

E/LA Common Core Standards for Reading Kindergarten

Key Ideas and Details – Anchor Standards

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events and ideas develop and interact over the course of a text.

Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date ReAssessed
Reading Literature					
RL.K.1. With prompting and support, ask and answer questions about key details in a text.					
RL.K.2. With prompting and support, retell familiar stories, including key details.					
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.					
Informational Text					
RI.K.1. With prompting and support, ask and answer questions about key details in a text.					
RI.K.2. With prompting and support, identify the main topic and retell key details of a text.					
RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.					

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Craft and Structure – Anchor Standards

4. Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning and tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text (ex: a section, chapter, scene or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date ReAssessed
Reading Literature					
RL.K.4. Ask and answer questions about unknown words in a text.					
RL.K.5. Recognize common types of texts (e.g., storybooks, poems).					
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.					
Informational Text					
RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.					
RI.K.5. Identify the front cover, back cover, and title page of a book.					
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.					

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Integration of Knowledge and Ideas – Anchor Standards					
<p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>					
Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date ReAssessed
Reading Literature					
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).					
RL.K.8. (Not applicable to literature)					
RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.					
Informational Text					
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).					
RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.					
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).					

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Range of Reading and Level of Text Complexity – Anchor Standards					
10. Read and comprehend complex literary and informational texts independently and proficiently.					
Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date ReAssessed
Reading Literature					
RL.K.10. Actively engage in group reading activities with purpose and understanding.					
Informational Text					
RI.K.10. Actively engage in group reading activities with purpose and understanding.					

Foundational Skills					
Print Concepts					
RF.K.1. Demonstrate understanding of the organization and basic features of print.					
<i>Follow words from left to right, top to bottom, and page by page.</i>					
<i>Recognize that spoken words are represented in written language by specific sequences of letters.</i>					
<i>Understand that words are separated by spaces in print.</i>					
<i>Recognize and name all upper- and lowercase letters of the alphabet.</i>					

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Phonological Awareness					
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).					
<i>Recognize and produce rhyming words.</i>					
<i>Count, pronounce, blend, and segment syllables in spoken words.</i>					
<i>Blend and segment onsets and rimes of single-syllable spoken words.</i>					
<i>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/.)</i>					
<i>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</i>					
Phonics and Word Recognition					
RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.					
<i>Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</i>					
<i>Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</i>					
<i>Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</i>					
<i>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</i>					
Fluency					
RF.K.4. Read emergent-reader texts with purpose and understanding.					