pictures or objects.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	K.L.A.3.3	Acquire Skills for Revising a Draft	No objectives at this grade level.		No objectives at this grade level.

Standard 3: Writing - Students begin to learn the first two steps (prewriting, drafting) in the writing process. Students engage in prewriting activities that help them generate ideas through class discussion. Students engage in drafting activities when they tell stories for someone to write. Students draft stories using pictures and/or letters and words.

Extended Standard 3: Writing - Students begin to learn the steps in the writing process. Students engage in prewriting activities with others to generate ideas during class discussion. Students engage in drafting activities when they identify a topic to write about. Students draft stories using pictures or objects.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	K.L.A.3.4	Acquire Skills for Editing a Draft	No objectives at this grade level.		No objectives at this grade level.

Standard 3: Writing - Students begin to learn the first two steps (prewriting, drafting) in the writing process. Students engage in prewriting activities that help them generate ideas through class discussion. Students engage in drafting activities when they tell stories for someone to write. Students draft stories using pictures and/or letters and words.

Extended Standard 3: Writing - Students begin to learn the steps in the writing process. Students engage in prewriting activities with others to generate ideas during class discussion. Students engage in drafting activities when they identify a topic to write about. Students draft stories using pictures or objects.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	K.L.A.3.5	Acquire Skills to Publish Writing	K.L.A.3.5.1 Publish and illustrate draft with assistance.		K.L.A.3.5.1A Publish a draft with assistance.
			K.L.A.3.5.2 Share writing with intended audience.		K.L.A.3.5.2 A Share writing with intended audience.

Standard 4: Writing Applications - Students draw pictures and write for a specific purpose and audience. Students, with modeling and assistance, write in a variety of modes including expressive, expository, and literary response.

Extended Standard 4: Writing Applications - Students participate with pictures, objects, gestures to write about a specific purpose and audience. Students, with modeling and assistance, write in a variety of modes including expressive, expository, or literary response.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	K.L.A.4.1	Acquire Expressive (Narrative/Creative) Writing Skills	K.LA.4.1.1 Participate in creating narratives by dictating, drawing, or writing. (672.03.a)		K.LA.4.1.1 A Participate in creating personal experience narratives by dictating, drawing, objects, or writing.
			K.LA.4.1.2 Participate in creating simple rhymes, poems, or songs.		K.LA.4.1.2.A Participate in repeating/ copying simple rhymes, poems, or songs.

Standard 4: Writing Applications - Students draw pictures and write for a specific purpose and audience. Students, with modeling and assistance, write in a variety of modes including expressive, expository, and literary response.

Extended Standard 4: Writing Applications - Students participate with pictures, objects, gestures to write about a specific purpose and audience. Students, with modeling and assistance, write in a variety of modes including expressive, expository, or literary response.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	K.L.A.4.2	Acquire Expository (Informational/Research) Writing Skills	K.L.A.4.2.1 Participate in creating written communications (e.g., message, graphs) by dictating, drawing, or writing.		K.L.A.4.2.1A Participate in creating brief communications of real objects or persons by dictating, drawing, objects, or writing.

Standard 4: Writing Applications - Students draw pictures and write for a specific purpose and audience. Students, with modeling and assistance, write in a variety of modes including expressive, expository, and literary response.

Extended Standard 4: Writing Applications - Students participate with pictures, objects, gestures to write about a specific purpose and audience. Students, with modeling and assistance, write in a variety of modes including expressive, expository, or literary response.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	K.L.A.4.3	Acquire Persuasive Writing Skills	No objectives at this grade level.		No objectives at this grade level.

Standard 4: Writing Applications - Students draw pictures and write for a specific purpose and audience. Students, with modeling and assistance, write in a variety of modes including expressive, expository, and literary response.

Extended Standard 4: Writing Applications - Students participate with pictures, objects, gestures to write about a specific purpose and audience. Students, with modeling and assistance, write in a variety of modes including expressive, expository, or literary response.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	K.L.A.4.4	Acquire Skills for Literary Response	K.LA.4.4.1 Respond orally to identify a connection between the text and self.		K.LA.4.4.1 A Participate in writing or drawing a personal response to literary selections.
			K.LA 4.4.2 Respond orally to a text read aloud.		K.LA.4.4.2 A Respond to text read aloud.

Standard 5: Writing Components - Students begin to learn the components of written English. Components include handwriting, spelling, sentence structure, and conventions.

Extended Standard 5: Writing Components - Students begin to learn the components of written English. Components include handwriting, letter formation, and creating a sentence or message.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	K.L.A.5.1	Acquire Handwriting Skills	K.LA.5.1.1 Write upper and lowercase letters of the alphabet. (681.01.a)		K.LA.5.1.1 A Produce legible upper or lowercase letters of the alphabet.

Standard 5: Writing Components - Students begin to learn the components of written English. Components include handwriting, spelling, sentence structure, and conventions.

