Kindergarten Common Core Standards

English Language Arts

Strand: **Reading Literature**

Topic: **Key Ideas and Details**

|  |  |  |
| --- | --- | --- |
| **Remembering** | **Understanding** | **Applying** |
| Students will... | Students will... | Students will... |
| **RL.K.2**  retell familiar stories, including key details  **RL.K.3**  identify characters, settings, and major events in a story | **RL.K.1**  ask and answer questions about key details in a text |  |

RL.K.1. With prompting and support, ask and answer questions about key details in a text.

RL.K.2. With prompting and support, retell familiar stories, including key details.

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Kindergarten Common Core Standards

English Language Arts

Strand: **Reading Literature**

Topic: **Craft and Structure**

|  |  |  |
| --- | --- | --- |
| **Remembering** | **Understanding** | **Applying** |
| Students will... | Students will... | Students will... |
| **RL.K.6**  name the author and illustrator of a story and define the role of each in telling the story | **RL.K.4**  ask and answer questions about unknown words in a text |  |

|  |  |  |
| --- | --- | --- |
| **Analyzing** | **Evaluating** | **Creating** |
| Students will... | Students will... | Students will... |
| **RL.K.5**  recognize common types of texts |  |  |

RL.K.4. Ask and answer questions about unknown words in a text.

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Kindergarten Common Core Standards

English Language Arts

Strand: **Reading Literature**

Topic: **Integration of Knowledge and Ideas**

|  |  |  |
| --- | --- | --- |
| **Remembering** | **Understanding** | **Applying** |
| Students will... | Students will... | Students will... |
|  | **RL.K.7**  describe the relationship between illustrations and the story in which they appear |  |

|  |  |  |
| --- | --- | --- |
| **Analyzing** | **Evaluating** | **Creating** |
| Students will... | Students will... | Students will... |
| **RL.K.9**  compare and contrast the adventures and experiences of characters in familiar stories |  |  |

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).

RL.K.8. (Not applicable to literature)

RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Strand: **Reading Literature**

Topic: **Range of Reading and Level of Complexity**

|  |  |  |
| --- | --- | --- |
| **Remembering** | **Understanding** | **Applying** |
| Students will... | Students will... | Students will... |
|  | **RL.K.10**  engage in group reading activities with purpose and understanding |  |

RL.K.10. Actively engage in group reading activities with purpose and understanding.

Kindergarten Common Core Standards

English Language Arts

Strand: **Reading Informational Text**

Topic: **Key Ideas and Details**

|  |  |  |
| --- | --- | --- |
| **Remembering** | **Understanding** | **Applying** |
| Students will... | Students will... | Students will... |
| **RI.K.2**  identify main topic and retell key details | **RI.K.1**  ask and answer questions about key details in a text  **RI.K.3**  describe the connection between two individuals, events, ideas, or pieces of information in a text |  |

RI.K.1. With prompting and support, ask and answer questions about key details in a text.

RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Kindergarten Common Core Standards

English Language Arts

Strand: **Reading Informational Text**

Topic: **Craft and Structure**

|  |  |  |
| --- | --- | --- |
| **Remembering** | **Understanding** | **Applying** |
| Students will... | Students will... | Students will... |
| **RI.K.6**  name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text | **RI.K.4**  ask and answer questions about unknown words |  |

|  |  |  |
| --- | --- | --- |
| **Analyzing** | **Evaluating** | **Creating** |
| Students will... | Students will... | Students will... |
| **RI.K.5**  identify front cover, back cover, and title page of a book |  |  |

RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5. Identify the front cover, back cover, and title page of a book.

RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Kindergarten Common Core Standards

English Language Arts

Strand: **Reading Informational Text**

Topic: **Integration of Knowledge and Ideas**

|  |  |  |
| --- | --- | --- |
| **Remembering** | **Understanding** | **Applying** |
| Students will... | Students will... | Students will... |
|  | **RI.K.7**  describe the relationship between illustrations and the text in which they appear  **RI.K.8**  identify the reasons an author gives to support points in a text  **RI.K.9**  identify basic similarities in and differences between two texts on the same topic |  |

RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Strand: **Reading Informational Text**

Topic: **Range of Reading and Level of Complexity**

|  |  |  |
| --- | --- | --- |
| **Remembering** | **Understanding** | **Applying** |
| Students will... | Students will... | Students will... |
|  | **RI.K.10**  engage in group reading activities with purpose and understanding |  |

RI.K.10. Actively engage in group reading activities with purpose and understanding.

