

Language and Communication: By End of Kindergarten

ATTENDING AND UNDERSTANDING

1 Child attends to communication and language from others. 1

- a There is no corresponding CCSS for this goal. 1.A
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2 Child understands and responds to increasingly complex communication and language from others. 2

- a Confirms 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. 2.A
 - b Asks and answers questions in order to seek help, get information, or clarify something that is not understood. (2.B
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COMMUNICATING AND SPEAKING

3 Child varies the amount of information provided to meet the demands of the situation. 3

- a Describes familiar people, places, things, and events and, with prompting and supports, provides additional detail. 3.A
 - b Adds drawings or other visual displays to descriptions as desired to provide additional detail. 3.B
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4 Child understands, follows, and uses appropriate social and conversational rules. 4

- a Participates in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. 4.A
- b Follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 4.B
- c Continues conversations through multiple exchanges. 4.C

5 Child expresses self in increasingly long, detailed, and sophisticated ways. 5

- a Demonstrates command of the conventions of Standard English grammar and usage when writing or speaking. **5.A**
 - b Uses frequently occurring nouns and verbs. **5.B**
 - c Forms regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). **5.C**
 - d Understands and uses question words (interrogatives) (e.g., who, what, where, when, why, how). **5.D**
 - e Uses the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). **5.E**
 - f Produces and expands complete sentences in shared language activities. **5.F**
 - g Applies audibly and expresses thoughts, feelings, and ideas clearly. **5.G**
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VOCABULARY**6 Child understands and uses a wide variety of words for a variety of purposes. 6**

- a Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. **6.A**
- b. Identifies new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). **6.B**
- c Uses 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. **6.C**
- d With guidance and support from adults, explores word relationships and nuances in word meanings. **6.D**
- e Sorts common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. **6.E**
- f Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). **6.F**
- g Identifies real-life connections between words and their use (e.g., note places at school that are colorful). **6.G**
- h Distinguishes shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. **6.H**
- i Uses words and phrases acquired through conversations, reading and being read to, and responding to texts. **6.I**

7 Child shows understanding of word categories and relationships among words. 7

- a With guidance and support from adults, explores word relationships and nuances in word meanings. **7.A**
- b Sorts common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. **7.B**
- c Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). **7.C**
- d Identifies real-life connections between words and their use (e.g., notes places at school that are colorful). **7.D**
- e Distinguishes shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. **7.E**