**Kindergarten**

**English Language Arts Standards**

**Reading: Literature**

**Key Ideas and Details:**

[CCSS.ELA-LITERACY.RL.K.1](http://www.corestandards.org/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](http://www.corestandards.org/ELA-Literacy/RL/K/2/)  
With prompting and support, retell familiar stories, including key details.

[CCSS.ELA-LITERACY.RL.K.3](http://www.corestandards.org/ELA-Literacy/RL/K/3/)  
With prompting and support, identify characters, settings, and major events in a story.

**Craft and Structure:**

[CCSS.ELA-LITERACY.RL.K.4](http://www.corestandards.org/ELA-Literacy/RL/K/4/)  
Ask and answer questions about unknown words in a text.

[CCSS.ELA-LITERACY.RL.K.5](http://www.corestandards.org/ELA-Literacy/RL/K/5/)  
Recognize common types of texts (e.g., storybooks, poems).

[CCSS.ELA-LITERACY.RL.K.6](http://www.corestandards.org/ELA-Literacy/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:**

[CCSS.ELA-LITERACY.RL.K.7](http://www.corestandards.org/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.9](http://www.corestandards.org/ELA-Literacy/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:**

[CCSS.ELA-LITERACY.RL.K.10](http://www.corestandards.org/ELA-Literacy/RL/K/10/)  
Actively engage in group reading activities with purpose and understanding.

**Reading: Informational Text**

**Key Ideas and Details:**

[CCSS.ELA-LITERACY.RI.K.1](http://www.corestandards.org/ELA-Literacy/RI/K/1/)  
With prompting and support, ask and answer questions about key details in a text.

[CCSS.ELA-LITERACY.RI.K.2](http://www.corestandards.org/ELA-Literacy/RI/K/2/)  
With prompting and support, identify the main topic and retell key details of a text.

[CCSS.ELA-LITERACY.RI.K.3](http://www.corestandards.org/ELA-Literacy/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:**

[CCSS.ELA-LITERACY.RI.K.4](http://www.corestandards.org/ELA-Literacy/RI/K/4/)  
With prompting and support, ask and answer questions about unknown words in a text.

[CCSS.ELA-LITERACY.RI.K.5](http://www.corestandards.org/ELA-Literacy/RI/K/5/)  
Identify the front cover, back cover, and title page of a book.

[CCSS.ELA-LITERACY.RI.K.6](http://www.corestandards.org/ELA-Literacy/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.

**Integration of Knowledge and Ideas:**

[CCSS.ELA-LITERACY.RI.K.7](http://www.corestandards.org/ELA-Literacy/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).

[CCSS.ELA-LITERACY.RI.K.8](http://www.corestandards.org/ELA-Literacy/RI/K/8/)  
With prompting and support, identify the reasons an author gives to support points in a text.

[CCSS.ELA-LITERACY.RI.K.9](http://www.corestandards.org/ELA-Literacy/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).

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

[CCSS.ELA-LITERACY.RI.K.10](http://www.corestandards.org/ELA-Literacy/RI/K/10/)  
Actively engage in group reading activities with purpose and understanding.

**Reading: Foundational Skills**

**Print Concepts:**

[CCSS.ELA-LITERACY.RF.K.1](http://www.corestandards.org/ELA-Literacy/RF/K/1/)  
Demonstrate understanding of the organization and basic features of print.

[CCSS.ELA-LITERACY.RF.K.1.A](http://www.corestandards.org/ELA-Literacy/RF/K/1/a/)  
Follow words from left to right, top to bottom, and page by page.

[CCSS.ELA-LITERACY.RF.K.1.B](http://www.corestandards.org/ELA-Literacy/RF/K/1/b/)  
Recognize that spoken words are represented in written language by specific sequences of letters.

[CCSS.ELA-LITERACY.RF.K.1.C](http://www.corestandards.org/ELA-Literacy/RF/K/1/c/)  
Understand that words are separated by spaces in print.

[CCSS.ELA-LITERACY.RF.K.1.D](http://www.corestandards.org/ELA-Literacy/RF/K/1/d/)  
Recognize and name all upper- and lowercase letters of the alphabet.

**Phonological Awareness:**

[CCSS.ELA-LITERACY.RF.K.2](http://www.corestandards.org/ELA-Literacy/RF/K/2/)  
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

[CCSS.ELA-LITERACY.RF.K.2.A](http://www.corestandards.org/ELA-Literacy/RF/K/2/a/)  
Recognize and produce rhyming words.

[CCSS.ELA-LITERACY.RF.K.2.B](http://www.corestandards.org/ELA-Literacy/RF/K/2/b/)  
Count, pronounce, blend, and segment syllables in spoken words.

[CCSS.ELA-LITERACY.RF.K.2.C](http://www.corestandards.org/ELA-Literacy/RF/K/2/c/)  
Blend and segment onsets and rimes of single-syllable spoken words.

[CCSS.ELA-LITERACY.RF.K.2.D](http://www.corestandards.org/ELA-Literacy/RF/K/2/d/)  
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/.)

[CCSS.ELA-LITERACY.RF.K.2.E](http://www.corestandards.org/ELA-Literacy/RF/K/2/e/)  
Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

**Phonics and Word Recognition:**

[CCSS.ELA-LITERACY.RF.K.3](http://www.corestandards.org/ELA-Literacy/RF/K/3/)  
Know and apply grade-level phonics and word analysis skills in decoding words.

[CCSS.ELA-LITERACY.RF.K.3.A](http://www.corestandards.org/ELA-Literacy/RF/K/3/a/)  
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.