Kindergarten Common Core Standards

English Language Arts

Strand: **Reading Foundational Skills**

Topic: **Print Concepts**

|  |  |  |
| --- | --- | --- |
| **Remembering** | **Understanding** | **Applying** |
| Students will... | Students will... | Students will... |
|  | **RF.K.1.b**  recognize that spoken words are represented in written language by specific sequences of letters  **RF.K.1.c**  understand that words are separated by spaces in print  **RF.K.1.d**  recognize and name all upper- and lowercase letters of the alphabet | **RF.K.1**  show understanding of the organization and basic features of print  **RF.K.1.a**  follow words from left to right, top to bottom and page by page |

RF.K.1. Demonstrate understanding of the organization and basic features of print.

1. Follow words from left to right, top to bottom, and page by page.
2. Recognize that spoken words are represented in written language by specific sequences of letters.
3. Understand that words are separated by spaces in print.
4. Recognize and name all upper- and lowercase letters of the alphabet.

Kindergarten Common Core Standards

English Language Arts

Strand: **Reading Foundational Skills**

Topic: **Phonological Awareness**

|  |  |  |
| --- | --- | --- |
| **Remembering** | **Understanding** | **Applying** |
| Students will... | Students will... | Students will... |
| **RF.K.2.b**  count, pronounce, blend, and segment syllables in spoken words  **RF.K.2.c**  blend and segment onsets and rimes of single-syllable spoken words  **RF.K.2.d**  isolate and pronounce the initial, medial vowel, and final sounds of CVC words |  | **RF.K.2**  show understanding of spoken words, syllables, and sounds (phonemes)  **RF.K.2.a**  recognize and produce rhyming words  **RF.K.2.e**  add or substitute individual sounds in one-syllable words to make new words |

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

1. Recognize and produce rhyming words.
2. Count, pronounce, blend, and segment syllables in spoken words.
3. Blend and segment onsets and rimes of single-syllable spoken words.
4. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)
5. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Kindergarten Common Core Standards

English Language Arts

Strand: **Reading Foundational Skills**

Topic: **Phonics and Word Recognition**

|  |  |  |
| --- | --- | --- |
| **Remembering** | **Understanding** | **Applying** |
| Students will... | Students will... | Students will... |
| **RF.K.3.c**  read common high-frequency words by sight | **RF.K.3.d**  distinguish between similarly spelled words by identifying the sounds of the letters that are different | **RF.K.3**  know and apply phonics and word analysis skills in decoding words  **RF.K.3.a** demonstrate basic knowledge of letter-sound correspondences by producing the primary sound for each consonant  **RF.K.3.b**  associate the long/short sounds with the common spellings for the 5 vowels |

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.

1. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
2. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
3. Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*,*does*).
4. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Strand: **Reading Foundational Skills**

Topic: **Fluency**

|  |  |  |
| --- | --- | --- |
| **Remembering** | **Understanding** | **Applying** |
| Students will... | Students will... | Students will... |
|  | **RF.K.4**  read emergent-reader- texts with purpose and understanding |  |

RF.K.4. Read emergent-reader texts with purpose and understanding.

Kindergarten Common Core Standards

English Language Arts

Strand: **Writing**

Topic: **Text Types and Purposes**

|  |  |  |
| --- | --- | --- |
| **Remembering** | **Understanding** | **Applying** |
| Students will... | Students will... | Students will... |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **Analyzing** | **Evaluating** | **Creating** |
| Students will... | Students will... | Students will... |
|  |  | **W.K.1**  use a combination of drawing, dictating, and writing to compose opinion pieces telling the topic and state an opinion about the topic or book  **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 information about the topic  **W.K.3**  use a combination of drawing, dictating and writing to narrate an event, tell about the events in order and provide reaction to what happened |

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

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.

W.K.3. 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.

Kindergarten Common Core Standards

English Language Arts

Strand: **Writing**

Topic: **Production and Distribution of Writing**

|  |  |  |
| --- | --- | --- |
| **Remembering** | **Understanding** | **Applying** |
| Students will... | Students will... | Students will... |
|  |  | **W.K.5**  respond to questions and suggestions from peers and add details to strengthen writing |

|  |  |  |
| --- | --- | --- |
| **Analyzing** | **Evaluating** | **Creating** |
| Students will... | Students will... | Students will... |
| **W.K.6**  explore a variety of digital tools to produce and publish writing, including collaboration with peers. |  |  |

W.K.4. (Begins in grade 3)

W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Kindergarten Common Core Standards

