

**CCSS English/Language Arts Standards**  
**Reading: Foundational Skills**  
**Kindergarten**

Indicator	Date Taught	Date Retaught	Date Reviewed	Date Assessed	Date Re-Assessed
Print Concepts					
CCSS.ELA-Literacy.RF.K.1 Demonstrate understanding of the organization and basic features of print.					
CCSS.ELA-Literacy.RF.K.1.A Follow words from left to right, top to bottom, and page by page.					
CCSS.ELA-Literacy.RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.					
CCSS.ELA-Literacy.RF.K.1.C Understand that words are separated by spaces in print.					
CCSS.ELA-Literacy.RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.					
CCSS.ELA-Literacy.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).					
CCSS.ELA-Literacy.RF.K.2.A Recognize and produce rhyming words.					
CCSS.ELA-Literacy.RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.					
CCSS.ELA-Literacy.RF.K.2.C Blend and segment onsets and rimes of single-syllable spoken words.					
CCSS.ELA-Literacy.RF.K.2.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/.)					
CCSS.ELA-Literacy.RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.					

Indicator	Date Taught	Date Retaught	Date Reviewed	Date Assessed	Date Re-Assessed
<b>Phonics and Word Recognition</b>					
CCSS.ELA-Literacy.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.					
CCSS.ELA-Literacy.RF.K.3.A 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.					
CCSS.ELA-Literacy.RF.K.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.					
CCSS.ELA-Literacy.RF.K.3.C Read common high-frequency words by sight.					
CCSS.ELA-Literacy.RF.K.3.D Distinguish between similarly spelled words by identifying the sounds of the letters that differ.					
<b>Fluency</b>					
CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.					

**CCSS English/Language Arts Standards**  
**Reading: Literature**  
**Kindergarten**

Indicator	Date Taught	Date Retaught	Date Reviewed	Date Assessed	Date Re-Assessed
<b>Key Ideas and Details</b>					
CCSS.ELA-LITERACY.RL.K.1 With prompting and support, ask and answer questions about key details in a text.					
CCSS.ELA-LITERACY.RL.K.2 With prompting and support, retell familiar stories, including key details.					
CCSS.ELA-LITERACY.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.					
<b>Craft and Structure</b>					
CCSS.ELA-LITERACY.RL.K.4 Ask and answer questions about unknown words in a text.					
CCSS.ELA-LITERACY.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).					
CCSS.ELA-LITERACY.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.					
<b>Integration of Knowledge and Ideas</b>					
CCSS.ELA-LITERACY.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).					
CCSS.ELA-LITERACY.RL.K.8 (not applicable to literature)					
CCSS.ELA-LITERACY.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.					
<b>Range of Reading and Level of Text Complexity</b>					
CCSS.ELA-LITERACY.RL.K.10 Actively engage in group reading activities with purpose and understanding.					

CCSS English/Language Arts Standards Reading: Informational Text Kindergarten					
Indicator	Date Taught	Date Retaught	Date Reviewed	Date Assessed	Date Re-Assessed
<b>Key Ideas and Details</b>					
CCSS.ELA-LITERACY.RI.K.1 With prompting and support, ask and answer questions about key details in a text.					
CCSS.ELA-LITERACY.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.					
CCSS.ELA-LITERACY.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.					
<b>Craft and Structure</b>					
CCSS.ELA-LITERACY.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.					
CCSS.ELA-LITERACY.RI.K.5 Identify the front cover, back cover, and title page of a book.					
CCSS.ELA-LITERACY.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.					
<b>Integration of Knowledge and Ideas</b>					
CCSS.ELA-LITERACY.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).					
CCSS.ELA-LITERACY.RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.					
CCSS.ELA-LITERACY.RI.K.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>Range of Reading and Level of Text Complexity</b>					
CCSS.ELA-LITERACY.RI.K.10 Actively engage in group reading activities with purpose and understanding.					

