

KINDERGARTEN

READING: LITERATURE

Key Ideas and Details

- RL.K.1 With prompting & support, ask & answer questions about key details in a text.
- RL.K.2 With prompting & support, retell familiar stories, including key details.
- RL.K.3 With prompting & support, identify characters, settings & major events in a story.

Craft and Structure

- 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.

Integration of Knowledge and Ideas

- RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear
- RL.K.8 (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.

Range of Reading and Level of Text Complexity

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

READING: FOUNDATIONAL SKILLS

Print Concepts

- RF.K.1 Demonstrate understanding of the organization and basic features of print.
- RF.K.1a Follow words from left to right, top to bottom, and page by page.
- RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.
- RF.K.1c Understand that words are separated by spaces in print.
- RF.K.1d Recognize and name all upper and lowercase letters in the alphabet.

Phonological Awareness

- RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.K.2a Recognize and produce rhyming words.
- RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.
- RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.
- RF.K.2d 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/.)
- RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.K.3a 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.
- RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- RF.K.3c Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

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

WRITING

Text Types and Purposes

- 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.

Production and Distribution of Writing

- (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.

Research to Build and Present Knowledge

- 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)

Range of Writing

- (W.K.10 begins in grade 3)

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READING: INFORMATIONAL TEXT

Key Ideas and Details

- 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 & 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.

Craft and Structure

- 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 ideas or information in a text.

Integration of Knowledge and Ideas

- 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., illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

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

LANGUAGE

Conventions of Standard English

- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.1a Print many upper- and lowercase letters.
- L.K.1b Use frequently occurring nouns and verbs.
- L.K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- L.K.1d Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- L.K.1e Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- L.K.1f Produce and expand complete sentences in shared language activities.
- L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.K.2a Capitalize the first word in a sentence and the pronoun *I*.
- L.K.2b Recognize and name end punctuation.
- L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

- (L.K.3 begins in grade 2)

Vocabulary Acquisition and Use

- L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., *knowing duck* is a bird and learning the verb *to duck*).
- L.K.4b 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.
- L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- L.K.5d 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.

SPEAKING AND LISTENING

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