[CCSS.ELA-LITERACY.RF.K.3.B](http://www.corestandards.org/ELA-Literacy/RF/K/3/b/)  
Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

[CCSS.ELA-LITERACY.RF.K.3.C](http://www.corestandards.org/ELA-Literacy/RF/K/3/c/)  
Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).

[CCSS.ELA-LITERACY.RF.K.3.D](http://www.corestandards.org/ELA-Literacy/RF/K/3/d/)  
Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**Fluency:**

[CCSS.ELA-LITERACY.RF.K.4](http://www.corestandards.org/ELA-Literacy/RF/K/4/)  
Read emergent-reader texts with purpose and understanding.

**Writing**

**Text Types and Purposes:**

[CCSS.ELA-LITERACY.W.K.1](http://www.corestandards.org/ELA-Literacy/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...*).

[CCSS.ELA-LITERACY.W.K.2](http://www.corestandards.org/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.3](http://www.corestandards.org/ELA-Literacy/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:**

[CCSS.ELA-LITERACY.W.K.5](http://www.corestandards.org/ELA-Literacy/W/K/5/)  
With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

[CCSS.ELA-LITERACY.W.K.6](http://www.corestandards.org/ELA-Literacy/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:**

[CCSS.ELA-LITERACY.W.K.7](http://www.corestandards.org/ELA-Literacy/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).

[CCSS.ELA-LITERACY.W.K.8](http://www.corestandards.org/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.

**Speaking and Listening**

**Comprehension and Collaboration:**

[CCSS.ELA-LITERACY.SL.K.1](http://www.corestandards.org/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.1.A](http://www.corestandards.org/ELA-Literacy/SL/K/1/a/)  
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.1.B](http://www.corestandards.org/ELA-Literacy/SL/K/1/b/)  
Continue a conversation through multiple exchanges.

[CCSS.ELA-LITERACY.SL.K.2](http://www.corestandards.org/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](http://www.corestandards.org/ELA-Literacy/SL/K/3/)  
Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**Presentation of Knowledge and Ideas:**

[CCSS.ELA-LITERACY.SL.K.4](http://www.corestandards.org/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](http://www.corestandards.org/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](http://www.corestandards.org/ELA-Literacy/SL/K/6/)  
Speak audibly and express thoughts, feelings, and ideas clearly.

**Language**

**Conventions of Standard English:**

[CCSS.ELA-LITERACY.L.K.1](http://www.corestandards.org/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.1.A](http://www.corestandards.org/ELA-Literacy/L/K/1/a/)  
Print many upper- and lowercase letters.

[CCSS.ELA-LITERACY.L.K.1.B](http://www.corestandards.org/ELA-Literacy/L/K/1/b/)  
Use frequently occurring nouns and verbs.

[CCSS.ELA-LITERACY.L.K.1.C](http://www.corestandards.org/ELA-Literacy/L/K/1/c/)  
Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).

[CCSS.ELA-LITERACY.L.K.1.D](http://www.corestandards.org/ELA-Literacy/L/K/1/d/)  
Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

[CCSS.ELA-LITERACY.L.K.1.E](http://www.corestandards.org/ELA-Literacy/L/K/1/e/)  
Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

[CCSS.ELA-LITERACY.L.K.1.F](http://www.corestandards.org/ELA-Literacy/L/K/1/f/)  
Produce and expand complete sentences in shared language activities.

[CCSS.ELA-LITERACY.L.K.2](http://www.corestandards.org/ELA-Literacy/L/K/2/)  
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[CCSS.ELA-LITERACY.L.K.2.A](http://www.corestandards.org/ELA-Literacy/L/K/2/a/)  
Capitalize the first word in a sentence and the pronoun *I*

[CCSS.ELA-LITERACY.L.K.2.B](http://www.corestandards.org/ELA-Literacy/L/K/2/b/)  
Recognize and name end punctuation.

[CCSS.ELA-LITERACY.L.K.2.C](http://www.corestandards.org/ELA-Literacy/L/K/2/c/)  
Write a letter or letters for most consonant and short-vowel sounds (phonemes).

[CCSS.ELA-LITERACY.L.K.2.D](http://www.corestandards.org/ELA-Literacy/L/K/2/d/)  
Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**Vocabulary Acquisition and Use:**

[CCSS.ELA-LITERACY.L.K.4](http://www.corestandards.org/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.4.A](http://www.corestandards.org/ELA-Literacy/L/K/4/a/)  
Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).

[CCSS.ELA-LITERACY.L.K.4.B](http://www.corestandards.org/ELA-Literacy/L/K/4/b/)  
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.

[CCSS.ELA-LITERACY.L.K.5](http://www.corestandards.org/ELA-Literacy/L/K/5/)  
With guidance and support from adults, explore word relationships and nuances in word meanings.

[CCSS.ELA-LITERACY.L.K.5.A](http://www.corestandards.org/ELA-Literacy/L/K/5/a/)  
Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

[CCSS.ELA-LITERACY.L.K.5.B](http://www.corestandards.org/ELA-Literacy/L/K/5/b/)  
Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

[CCSS.ELA-LITERACY.L.K.5.C](http://www.corestandards.org/ELA-Literacy/L/K/5/c/)  
Identify real-life connections between words and their use (e.g., note places at school that are colorful).

[CCSS.ELA-LITERACY.L.K.5.D](http://www.corestandards.org/ELA-Literacy/L/K/5/d/)  
Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

[CCSS.ELA-LITERACY.L.K.6](http://www.corestandards.org/ELA-Literacy/L/K/6/)  
Use words and phrases acquired through conversations, reading and being read to, and responding to texts.