

Kindergarten Common Core State Standards

READING	
Reading Literature	Reading Informational Text
Key Ideas and Details	Key Ideas and Details
RL.K.1 With prompting and support, <u>ask and answer</u> questions about key details in a text.	RI.K.1 With prompting and support, <u>ask and answer</u> questions about key details in a text.
RL.K.2 With prompting and support, <u>retell familiar stories</u> , including key details.	RI.K.2 With prompting and support, <u>identify the main topic and retell</u> key details of a text.
RL.K.3 With prompting and support, identify <u>characters, settings, and major events</u> in a story.	RI.K.3 With prompting and support, describe the <u>connection between two individuals, events, ideas, or pieces of information</u> in a text.
Craft and Structure	Craft and Structure
RL.K.4 <u>Ask and answer questions about unknown words</u> in a text.	RI.K.4 With prompting and support, <u>ask and answer questions about unknown words</u> in a text.
RL.K.5 <u>Recognize common types of texts</u> (e.g., storybooks, poems).	RI.K.5 Identify the <u>front cover, back cover, and title page</u> of a book.
RL.K.6 With prompting and support, <u>name the author and illustrator</u> of a story and <u>define the role of each</u> in telling the story.	RI.K.6 <u>Name the author and illustrator of a text and define the role of each</u> in presenting the ideas or information in a text.
Integration of Knowledge and Ideas	Integration of Knowledge and Ideas
RL.K.7 With prompting and support, describe the <u>relationship between illustrations and the story</u> in which they appear (e.g., what moment in a story an illustration depicts).	RI.K.7 With prompting and support, describe the <u>relationship between illustrations and the text in which they appear</u> (e.g., what person, place, thing, or idea in the text an illustration depicts).
RL.K.8 (Not applicable to literature.)	RI.K.8 With prompting and support, identify the <u>reasons an author gives to support points</u> in a text.
RL.K.9 With prompting and support, <u>compare and contrast</u> the adventures and experiences of characters in familiar stories.	RI.K.9 With prompting and support, identify basic <u>similarities in and differences between two texts on the same topic</u> (e.g., in illustrations, descriptions, or procedures).
Range of Reading/Level of Text Complexity	Range of Reading/Level of Text Complexity
RL.K.10 <u>Actively engage in group reading activities</u> with purpose and understanding.	RI.K.10 <u>Actively engage in group reading activities</u> with purpose and understanding.
Reading Foundational Skills	
Print Concepts	Phonics and Word Recognition
RF.K.1 Demonstrate understanding of the <u>organization and basic features of print</u> .	RF.K.3 Know and apply <u>grade-level phonics and word analysis skills</u> in decoding words.
RF.K.1.a <u>Follow words</u> from left to right, top to bottom, and page by page.	RF.K.3.a Demonstrate basic knowledge of <u>one-to-one letter-sound correspondences</u> by producing the primary or many of the most frequent sound for each consonant.
RF.K.1.b Recognize that <u>spoken words are represented in written language</u> by specific sequences of letters.	RF.K.3.b Associate the <u>long and short sounds with common spellings</u> (graphemes) for the five major vowels.
RF.K.1.c Understand that <u>words are separated by spaces</u> in print.	RF.K.3.c Read common <u>high-frequency words</u> by sight (e.g., the, of, to, you, she, my, is, are, do, does).
RF.K.1.d <u>Recognize and name all upper- and lowercase letters</u> of the alphabet.	RF.K.3.d Distinguish between <u>similarly spelled words</u> by identifying the sounds of the letters that differ.
Phonological Awareness	Fluency
RF.K.2 Demonstrate <u>understanding of spoken words, syllables, and sounds</u> (phonemes).	RF.K.4 <u>Read emergent-reader texts</u> with purpose and understanding.
RF.K.2.a Recognize and produce <u>rhyming words</u> .	
RF.K.2.b <u>Count, pronounce, blend, and segment syllables</u> in spoken words.	
RF.K.2.c <u>Blend and segment onsets and rimes</u> of single-syllable spoken words.	
RF.K.2.d Isolate and pronounce the <u>initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words</u> . (This does not include CVCs ending with /l/, /r/, or /x/.)	
RF.K.2.e <u>Add or substitute individual sounds (phonemes) in simple, one-syllable words</u> to make new words.	

WRITING		SPEAKING & LISTENING	
Text Types and Purposes		Comprehension and Collaboration	
W.K.1	Use a combination of drawing, dictating, and writing to compose <u>opinion pieces</u> in which they <u>tell a reader the topic</u> or the name of the book they are writing about and <u>state an opinion or preference</u> about the topic or book (e.g., My favorite book is...).	SL.K.1	Participate in <u>collaborative conversations</u> with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
W.K.2	Use a combination of drawing, dictating, and writing to compose <u>informative/explanatory texts</u> in which they <u>name what they are writing about</u> and <u>supply some information</u> about the topic.	SL.K.1.a	<u>Follow agreed-upon rules for discussions</u> (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
W.K.3	Use a combination of drawing, dictating, and writing to <u>narrate a single event</u> or several loosely linked events, <u>tell about the events in the order</u> in which they occurred, and <u>provide a reaction</u> to what happened.	SL.K.1.b	<u>Continue a conversation</u> through multiple exchanges.
Production and Distribution of Writing		SL.K.2	<u>Confirm understanding</u> of a text read aloud or information presented orally or through other media <u>by asking and answering questions</u> about key details and requesting clarification if something is not understood.
W.K.4	(Begins in Grade 3.)	SL.K.3	<u>Ask and answer questions</u> in order to seek help, <u>get information, or clarify</u> something that is not understood.
W.K.5	With guidance and support from adults, <u>respond to questions and suggestions from peers</u> and <u>add details</u> to strengthen writing as needed.	Presentation of Knowledge and Ideas	
W.K.6	With guidance and support from adults, <u>explore a variety of digital tools to produce and publish writing</u> , including in collaboration with peers.	SL.K.4	<u>Describe familiar people, places, things, and events</u> and, with prompting and support, provide additional detail.
Research to Build & Present Knowledge		SL.K.5	<u>Add drawings or other visual displays</u> to descriptions as desired to provide additional detail.
W.K.7	Participate in <u>shared research and writing projects</u> (e.g., explore a number of books by a favorite author and express opinions about them).	SL.K.6	<u>Speak audibly and express thoughts, feelings, and ideas clearly</u> .
W.K.8	With guidance and support from adults, <u>recall</u> information from experiences <u>or gather information</u> from provided sources <u>to answer a question</u> .		
W.K.9	(Begins in Grade 4.)		
Range of Writing			
W.K.10	(Begins in Grade 3.)		

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