

# Kindergarten Grade English Language Arts Common Core Standards

## Reading Standards for Literature – Kindergarten

Key Ideas and Details	
	<p><b>1. With prompting and support, ask and answer questions about key details in a text.</b></p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> <li>✓ Pick up important information in a text and remember to use it in a discussion</li> <li>✓ Talk about interesting information in a text</li> </ul>
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> <li>✓ Form clear questions to gain information</li> </ul>
	<p><b>2. With prompting and support, retell familiar stories, including key details.</b></p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> <li>✓ Discuss the text after reading, remembering important information or details of a story</li> </ul>
	<p><b>3. With prompting and support, identify characters, settings, and major events in a story.</b></p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> <li>✓ Talk about characters, problems, and events in a story</li> </ul>
Craft and Structure	
	<p><b>4. Ask and answer questions about unknown words in a text.</b></p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> <li>✓ Acquire understanding of new words from context</li> <li>✓ Use new words in discussion of text</li> <li>✓ Acquire new vocabulary from listening and use it in discussion</li> </ul>
	<p><b>5. Recognize common types of texts (e.g., storybooks, poems).</b></p> <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> <li>✓ Notice how texts are different from each other (such as fiction versus nonfiction)</li> <li>✓ Compare different versions of the same story, rhyme, or traditional tale</li> <li>✓ Use specific vocabulary to talk about texts: author, illustrator, cover, wordless picture book, information book, picture book, character, problem</li> </ul>
	<p><b>6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</b></p> <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> <li>✓ Understand that an author wrote the book</li> <li>✓ Understand that an artist illustrated the book</li> <li>✓ Recognize some authors by the style of their illustrations, their topics, or the characters they use</li> </ul>
Integration of Knowledge and Ideas	
	<p><b>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).</b></p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> <li>✓ Notice and derive information from pictures</li> </ul>
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> <li>✓ Use details from illustrations to support points made in discussion</li> </ul>
	<p><b>8. (Not applicable in literature)</b></p>

	<p>9. <b>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</b></p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> <li>✓ Talk about characters, problems, and events in a story</li> </ul> <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> <li>✓ Make predictions about what a character is likely to do</li> </ul> <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> <li>✓ Compare different versions of the same story, rhyme or traditional tale</li> </ul>
<b>Range of Reading and Level of Text Complexity</b>	
	<p>10. <b>Actively engage in group reading activities with purpose and understanding</b></p> <ul style="list-style-type: none"> <li>✓ <i>Text Complexity Grade Band K-1</i> <ul style="list-style-type: none"> <li>○ Lexile Ranges Aligned to CCR Expectations: N/A</li> <li>○ Benchmark Assessment Instructional Level Aligned to CCR Expectations: Level C (end of Kindergarten)</li> </ul> </li> </ul>

# A Network of Processing Systems for Reading



## Reading Standards for Informational Texts – Kindergarten

Key Ideas and Details	
	<p><b>1. With prompting and support, ask and answer questions about key details in a text.</b></p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> <li>✓ Pick up important information in a text and remember to use it in a discussion</li> <li>✓ Remember and talk about interesting information in a text</li> </ul>
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> <li>✓ Form clear questions to gain information</li> </ul>
	<p><b>2. With prompting and support, identify the main topic and retell key details of a text.</b></p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> <li>✓ Remember details while reading</li> <li>✓ Discuss the text after reading, remembering important information or details of a story</li> </ul>
	<p><b>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</b></p> <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> <li>✓ Make connections between texts on the same topic or with the same content</li> <li>✓ Identify recurring characters when applicable</li> </ul>
Craft and Structure	
	<p><b>4. With prompting and support, ask and answer questions about unknown words in a text.</b></p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> <li>✓ Acquire understanding of new words from context</li> <li>✓ Use new words in discussion of text</li> </ul>
	<p><b>5. Identify the front cover, back cover, and title page of a book.</b></p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> <li>✓ Identify the cover pages and title page</li> </ul>
	<p><b>6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</b></p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> <li>✓ Identify title, author and illustrator on cover and title page</li> </ul>
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> <li>✓ Understand that an author wrote the book</li> <li>✓ Understand that an artist illustrated the book</li> <li>✓ Notice the words the author used to make the story or content interesting</li> <li>✓ Recognize some authors by the style of their illustrations, their topics, or the characters they use</li> <li>✓ Have some favorite writers or illustrators</li> </ul>
Integration of Knowledge and Ideas	
	<p><b>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).</b></p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> <li>✓ Notice and derive information from pictures</li> </ul>

