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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.
 |   |  |  |  |