Extended Standard 5: Writing Components - Students begin to learn the components of written English. Components include handwriting, letter formation, and creating a sentence or message.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	K.L.A.5.2	Acquire Spelling Skills	K.L.A.5.2.1 Spell correctly first name.		K.L.A.5.2.1 A Participate in spelling first name.
			K.L.A.5.2.2 Use invented spelling to spell independently.		K.L.A.5.2.2 A Participate in invented spelling.

Standard 5: Writing Components - Students begin to learn the components of written English. Components include handwriting, spelling, sentence structure, and conventions.

Extended Standard 5: Writing Components - Students begin to learn the components of written English. Components include handwriting, letter formation, and creating a sentence or message.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	K.L.A.5.3	Acquire Skills for Sentence Structure	K.L.A.5.3.1 Write left to right, top to bottom, with appropriate spaces between words.		K.L.A.5.3.1 A Use pictures, words, or symbols to express a complete thought.

Standard 5: Writing Components - Students begin to learn the components of written English. Components include handwriting, spelling, sentence structure, and conventions.

Extended Standard 5: Writing Components - Students begin to learn the components of written English. Components include handwriting, letter formation, and creating a sentence or message.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	K.L.A.5.4	Acquire Skills for Using Conventions	K.LA.5.4.1 Use capital letter in first name.		K.LA.5.4.1 A Identify capital letter for use in first name.

Standard 6: Communication - Students listen and respond to oral communication. Students speak clear and coherent sentences. Students name and describe objects and their attributes as well as describe people. Students deliver brief oral presentations about familiar experiences or interests. Students use skills of viewing to effectively understand and comprehend visually presented information and use visual elements to produce visual presentations.

Extended Standard 6: Communication - Students listen and respond to oral communication. Students communicate clear messages. Students name people, objects and their attributes. Students deliver brief presentations about familiar experiences or interests. Students use skills of viewing to effectively understand visually presented information.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	K.L.A 6.1	Acquire Listening Skills	K.LA.6.1.1 Demonstrate effective and appropriate listening skills using eye contact and maintaining attention to speaker.		K.LA.6.1.1A Demonstrate simple listening skills using eye contact and maintaining attention to speaker.
			K.LA.6.1.2 Listen for specific answers in order to respond to questions. (673.03.a)		K.LA.6.1.2 A Listen for specific answers in order to respond to questions.
			K.LA.6.1.3 Listen to understand and follow one and two-step spoken directions. (673.04)		K.LA.6.1.3 A Listen to understand and follow one step spoken directions.
			K.LA.6.1.4 Listen to acquire information from a variety of sources.		K.LA.6.1.4 A Listen to gain information from others.

Standard 6: Communication - Students listen and respond to oral communication. Students speak clear and coherent sentences. Students name and describe objects and their attributes as well as describe people. Students deliver brief oral presentations about familiar experiences or interests. Students use skills of viewing to effectively understand and comprehend visually presented information and use visual elements to produce visual presentations.

Extended Standard 6: Communication - Students listen and respond to oral communication. Students communicate clear messages. Students name people, objects and their attributes. Students deliver brief presentations about familiar experiences or interests. Students use skills of viewing to effectively understand visually presented information.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	K.L.A.6.2	Acquire Speaking Skills	K.LA.6.2.1 Share information and ideas, speaking in complete, coherent sentences.		K.LA.6.2.1 A Share information and ideas in complete thoughts.
			K.LA.6.2.2 Name and describe two to three objects that are related to a concept: <ul style="list-style-type: none"> Name the category in which the object belongs. Name the function(s) of the object. Name the attributes. Make comparisons. 		K.LA.6.2.2 A Name one object that is related to a concept: <ul style="list-style-type: none"> Name the category in which the object belongs. Name a function of the object. Name one attribute.
			K.LA.6.2.3 Recite short poems, rhymes, and songs.		K.LA.6.2.3 A Participate in reciting short poems, rhymes, and songs.
			K.LA.6.2.4 Tell an experience or creative story in a logical sequence. (674.03.a)		K.LA.6.2.4 A Tell an experience in a 2-step sequence.

Standard 6: Communication - Students listen and respond to oral communication. Students speak clear and coherent sentences. Students name and describe objects and their attributes as well as describe people. Students deliver brief oral presentations about familiar experiences or interests. Students use skills of viewing to effectively understand and comprehend visually presented information and use visual elements to produce visual presentations.

Extended Standard 6: Communication - Students listen and respond to oral communication. Students communicate clear messages. Students name people, objects and their attributes. Students deliver brief presentations about familiar experiences or interests. Students use skills of viewing to effectively understand visually presented information.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	K.L.A.6.3	Acquire Viewing Skills	K.LA.6.3.1 Demonstrate awareness of different media. (675.01.a)		K.LA.6.3.1 A Attend to different media.
			K.LA.6.3.2 Demonstrate understanding of the main idea of media presentations. (675.01.b)		K.LA.6.3.2 A Attend to the main idea of media presentations.
			K.LA.6.3.3 Participate in differentiating between real and imaginary in media presentations. (675.03.a)		K.LA.6.3.3 A Participate in differentiating between real and imaginary in media presentations.

