

Simple Solutions

Standards-Based English Grammar & Mechanics K

Standards Addressed in Grade K

The Kindergarten edition of *Simple Solutions Standards-Based English Grammar & Mechanics* includes material associated with 28 standards for English Language Arts. The code for each lesson item indicates the standard that is addressed or supported by that item.

Grade K Standards

L.K.1a	RF.K.1a
L.K.1b	RF.K.1b
L.K.1c	RF.K.1c
L.K.1d	RF.K.1d
L.K.1e	
L.K.1f	RF.K.2a
	RF.K.2b
L.K.2a	RF.K.2c
L.K.2b	RF.K.2d
L.K.2c	RF.K.2e
L.K.2d	
	RF.K.3a
L.K.4b	RF.K.3b
	RF.K.3c
L.K.5a	RF.K.3d
L.K.5b	
L.K.5c	W.K.3

Publisher's Notes:

In the Topic Guide, the lesson number given indicates the first time the standard is addressed.

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Topic Guide

<u>Topic</u>	<u>Lesson #</u>	<u>Standard</u>
Follow words from left to right, top to bottom, and page by page.....	1	RF.K.1a
Recognize and name all upper- and lowercase letters of the alphabet.....	1	RF.K.1d
Recognize and produce rhyming words	1	RF.K.2a
Print many upper- and lowercase letters.....	1	L.K.1a
Write a letter or letters for most consonant and short-vowel sounds (phonemes).....	1	L.K.2c
Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.....	2	RF.K.3a
Count, pronounce, blend, and segment syllables in spoken words.....	3	RF.K.2b
Recognize that spoken words are represented in written language by specific sequences of letters.....	7	RF.K.1b
Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).....	13	RF.K.3c
Understand that words are separated by spaces in print	28	RF.K.1c
Associate the long and short sounds with the common spellings(graphemes) for the five major vowels.....	37	RF.K.3b
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.....	37	W.K.3
Blend and segment onsets and rimes of single-syllable spoken words.....	43	RF.K.2c

Topic Guide (continued)

<u>Topic</u>	<u>Lesson #</u>	<u>Standard</u>
Count, pronounce, blend, and segment syllables in spoken words.	44	RF.K.2b
Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	44	RF.K.2e
Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent	49	L.K.5a
Capitalize the first word in a sentence and the pronoun <i>I</i>	50	L.K.2a
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> , <i>for</i> , <i>of</i> , <i>by</i> , <i>with</i>)	61	L.K.1e
Recognize and name end punctuation	63	L.K.2b
Distinguish between similarly spelled words by identifying the sounds of the letters that differ	73	RF.K.3d
Spell simple words phonetically, drawing on knowledge of sound-letter relationships	77	L.K.2d
Isolate and pronounce the initial, medial vowel, and final sounds(phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words	82	RF.K.2d
<i>(This does not include CVCs ending with /l/, /r/, or /x/.)</i>		
Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)	85	L.K.5b
Use frequently occurring nouns and verbs	90	L.K.1b
Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog</i> , <i>dogs</i> ; <i>wish</i> , <i>wishes</i>)	100	L.K.1c
Produce and expand complete sentences in shared language activities	109	L.K.1f
Understand and use question words (interrogatives) (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i>)	110	L.K.1d
Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i>) as a clue to the meaning of an unknown word	111	L.K.4b
Identify real-life connections between words and their use (e.g., note places at school that are colorful)	113	L.K.5c