

Charts to Clarify **Kindergarten** Common Core Literacy Standards

The following charts are organized to clarify the relationships among the literacy development standards.

Source: COMMON CORE STATE STANDARDS ; <http://www.corestandards.org>

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Core Reading Standards for Kindergarten

LITERATURE	NONFICTION/INFORMATIONAL TEXT
<i>KEY IDEAS AND DETAILS</i>	<i>KEY IDEAS AND DETAILS</i>
1. With prompting and support, ask and answer questions about key details in a text.	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 .	2. With prompting and support, identify the main topic and retell key details of a text.
3. With prompting and support, identify characters, settings , and major events in a story.	3. With prompting and support, describe the connection between two individuals, events, ideas , or pieces of information in a text.
<i>CRAFT AND STRUCTURE</i>	<i>CRAFT AND STRUCTURE</i>
4. Ask and answer questions about unknown words in a text.	4. With prompting and support, ask and answer questions about unknown words in a text.
5. Recognize common types of texts (e.g., storybooks, poems).	5. Identify the front cover, back cover, and title page of a book.
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
<i>INTEGRATION OF KNOWLEDGE AND IDEAS</i>	<i>INTEGRATION OF KNOWLEDGE AND IDEAS</i>
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).	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. (Not applicable to literature)	8. With prompting and support, identify the reasons an author gives to support points in a text.
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	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).
<i>RANGE AND LEVEL OF TEXT COMPLEXITY</i>	<i>RANGE AND LEVEL OF TEXT COMPLEXITY</i>
10. Actively engage in group reading activities with purpose and understanding .	10. Actively engage in group reading activities with purpose and understanding .

The Speaking and Listening Standards are Keys to Learning ACROSS the Curriculum

Comprehension and Collaboration

- SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
 - SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - SL.K.1b 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.

Presentation of Knowledge and Ideas

- 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.

Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.

Integrate the Conventions in Writing and Speaking (see the next page).

CONVENTIONS IN WRITING AND SPEAKING

1. Observe conventions of grammar and usage.
- a. Print most upper- and lowercase letters.
 - b. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*) when speaking.
 - d. Understand and use the most frequently occurring prepositions in English (e.g., *to/from, in/out, on/off, for, of, by, with*) when speaking.
 - e. Produce and expand complete sentences in shared language and writing activities.
 - f. Understand and use question words (e.g., *who, what, where, when, why, how*) in discussions.
2. Observe conventions of capitalization, punctuation, and spelling.
- a. Capitalize the first word in a sentence and the pronoun *I*.
 - b. Name and identify end punctuation, including periods, question marks, and exclamation points.
 - c. Spell simple words phonetically using knowledge of sound-letter relationships.

3. (Begins in grade 3)

VOCABULARY ACQUISITION AND USE

4. Determine word meanings (*based on kindergarten reading*).
- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - b. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* as a bird and learning the verb *to duck*).
 - c. Use the most common affixes in English (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.
5. Understand word relationships.
- a. Build real-life connections between words and their use (e.g., note places at school that are *colorful*).
 - b. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
 - c. Use common adjectives to distinguish objects (e.g., the *small blue* square; the *shy white* rabbit).
 - d. Demonstrate understanding of common verbs and adjectives by relating them to their opposites (antonyms).
6. Use newly learned words acquired through conversations, reading, and responding to texts.

KINDERGARTEN CCSS READING FOUNDATIONAL SKILLS

Print Concepts:

- Demonstrate understanding of the organization and basic features of print. RF.K.1
- Follow words from left to right, top to bottom, and page by page. RF.K.1.a
- Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1.b
- Understand that words are separated by spaces in print. RF.K.1.c
- Recognize and name all upper- and lowercase letters of the alphabet. RF.K.1.d

Phonological Awareness:

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2
- Recognize and produce rhyming words. RF.K.2.a
- Count, pronounce, blend, and segment syllables in spoken words. RF.K.2.b
- Blend and segment onsets and rimes of single-syllable spoken words. RF.K.2.c
- 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 //, /r/, or /x/.) RF.K.2.d
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. RF.K.2.e

Phonics and Word Recognition:

- Know and apply grade-level phonics and word analysis skills in decoding words. RF.K.3
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. RF.K.3.a
- Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. RF.K.3.b
- Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). RF.K.3.c
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ. RF.K.3.d

Fluency:

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

<i>TEXT TYPES AND PURPOSES</i>	
<input type="checkbox"/>	1. Use a combination of drawing, dictating, and writing to compose opinions in which they tell a reader the name of a book or the topic they are “writing” about and give an opinion about the topic (e.g., <i>My favorite book is . . .</i>).
<input type="checkbox"/>	2. Use a combination of drawing, dictating, and writing to compose informative and explanatory texts in which they name what they are “writing” about and share some information about it.
<input type="checkbox"/>	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 that they occurred, and provide a reaction to what happened.
<i>PRODUCTION AND DISTRIBUTION OF WRITING</i>	
4. (Begins in grade 3)	
<input type="checkbox"/>	5. With guidance and support from adults, add details to strengthen writing as needed through revision.
6. (Begins in grade 2)	
<i>RESEARCH TO BUILD KNOWLEDGE</i>	
7. (Begins in grade 1)	
<input type="checkbox"/>	8. Gather information from experiences or provided text sources to answer a specific question.
9. (Begins in grade 4)	
<i>RANGE OF WRITING</i>	
10. (Begins in grade 4)	