

# Following the Rules Unit Standards Key

## Kindergarten • Ages 4-6

### COMMON CORE STANDARDS

([www.corestandards.org](http://www.corestandards.org))

#### 1. Reading: Literature

CCSS.ELA-Literacy.RL.K.1: With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RL.K.2: With prompting and support, retell familiar stories, including key details.

CCSS.ELA-Literacy.RL.K.3: With prompting and support, identify characters, settings, and major events in a story.

CCSS.ELA-Literacy.RL.K.7: 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).

CCSS.ELA-Literacy.RL.K.10: Actively engage in group reading activities with purpose and understanding.

#### 2. Speaking & Listening

CCSS.ELA-Literacy.SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

CCSS.ELA-Literacy.SL.K.1a: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

CCSS.ELA-Literacy.SL.K.1b: Continue a conversation through multiple exchanges.

CCSS.ELA-Literacy.SL.K.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.

CCSS.ELA-Literacy.SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something

that is not understood.

CCSS.ELA-Literacy.SL.K.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCSS.ELA-Literacy.SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

**COLORADO P-12 ACADEMIC STANDARDS** <http://www.cde.state.co.us/StandardsAndInstruction/ColoradoStandards-AcademicStandards.asp>

#### 1. Comprehensive Health

Standard 3: Emotional and Social Wellness in Health Grade Level Expectation (GLE): 1. Exhibit understanding that one's actions impact others Evidence Outcomes (EO): b. Students can explain the importance of respecting the personal space and boundaries of others

#### 2. Reading, Writing and Communicating

Standard 1: Oral Expression and Listening Grade Level Expectations (GLE): 1. Oral communication skills are built within a language-rich environment Evidence Outcome (EO): Students can: c. Speak audibly and express thoughts, feelings, and ideas clearly f. Identify real-life connections between words and their use (e.g., note places at school that are colorful) h. Express words and word meanings as encountered in books and conversation i. Use new vocabulary that is directly taught through reading, speaking, and listening j. Relate new vocabulary to prior knowledge Grade Level Expectations (GLE): 2. Communication relies on effective verbal and nonverbal skills Evidence Outcomes (EO): Students can: a. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups i. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under

discussion) ii. Continue a conversation through multiple exchanges b. 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 c. Ask and answer questions in order to seek help, get information, or clarify something that is not understood d. Listen with comprehension to follow two-step directions e. Use words and phrases acquired through conversations, reading and being read to, and responding to texts

Standard 2. Reading for all Purposes Grade Level Expectation (GLE): 1. A concept of print to read and a solid comprehension of literary texts are the building blocks for reading Evidence Outcomes (EO): Students can: a. Use Key Ideas and Details to: i. With prompting and support, ask and answer questions about key details in a text ii. With prompting and support, retell familiar stories, including key details iii. With prompting and support, identify characters, settings, and major events in a story c. Use Integration of Knowledge and Ideas to: i. 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) d. Use Range of Reading and Level of Text Complexity to: i. Actively engage in group reading activities with purpose and understanding

#### 3. Social Studies

Standard 4: Civics Grade Level Expectations (GLE): 1. Participate in making decisions using democratic traditions Evidence Outcomes (EO): Students can: a. Explain why rules are needed b. Create and follow classroom rules c. Explain how a class rule promotes fairness and resolves conflict d. Contribute to making and maintaining class community decisions

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### OTHER STANDARDS MET

21st Century Skills ([www.p21.org](http://www.p21.org))

#### Learning and Innovation Skills

- a. Critical Thinking and Problem Solving: Reason effectively, make judgments and decisions, solve problems
- b. Communicate clearly and collaborate with others
- c. Creativity and Innovation: Think creatively and work creatively with others

#### Life and Career Skills

- a. Social and Cross-Cultural Skills: Interact effectively with others, work effectively in diverse teams
- b. Responsibility: Be responsible to others
- c. Information Literacy: Access and evaluate information
- d. Initiative and Self-Direction: Work independently, be self-directed

#### Social and Emotional Standards ([www.casel.org](http://www.casel.org))

Self-awareness

Social Awareness

Responsible Decision Making