English Language Arts

Strand: **Writing**

Topic: **Research to Build Knowledge**

|  |  |  |
| --- | --- | --- |
| **Remembering** | **Understanding** | **Applying** |
| Students will... | Students will... | Students will... |
|  |  | **W.K.7**  participate in shared research and writing projects  **W.K.8**  recall information from experiences or gather information from provided sources to answer a question |

W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

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

W.K.9. (Begins in grade 4)

Kindergarten Common Core Standards

English Language Arts

Strand: **Speaking and Listening**

Topic: **Comprehension and Collaboration**

|  |  |  |
| --- | --- | --- |
| **Remembering** | **Understanding** | **Applying** |
| Students will... | Students will... | Students will... |
|  | **SL.K.2**  confirm understanding of text by asking or answering questions about key details and requesting clarification if something is not understood  **SL.K.3**  ask and answer questions in order to seek help, get information, or clarify something that is not understood | **SL.K.1**  participate in collaborative conversations with diverse partners with peers and adults in small/large groups  **SL.K.1.a**  follow agreed upon rules for discussion  **SL.K.1.b** continue a conversation through multiple exchanges |

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

1. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
2. Continue a conversation through multiple exchanges.

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.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Kindergarten Common Core Standards

English Language Arts

Strand: **Speaking and Listening**

Topic: **Presentation of Knowledge and Ideas**

|  |  |  |
| --- | --- | --- |
| **Remembering** | **Understanding** | **Applying** |
| Students will... | Students will... | Students will... |
| **SL.K.4** describe familiar people, places, things, and events and provide additional detail |  | **SL.K.5**  illustrate descriptions to provide detail  **SL.K.6**  speak audibly and express thoughts, feelings and ideas clearly |

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Kindergarten Common Core Standards

English Language Arts

Strand: **Language**

Topic: **Conventions of Standard English**

|  |  |  |
| --- | --- | --- |
| **Remembering** | **Understanding** | **Applying** |
| Students will... | Students will... | Students will... |
|  |  | **L.K.1**  show command of the conventions of Standard English grammar and its use when writing or speaking  **L.K.1.a** write many upper/lower case letters  **L.K.1.b**  use common nouns/verbs  **L.K.1.c**  form regular plural nouns orally by adding /s/ or /es/  **L.K.1.d**  understand and use question words  **L.K.1.e**  use most frequently occurring prepositions  **L.K.1.f**  produce and expand complete sentences in shared language activities |

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. Print many upper- and lowercase letters.
2. Use frequently occurring nouns and verbs.
3. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
4. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
5. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
6. Produce and expand complete sentences in shared language activities.

Kindergarten Common Core Standards

English Language Arts

Strand: **Language**

Topic: **Conventions of Standard English (continued)**

|  |  |  |
| --- | --- | --- |
| **Remembering** | **Understanding** | **Applying** |
| Students will... | Students will... | Students will... |
|  | **L.K.2.b**  recognize and name end punctuation | **L.K.2**  show command of the conventions of Standard English capitalization, punctuation, and spelling when writing  **L.K.2.a**  capitalize the first word in sentence and pronoun *I*  **L.K.2.c**  write a letter for most consonant and short vowel sounds (phonemes)  **L.K.2.d**  spell simple words phonetically, using knowledge of sound-letter relationships |

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1. Capitalize the first word in a sentence and the pronoun *I*.
2. Recognize and name end punctuation.
3. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
4. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**\*\*\*\* Knowledge of Language (L.K.3) Begins in Grade 2 \*\*\*\***

Kindergarten Common Core Standards

English Language Arts

Strand: **Language**

Topic: **Vocabulary Acquisition and Use**

|  |  |  |
| --- | --- | --- |
| **Remembering** | **Understanding** | **Applying** |
| Students will... | Students will... | Students will... |
| **L.K.5.a**  sort objects into categories | **L.K.4** make sense of the meaning of unknown and multiple meaning words and phrases  **L.K.5.c**  identify connections between words and their use  **L.K.5.d** compare meaning of verbs describing the same general action by acting out the meanings | **L.K.4.a** use new meanings for familiar words with more than one meaning (see example below)  **L.K.4.b** use inflections and affixes to find the meaning of unknown words  **L.K.5**  examine word relationships  **L.K.5.b**  produce antonyms of frequently used verbs and adjectives  **L.K.6**  use words and phrases learned in conversations, reading and being read to, and responding to texts |

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

1. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
2. Use 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.

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

1. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
2. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
3. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
4. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.