

# Feelings and Behavior Unit Standards Key

## Kindergarten • Ages 4-6

### COMMON CORE STANDARDS ([www.corestandards.org](http://www.corestandards.org))

#### 1. Writing

CCSS.ELA-Literacy.W.K.2: 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.

CCSS.ELA-Literacy.W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

#### 2. 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.4: Ask and answer questions about unknown words in a text.

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.

#### 3. 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 familiar people, places, things, and events and, with prompting and support, provide additional detail.

CCSS.ELA-Literacy.SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

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

#### 4. Language

CCSS.ELA-Literacy.L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

CCSS.ELA-Literacy.L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.

CCSS.ELA-Literacy.L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

#### 5. Mathematics

CCSS.Math.Content.K.MD.A.1: Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

CCSS.Math.Content.K.MD.B.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

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

#### 1. Comprehensive Health

Standard 3: Emotional and Social Wellness in Health Grade Level Expectations (GLE): 1. Exhibit understanding that one's actions impact others Evidence Outcomes (EO): c. Students can explain that feelings influence behavior

#### 2. Reading, Writing and Communicating

Standard 1: Oral Expression and Listening Grade Level Expectation (GLE): 1. Oral communication skills are built within a language-rich environment Evidence Outcomes (EO): Students can: b. Add drawings or other visual displays to descriptions as desired to provide additional detail 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) g. Express words and word meanings as encountered in books and conversation h. Use new vocabulary that is directly taught through reading, speaking, and listening i. Relate new vocabulary to prior knowledge Grade Level Expectation (GLE): 2. Communication relies on effective verbal and nonverbal skills Evidence Outcomes (EO): Students

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can: a. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups ii. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion) iii. Continue a conversation through multiple exchangesb. 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: ii. With prompting and support, ask and answer questions about key details in a text iii. With prompting and support, retell familiar stories, including key details iv. With prompting and support, identify characters, settings, and major events in a story c. Use Integration of Knowledge and Ideas to: iv. 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) e. Use Range of Reading and Level of Text Complexity to: vi. Actively engage in group reading activities with purpose and understanding

Standard 3: Writing and Composition Grade Level Expectation (GLE): 1. Text types and purposes, labels, and familiar words are used to communicate information and ideas Evidence Outcomes (EO): b. Students can 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 Grade Level Expectation (GLE): 2. Appropriate mechanics and conventions are used to create simple texts Evidence Outcomes (EO): Students can: a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

### 3. Drama and Theatre Arts

Standard 1: Create Grade Level Expectation (GLE): 1. Demonstrate characters through dramatic play Evidence Outcomes (EO): a. Students can imitate or create people, creatures, or things based on observation using body and facial expression

Standard 2: Perform Grade Level Expectation (GLE): 1. Express a feeling or emotion through dramatic play or creative drama Evidence Outcomes (EO): Students can: a. Use movement and facial expressions to convey feelings and emotions b. Use sounds to express character, feelings, and mood

### 4. Mathematics

Standard 4: Shape, Dimension, and Geometric Relationships Grade Level Expectation (GLE): 2. Measurement is used to compare and order objects Evidence Outcomes (EO): Students can: a. Describe and compare measurable attributes. b. Classify objects and count the number of objects in each category.

### 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
- b. Communicate clearly and collaborate with others
- c. Creativity and Innovation: Think

creatively and work creatively with others

#### Life and Career Skills

- a. Initiative and Self Direction: Manage goals and time, work independently, be self-directed learners
- b. Social and Cross-Cultural Skills: Interact effectively with others, work effectively in diverse teams
- c. Productivity and Accountability: Manage projects and produce results

- d. Responsibility: Be responsible to others

#### Life and Career Skills

- a. Access and evaluation information

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

Self-awareness

Social Awareness