	<p><i>Thinking Beyond the Text</i></p> <p>✓ Use details from illustrations to support points made in discussion</p>
	<p><b>8. With prompting and support, identify the reasons an author gives to support points in a text.</b></p>
	<p><i>Thinking Beyond the Text</i></p> <p>✓ Give reasons to support thinking</p>
	<p><b>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).</b></p>
	<p><i>Thinking Beyond the Text</i></p> <p>✓ Make connections between texts on the same topic or with the same content</p>
<b>Range of Reading and Level of Text Complexity</b>	
	<p><b>10. Actively engage in group reading activities with purpose and understanding.</b></p>
	<p>✓ <i>Text Complexity Grade Band K-1</i></p> <ul style="list-style-type: none"> <li>○ Lexile Ranges Aligned to CCR Expectations: N/A</li> <li>○ Benchmark Assessment Instructional Level Aligned to CCR Expectations: Level C (end of Kindergarten)</li> </ul>

## Reading Standards: Foundational Skills – Kindergarten

Print Concepts	
	<b>1. Demonstrate understanding of the organization and basic features of print.</b>
	<b>a. Follow words from left to right, top to bottom, and page by page.</b>
	<b>b. Recognize that spoken words are represented in written language by specific sequences of letters.</b>
	<b>c. Understand that words are separated by spaces in print.</b>
	<b>d. Recognize and name all upper- and lowercase letters of the alphabet.</b>
	<i>Phonics, Spelling and Word Study</i> <ul style="list-style-type: none"> <li>✓ Use left to right directionality of print and return to the left in reading and writing.</li> <li>✓ Understand that one says one word for one group of letters when you read</li> <li>✓ Match one spoken to one written word while reading and pointing</li> </ul>
	<i>Letter Knowledge</i> <ul style="list-style-type: none"> <li>✓ Recognize and produce the names of most upper and lower case letters</li> </ul>
Phonological Awareness	
	<b>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
	<b>a. Recognize and produce rhyming words.</b>
	<b>b. Count, pronounce, blend, and segment syllables in spoken words.</b>
	<b>c. Blend and segment onsets and rimes of single-syllable spoken words.</b>
	<b>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.</b> <i>(This does not include CVCs ending with /l/, /r/, or /x/.) Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three Phonemes regardless of the number of letters in the spelling of that word.</i>
	<b>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</b>
	<i>Phonics, Spelling and Word Study(Phonological Awareness)</i> <ul style="list-style-type: none"> <li>✓ Hear, say, connect, and generate rhyming words (fly, high, buy, sky)</li> <li>✓ Hear and say syllables (to-ma-to, can-dy, um-brel-la)</li> <li>✓ Blend two or three phonemes in words (d-og, dog)</li> <li>✓ Connect words by sounds (sun, sat)</li> <li>✓ Manipulate phonemes (mat-at, and-hand)</li> </ul>
	<i>Phonics, Spelling and Word Study (Spelling Patterns)</i> <ul style="list-style-type: none"> <li>✓ Recognize and use a few simple phonograms with a VC pattern (easiest): (-ad, -ag, -an,-at, -ed, -en, -et, -ig, -in, -it, -og, -op, -ot, -ut)</li> <li>✓ Recognize and use the consonant-vowel-consonant (CVC) pattern (cab, fad, map)</li> </ul>
Phonics and Word Recognition	
	<b>3. Know and apply grade-level phonics and word analysis skills in decoding words.</b>
	<b>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</b>
	<b>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</b>
	<b>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are,</b>

	<b>do, does).</b>
	<b>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</b>
	<i>Phonics, Spelling and Word Study(Letter/Sound Relationships)</i> ✓ Recognize and use beginning consonant sounds and the letters that represent them to read and write words ✓ Understand that there is a relationship between sounds and letters ✓ Recognize simple CVC words (cat, sun)
	<i>Phonics, Spelling and Word Study(High Frequency Words)</i> ✓ Read/Write twenty-five kindergarten high frequency words ✓ Words Their Way End of the Year Spelling Stage Goal: middle letter name alphabetic
<b>Fluency</b>	
	<b>4. Read emergent-reader texts with purpose and understanding.</b>
	<i>Thinking Within the Text (Summarizing)</i> ✓ Remember what the text is about during reading ✓ Discuss the text after reading, remembering important information or details of a story

