

Kindergarten ELA Common Core Standards

Reading Standards for Literature	✓ off when taught or write date of week					
Key Ideas and Details						
1. With prompting and support, ask and answer questions about key details in a text.						
2. With prompting and support, retell familiar stories, including key details.						
3. With prompting and support, identify characters, settings, and major events in a story.						
Craft and Structure						
4. Ask and answer questions about unknown words in a text.						
5. Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text.)						
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						
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).						
8. (Not applicable to literature)						
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						
10. Actively engage in group reading activities with purpose and understanding.						
a. Activate prior knowledge related to the information and events in texts.						
b. Use illustrations and context to make predictions about text.						

Reading Standards for Informational Text	✓ off when taught or write date of week					
Key Ideas and Details						
1. With prompting and support, ask and answer questions about key details in a text.						
2. With prompting and support, identify the main topic and retell key details of a text.						
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.						
Craft and Structure						
4. With prompting and support, ask and answer questions about unknown words in a text.						
5. Identify the front cover, back cover, and title page of a book.						
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.						
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).						
8. With prompting and support, identify the reasons an author gives to support points in a text.						

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).								
Range of Reading and Level of Text Complexity								
10. Actively engage in group reading activities with purpose and understanding.								
a) Activate prior knowledge related to the information and events in texts.								
b) Use illustrations and context to make predictions about text.								

Reading Standards: Foundational Skills	✓ off when taught or write date of week					
Print Concepts						
1. Demonstrate understanding of the organization and basic features of print.						
a. Follow words from left to right, top to bottom, and page by page.						
b. Recognize that spoken words are represented in written language by specific sequences of letters.						
c. Understand that words are separated by spaces in print.						
d. Recognize and name all upper- and lowercase letters of the alphabet.						
Phonological Awareness						
2. Demonstrate understanding of spoken words, syllables and sounds (phonemes).						
a. Recognize and produce rhyming words.						
b. Count, pronounce, blend, and segment syllables in spoken words.						
c. Blend and segment onsets and rimes of single-syllable spoken words.						
d. Blend two to three phonemes into recognizable words.						
e. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)						
f. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.						
Phonics and Word Recognition						
3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.						
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.						
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.						
c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).						
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.						
Fluency						
4. Read emergent-reader texts with purpose and understanding.						

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6. Speak audibly and express thoughts, feelings, and ideas clearly.					
Language Standards	✓ off when taught or write date of week				
Conventions of Standard English					
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
a. Print many upper- and lowercase letters.					
b. Use frequently occurring nouns and verbs.					
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).					
d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).					
e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).					
f. Produce and expand complete sentences in shared language activities.					
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
a. Capitalize the first word in a sentence and the pronoun <i>I</i> .					
b. Recognize and name end punctuation.					
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).					
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
Knowledge of Language					
3. (Begins in grade 2)					
Vocabulary Acquisition and Use					
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .					
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).					
b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, ful, -less</i>) as a clue to the meaning of an unknown word.					
5. With guidance and support from adults, explore word relationships and nuances in word meanings.					
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.					
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).					
c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).					
d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.					
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.					