**CCSS English/Language Arts Standards**  
**Writing**  
**Kindergarten**

Indicator	Date Taught	Date Retaught	Date Reviewed	Date Assessed	Date Re-Assessed
<b>Text Types and Purposes</b>					
<b>CCSS.ELA-LITERACY.W.K.1</b> 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...).					
<b>CCSS.ELA-LITERACY.W.K.2</b> 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>CCSS.ELA-LITERACY.W.K.3</b> 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>Production and Distribution of Writing</b>					
<b>CCSS.ELA-LITERACY.W.K.4</b> (begins in grade 3)					
<b>CCSS.ELA-LITERACY.W.K.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.					
<b>CCSS.ELA-LITERACY.W.K.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.					

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<b>Research to Build and Present Knowledge</b>					
CCSS.ELA-LITERACY.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).					
CCSS.ELA-LITERACY.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.					
CCSS.ELA-LITERACY.W.K.9 (begins in grade 4)					
<b>Range of Writing</b>					
CCSS.ELA-LITERACY.W.K.10 (begins in grade 3)					

**CCSS English/Language Arts Standards**  
**Speaking & Listening**  
**Kindergarten**

Indicator	Date Taught	Date Retaught	Date Reviewed	Date Assessed	Date Re-Assessed
<b>Comprehension and Collaboration</b>					
<b>CCSS.ELA-LITERACY.SL.K.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.					
<b>CCSS.ELA-LITERACY.SL.K.1.A</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).					
<b>CCSS.ELA-LITERACY.SL.K.1.B</b> Continue a conversation through multiple exchanges.					
<b>CCSS.ELA-LITERACY.SL.K.2</b> 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>CCSS.ELA-LITERACY.SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.					
<b>Presentation of Knowledge and Ideas</b>					
<b>CCSS.ELA-LITERACY.SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.					
<b>CCSS.ELA-LITERACY.SL.K.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.					
<b>CCSS.ELA-LITERACY.SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.					

CCSS English/Language Arts Standards					
Language					
Kindergarten					
Indicator	Date Taught	Date Retaught	Date Reviewed	Date Assessed	Date Re-Assessed
<b>Conventions of Standard English</b>					
<b>CCSS.ELA-LITERACY.L.K.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
<b>CCSS.ELA-LITERACY.L.K.1.A</b> Print many upper- and lowercase letters.					
<b>CCSS.ELA-LITERACY.L.K.1.B</b> Use frequently occurring nouns and verbs.					
<b>CCSS.ELA-LITERACY.L.K.1.C</b> Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).					
<b>CCSS.ELA-LITERACY.L.K.1.D</b> Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).					
<b>CCSS.ELA-LITERACY.L.K.1.E</b> Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).					
<b>CCSS.ELA-LITERACY.L.K.1.F</b> Produce and expand complete sentences in shared language activities.					
<b>CCSS.ELA-LITERACY.L.K.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
<b>CCSS.ELA-LITERACY.L.K.2.A</b> Capitalize the first word in a sentence and the pronoun I.					
<b>CCSS.ELA-LITERACY.L.K.2.B</b> Recognize and name end punctuation.					
<b>CCSS.ELA-LITERACY.L.K.2.C</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).					
<b>CCSS.ELA-LITERACY.L.K.2.D</b> Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
<b>Knowledge of Language</b>					
<b>CCSS.ELA-LITERACY.L.K.3</b> (begins in grade 2)					

Vocabulary Acquisition and Use					
Indicator	Date Taught	Date Retaught	Date Reviewed	Date Assessed	Date Re-Assessed
<b>CCSS.ELA-LITERACY.L.K.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.					
<b>CCSS.ELA-LITERACY.L.K.4.A</b> Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).					
<b>CCSS.ELA-LITERACY.L.K.4.B</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.					
<b>CCSS.ELA-LITERACY.L.K.5</b> With guidance and support from adults, explore word relationships and nuances in word meanings.					
<b>CCSS.ELA-LITERACY.L.K.5.A</b> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.					
<b>CCSS.ELA-LITERACY.L.K.5.B</b> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).					
<b>CCSS.ELA-LITERACY.L.K.5.C</b> Identify real-life connections between words and their use (e.g., note places at school that are colorful).					
<b>CCSS.ELA-LITERACY.L.K.5.D</b> Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.					
<b>CCSS.ELA-LITERACY.L.K.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.					