## Writing Standards – Kindergarten

Text Types and Purposes	
	<p><b>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., <i>My favorite book is . . .</i>).</b></p>
	<p><i>Writing About Reading (Thinking beyond the text)</i></p> <ul style="list-style-type: none"> <li>✓ Express opinions about stories or poems</li> <li>✓ Express opinions about characters or about their feelings or motives</li> </ul>
	<p><b>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.</b></p>
	<p><i>Writing (Writing in the Genre)</i></p> <ul style="list-style-type: none"> <li>✓ Write books or short pieces that are enjoyable to read at the same time give information to readers about a topic.</li> </ul>
	<p><b>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.</b></p>
	<p><i>Writing (Narrative)</i></p> <ul style="list-style-type: none"> <li>✓ Understand that a story can be a “small moment” (description of a brief but memorable experience)</li> <li>✓ Explain one’s own thoughts and feelings about and experience or event</li> </ul>
Production and Distribution of Writing	
	<p><b>4. (Begins in grade 3)</b></p>
	<p><b>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</b></p>
	<p><i>Writing (Writing Process)</i></p> <ul style="list-style-type: none"> <li>✓ Generate and expand ideas through talk with peers and teacher</li> </ul>
	<p><b>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</b></p>
	<p><i>Writing (Handwriting/Word Processing)</i></p> <ul style="list-style-type: none"> <li>✓ Access and use simple programs on the computer (easy word-processing, games)</li> <li>✓ Locate letter keys on a computer keyboard to type simple messages</li> </ul>
Research to Build and Present Knowledge	
	<p><b>7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</b></p>
	<p><i>Writing (Drafting/Revising)</i></p> <ul style="list-style-type: none"> <li>✓ Understand that writers can get help from other writers</li> <li>✓ Understand that writers can change writing in response to peer or teacher feedback</li> </ul>
	<p><i>Writing about Reading (Thinking within and beyond the text)</i></p> <ul style="list-style-type: none"> <li>✓ Notice and use some details from text in groups or independent writing</li> <li>✓ Express opinions about stories or poems</li> <li>✓ Express opinions about characters or about their feelings or motives</li> <li>✓ Create texts that have some of the characteristics of published texts</li> <li>✓ Sometimes borrow the style or some words or expressions from a writer</li> </ul>

	<b>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</b>
	<i>Writing (Rehearsing/Planning)</i> ✓ Generate and expand ideas through talk with peers and teachers ✓ Look for ideas and topics in personal experiences, shared through talk
	<i>Writing (Inquiry/Research)</i> ✓ Ask questions and gather information on a topic
	<b>9. (Begins in grade 4)</b>
<b>Range of Writing</b>	
	<b>10. (Begins in grade 3)</b>



## Speaking and Listening Standards – Kindergarten

<b>Comprehension and Collaboration</b>	
	<b>1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</b>
	<b>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</b>
	<b>b. Continue a conversation through multiple exchanges.</b>
	<i>Oral, Visual, and Technological Communication (Social Interaction)</i> <ul style="list-style-type: none"> <li>✓ Sustain a conversation with a variety of audiences, including peers, teacher and family</li> <li>✓ Enter a conversation appropriately</li> <li>✓ Engage in turn-taking of conversation</li> </ul>
	<i>Oral, Visual, and Technological Communication (Extended Discussion)</i> <ul style="list-style-type: none"> <li>✓ Participate actively in whole-class discussions or with peers as partners, or in a small group</li> </ul>
	<b>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.</b>
	<i>Oral, Visual, and Technological Communication (Listening and Understanding)</i> <ul style="list-style-type: none"> <li>✓ Listen with attention and understanding to oral reading of stories, poems, and informational texts</li> </ul>
	<i>Oral, Visual, and Technological Communication (Extended Discussion)</i> <ul style="list-style-type: none"> <li>✓ Form clear questions to gain information</li> </ul>
	<i>Discussion (Thinking Within the Text)</i> <ul style="list-style-type: none"> <li>✓ Notice and ask questions when meaning is lost or understanding is interrupted</li> </ul>
	<b>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</b>
	<i>Discussion (Thinking Within the Text)</i> <ul style="list-style-type: none"> <li>✓ Notice and ask questions when meaning is lost or understanding is interrupted</li> </ul>
<b>Presentation of Knowledge and Ideas</b>	
	<b>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</b>
	<i>Oral, Visual, and Technological Communication (Content)</i> <ul style="list-style-type: none"> <li>✓ Explain and describe people, events, and objects</li> </ul>
	<b>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</b>
	<i>Oral, Visual, and Technological Communication (Presentation/Media)</i> <ul style="list-style-type: none"> <li>✓ Use props or illustrations to extend the meaning of a presentation</li> </ul>
	<b>6. Speak audibly and express thoughts, feelings, and ideas clearly.</b>
	<i>Oral, Visual, and Technological Communication (Presentation/Voice)</i> <ul style="list-style-type: none"> <li>✓ Speak about a topic with enthusiasm</li> <li>✓ Talk with confidence</li> <li>✓ Tell stories in an additional way</li> </ul>
	<i>Oral, Visual, and Technological Communication (Presentation/Conventions)</i> <ul style="list-style-type: none"> <li>✓ Speak at an appropriate volume to be heard</li> <li>✓ Enunciate words clearly</li> </ul>

