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| **Core Standards—Kindergarten** |  |  |  |  |
| **Reading Literature (RL)** | **1** | **2** | **3** | **4** |
| * **Key Ideas and Details** * 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. |  |  |  |  |
| * **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 * (e.g., what moment in a story an illustration depicts). |  |  |  |  |
| RL.K.8 Not applicable for literature |  |  |  |  |
| * RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar * stories. |  |  |  |  |
| * RL.K.10 Actively engage in group reading activities with purpose and understanding. |  |  |  |  |
| **Reading Informational Text (RI)** | **1** | **2** | **3** | **4** |
| * **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 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. |  |  |  |  |
| * **Craft and Structure** * RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. |  |  |  |  |
| * RI.K5 Identify the front cover, back cover, and the 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. |  |  |  |  |
| **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 an support, identify basic similarities in and differences between two texts on the same topic   (e.g., in illustrations, descriptions, or procedures). |  |  |  |  |
| RI.K.10. Actively engage in group reading activities with purpose and understanding. |  |  |  |  |

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| **Reading Foundations(RF)** | **1** | **2** | **3** | **4** |
| ***Print Concepts*** |  |  |  |  |
| RF.K.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*** |  |  |  |  |
| RF.K.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. 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/.) |  |  |  |  |
| * + E. 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. |  |  |  |  |
| * + A. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound   + for each consonant. |  |  |  |  |
| * + B. Associate the long and short sounds with the 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*** |  |  |  |  |
| * RF.K.4.Read emergent-reader texts with purpose and understanding. |  |  |  |  |
| **Writing (W)** | **1** | **2** | **3** | **4** |
| **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) |  |  |  |  |

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| **Writing (W) Continued** | **1** | **2** | **3** | **4** |
| * 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) |  |  |  |  |
| **Speaking and Listening (SL)** | 1 | 2 | 3 | 4 |
| * SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* * with peers and adults in small and larger groups. |  |  |  |  |
| * + A. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the   + topics and texts under discussion). |  |  |  |  |
| * B. 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. |  |  |  |  |
| **Language (L)** | **1** | **2** | **3** | **4** |
| * **Conventions of Standard Language** * L.K.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., *dog, dogs; wish, wishes*). |  |  |  |  |
| * + D. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). |  |  |  |  |
| * + E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). |  |  |  |  |
| * + F. Produce and expand complete sentences in shared language activities. |  |  |  |  |
| * **Language (L) Continued** | **1** | **2** | **3** | **4** |
| * L.K.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 |  |  |  |  |
| * + 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** * 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. |  |  |  |  |
| * + A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the   + verb to *duck*). |  |  |  |  |
| * + 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. |  |  |  |  |
| * L.K.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 colorful). |  |  |  |  |
| * + D. 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. |  |  |  |  |