

Kindergarten Common Core Language Arts Standards Checklist

Reading Standards for Literature (RL)

Key Ideas and Details

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

Craft and Structure

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| K.RL.4 | Ask and answer questions about unknown words in a text. | |
| K.RL.5 | Recognize common types of texts (e.g., storybooks, poems). | |
| K.RL.6 | With prompting and support, name the author and illustrator of a story and define the role of each in retelling the story. | |

Integration of Knowledge and Ideas

*K.RL.8: Not Applicable

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| K.RL.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). | |
| K.RL.9 | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | |

Range of Reading and Level of Text Complexity

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| K.RL.10 | Actively engage in group reading activities with purpose and understanding. | |
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Reading Standards for Informational Text (RI)

Key Ideas and Details

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

Craft and Structure

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

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| K.RI.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). | |
| K.RI.8 | With prompting and support, identify the reasons an author gives to support points in a text. | |
| K.RI.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 and Level of Text Complexity

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| K.RI.10 | Actively engage in group reading activities with purpose and understanding. | |
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Reading Standards: Foundational Skills (RF)

Print Concepts

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| K.RF.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

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| K.RF.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 vowels, 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

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| K.RF.3 | Know and apply grade-level phonics and word analysis skills in decoding words. | |
| | a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. | |
| | b. Associate the long and short sounds with 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

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| K.RF.4 | Read emergent-reader texts with purpose and understanding. | |
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Writing Standards (W)

| Text types and Purposes | | |
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| K.W.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...). | |
| K.W.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. | |
| K.W.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 | | *K.W.4: Not Applicable |
| K.W.5 | With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | |
| K.W.6 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | |
| Research to Build and Present Knowledge | | *K.W.9: Not Applicable |
| K.W.7 | Participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them.) | |
| K.W.8 | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | |
| Range of Writing | | *K.W.10: Not Applicable |

Speaking and Listening Standards (SL)

| Comprehension and Collaboration | | |
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| K.SL.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. | |
| K.SL.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. | |
| K.SL.3 | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | |
| Presentation of Knowledge and Ideas | | |
| K.SL.4 | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | |
| K.SL.5 | Add drawings or other visual displays to descriptions as desired to provide additional detail. | |
| K.SL.6 | Speak audibly and express thoughts, feelings, and ideas clearly. | |

Language Standards (L)

Conventions of Standard English

*K.L.3: Not Applicable

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| K.L.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. | |
| K.L.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 I. | |
| | b. Recognize and name end punctuation. | |
| | c. Write a letter or letters from most consonant and short-vowel sounds (phonemes). | |
| | d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | |
| Vocabulary Acquisition and Use | | |
| K.L.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. | |
| K.L.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 concept 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 home 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. | |
| K.L.6 | Use words and phrases acquired through conversations, reading and being read to, responding to texts. | |