## Language Standards – Kindergarten

Conventions of Standard English	
	<b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
	<b>a. Print many upper- and lowercase letters.</b>
	<b>b. Use frequently occurring nouns and verbs.</b>
	<b>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</b>
	<b>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</b>
	<b>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</b>
	<b>f. Produce and expand complete sentences in shared language activities.</b>
	<i>Writing (Handwriting/Word Processing)</i> <ul style="list-style-type: none"> <li>✓ Form upper and lower case letters efficiently in manuscript print</li> <li>✓ Form upper and lower case letters proportionately in manuscript print</li> </ul>
	<i>Oral, Visual, and Technological Communication (Social Interaction)</i> <ul style="list-style-type: none"> <li>✓ Speak clearly enough to be understood by others in conversation</li> <li>✓ Sustain a conversation with a variety of audiences, including peers, teacher and family</li> </ul>
	<i>Oral, Visual, and Technological Communication (Extended Discussion)</i> <ul style="list-style-type: none"> <li>✓ Form clear questions to gain information</li> <li>✓ Participate actively in whole-class discussion or with peers as partners, or in a small group</li> <li>✓ Use grade-appropriate specific vocabulary when talking about text</li> </ul>
	<b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
	<b>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</b>
	<b>b. Recognize and name end punctuation.</b>
	<b>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</b>
	<b>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</b>
	<i>Writing (Conventions/Capitalization)</i> <ul style="list-style-type: none"> <li>✓ Use capital letters in the beginning position in a few familiar, known proper nouns</li> <li>✓ Show awareness of the first place position of capital letters in words</li> <li>✓ Use capital letter for the first word of a sentence</li> <li>✓ Capitalize <i>I</i></li> </ul>
	<i>Writing (Conventions/Punctuation)</i> <ul style="list-style-type: none"> <li>✓ Use periods, exclamation points, and question marks as ending marks</li> </ul>
	<i>Writing (Conventions/Spelling)</i> <ul style="list-style-type: none"> <li>✓ Say words slowly to hear a sound and write a letter that represents it</li> <li>✓ Write some words and consonant letters appropriate for sounds in words (beginning and ending)</li> <li>✓ Understand that letters represent sounds</li> </ul>
Knowledge of Language	
	<b>3. (Begins in grade 2)</b>
Vocabulary Acquisition and Use	
	<b>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases</b>

	<b>based on kindergarten reading and content.</b>
	<b>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>
	<b>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.</b>
	<i>Discussion (Thinking Within the Text)</i> ✓ Understand the meaning of words during reading ✓ Acquire understanding of new words from context
	<i>Phonics, Spelling, &amp; Word Study (Word Structure/Verb Endings)</i> ✓ Recognize and use endings that add <i>-s</i> to a verb to make it agree with the subject ✓ Recognize and use endings that add <i>-ed</i> to a verb to make it past tense ✓ Recognize and use endings that add <i>-ing</i> to a verb to denote the present participle
	<i>Phonics, Spelling, &amp; Word Study (Word Structure/Word-Solving Actions)</i> ✓ Use known words to help in spelling new words ✓ Use know words and word parts to help in reading and spelling new words
	<b>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</b>
	<b>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</b>
	<b>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</b>
	<b>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</b>
	<b>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings.</b>
	<i>Phonics, Spelling, &amp; Word Study (Word Meaning/Concept Words)</i> ✓ Recognize and use concept words
	<i>Oral, Visual, and Technological Communication (Presentation/Word Choice)</i> ✓ Use words that describe (adjectives and adverbs)
	<b>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</b>
	<i>Discussion</i> ✓ Acquire understanding of new words from context ✓ Notice and sometimes use new words from text