

kindergarten

common core
state standards



Table of Contents

Literature	3
Key Ideas and Details	
Craft and Structure	
Integration of Knowledge and Ideas	
Range of Reading/Level of Text Complexity	
Informational Text	4
Key Ideas and Details	
Craft and Structure	
Integration of Knowledge and Ideas	
Range of Reading/Level of Text Complexity	
Foundational Skills	6
Print Concepts	
Phonological Awareness	
Phonics and Word Recognition	
Fluency	
Writing	8
Text Types and Purposes	
Production and Distribution of Writing	
Research to Build and Present Knowledge	
Range of Writing	
Speaking and Listening	10
Comprehension and Collaboration	
Presentation of Knowledge and Ideas	

Literature

key ideas and details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

craft and structure

4. Ask and answer questions about unknown words in a text.
5. Recognize common types of texts e.g., storybooks, poems.
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

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.
8. Not applicable to literature
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

range of reading/level of text complexity

10. Actively engage in group reading activities with purpose and understanding.

Informational Text

key ideas and details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

craft and structure

4. With prompting and support, ask and answer questions about unknown words in a text.
5. Identify the front cover, back cover, and title page of a book.
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

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.
8. With prompting and support, identify the reasons an author gives to support points in a text.

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/level of text complexity

10. Actively engage in group reading activities with purpose and understanding.

Foundational Skills

print concepts

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

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. 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

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

4. Read emergent-reader texts with purpose and understanding.

Writing

text types and purposes

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....
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.
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

4. Begins in grade 3
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
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

7. Participate in shared research and writing projects e.g., explore a number of books by a favorite author and express opinions about them.

8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

9. Begins in grade 4

range of writing

10. Begins in grade 3

Speaking and Listening

comprehension and collaboration

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.
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.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

presentation of knowledge and ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
6. Speak audibly and express thoughts, feelings, and ideas clearly.