

ELA Kindergarten

Common Core ELA Standards Speaking and Listening	Common Core ELA Standards Writing
<p><b>Comprehension and Collaboration:</b>  <b>CCSS.ELA-LITERACY.SL.K.1</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> 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.</p> <p><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.</p>	<p><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., <i>My favorite book is...</i>).  <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.</p> <p><b>Production and Distribution of Writing:</b>  <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.</p> <p><b>Research to Build and Present Knowledge:</b>  <b>CCSS.ELA-LITERACY.W.K.7</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  <b>CCSS.ELA-LITERACY.W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>

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Common Core ELA Standards  
Language

**Conventions of Standard English:**

**CCSS.ELA-LITERACY.L.K.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.K.1.A** Print many upper- and lowercase letters.

**CCSS.ELA-LITERACY.L.K.1.B** Use frequently occurring nouns and verbs.

**CCSS.ELA-LITERACY.L.K.1.C** Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).

**CCSS.ELA-LITERACY.L.K.1.D** Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

**CCSS.ELA-LITERACY.L.K.1.E** Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

**CCSS.ELA-LITERACY.L.K.1.F** Produce and expand complete sentences in shared language activities.

**CCSS.ELA-LITERACY.L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.K.2.A** Capitalize the first word in a sentence and the pronoun *I*

**CCSS.ELA-LITERACY.L.K.2.B** Recognize and name end punctuation.

**CCSS.ELA-LITERACY.L.K.2.C** Write a letter or letters for most consonant and short-vowel sounds (phonemes).

**CCSS.ELA-LITERACY.L.K.2.D** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**Vocabulary Acquisition and Use:**

**CCSS.ELA-LITERACY.L.K.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

**CCSS.ELA-LITERACY.L.K.4.A** Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).

**CCSS.ELA-LITERACY.L.K.4.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.

**CCSS.ELA-LITERACY.L.K.5** With guidance and support from adults, explore word relationships and nuances in word meanings.

**CCSS.ELA-LITERACY.L.K.5.A** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

**CCSS.ELA-LITERACY.L.K.5.B** Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

**CCSS.ELA-LITERACY.L.K.5.C** Identify real-life connections between words and their use (e.g., note places at school that are colorful).

**CCSS.ELA-LITERACY.L.K.5.D** Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

**CCSS.ELA-LITERACY.L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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**Common Core ELA Standards  
Reading: Foundational Skills**

**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.

**Phonological Awareness:**

**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.<sup>1</sup> (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.

**Phonics and Word Recognition:**

**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 (e.g., *the, of, to, you, she, my, is, are, do, does*).

**CCSS.ELA-LITERACY.RF.K.3.D** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**Fluency:**

**CCSS.ELA-LITERACY.RF.K.4** Read emergent-reader texts with purpose and understanding.

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Common Core ELA Standards Reading: Literature	Common Core ELA Standards Reading: Informational Text
<p><b>Key Ideas and Details:</b>  <b>CCSS.ELA-LITERACY.RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.  <b>CCSS.ELA-LITERACY.RL.K.2</b> With prompting and support, retell familiar stories, including key details.  <b>CCSS.ELA-LITERACY.RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>Craft and Structure:</b>  <b>CCSS.ELA-LITERACY.RL.K.4</b> Ask and answer questions about unknown words in a text.  <b>CCSS.ELA-LITERACY.RL.K.5</b> Recognize common types of texts (e.g., storybooks, poems).  <b>CCSS.ELA-LITERACY.RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b>Integration of Knowledge and Ideas:</b>  <b>CCSS.ELA-LITERACY.RL.K.7</b> 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).  <b>CCSS.ELA-LITERACY.RL.K.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><b>Range of Reading and Level of Text Complexity:</b>  <b>CCSS.ELA-LITERACY.RL.K.10</b> Actively engage in group reading activities with purpose and understanding.</p>	<p><b>Key Ideas and Details:</b>  <b>CCSS.ELA-LITERACY.RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.  <b>CCSS.ELA-LITERACY.RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.  <b>CCSS.ELA-LITERACY.RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>Craft and Structure:</b>  <b>CCSS.ELA-LITERACY.RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text.  <b>CCSS.ELA-LITERACY.RI.K.5</b> Identify the front cover, back cover, and title page of a book.  <b>CCSS.ELA-LITERACY.RI.K.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p><b>Integration of Knowledge and Ideas:</b>  <b>CCSS.ELA-LITERACY.RI.K.7</b> 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).  <b>CCSS.ELA-LITERACY.RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.  <b>CCSS.ELA-LITERACY.RI.K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>Range of Reading and Level of Text Complexity:</b>  <b>CCSS.ELA-LITERACY.RI.K.10</b> Actively engage in group reading activities with purpose and understanding.</p>

Technology

Computer, SMART Board, iPad, Elmo, YouTube, Seesaw

Standards	Essential Questions	Content	Skills	Assessment	Resources
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<p><b>Phonological Awareness</b> RF.K.2 RF.K.3</p>	<p><b>Phonological Awareness</b> What skills are used to become a proficient reader?</p>	<p><b>Phonological Awareness</b> -Phonics -Sounds -Rhyming -Blending -Segmenting -Isolating sounds -Change phonemes -CVC words -Word families -Syllables</p>	<p><b>Phonological Awareness</b> -Recognize sounds of letters -Decoding words (blends, digraphs, CVC, CVCe, vowel teams) -Produce sounds -Produce and recognize rhyming words -Put together letter sounds -Take apart words into sounds -Identify the beginning, middle and ending sounds of words -Substitute letter sounds to make new words -Read and write three letter words (CVC) -Read, write and recognize word families -Count syllables</p>	<p><b>Phonological Awareness</b> -ESGI -Teacher observations</p>	<p><b>Phonological Awareness</b> -Classroom library -Leveled readers -Decodable readers <i>-Phonemic Awareness Kindergarten by Heggerty</i></p>
<p><b>Word Recognition</b> RF.K.3.C</p>	<p><b>Word Recognition</b> What skills are used to become a proficient reader?</p>	<p><b>Word Recognition</b> -Sight words</p>	<p><b>Word Recognition</b> -Read, recognize and write sight words -Read words in isolation -Read words in context</p>	<p><b>Word Recognition</b> -ESGI -Teacher observations</p>	<p><b>Word Recognition</b> -Classroom library -Leveled readers -Decodable readers <i>-Phonemic Awareness Kindergarten by Heggerty</i></p>

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<p><b>Print Concepts</b> RF.K.1</p>	<p><b>Print Concepts</b> What skills are used to become a proficient reader?</p>	<p><b>Print Concepts</b> -Uppercase letters -Lowercase letters -Word, letter, sentence -Punctuation marks -Front and back of the book -Direction -Tracking -Spacing -Author -Illustrator -Table of contents -Glossary -Bold print -Maps</p>	<p><b>Print Concepts</b> -Identify letters in isolation -Identify the difference between word, letter, and sentence -Identify and use punctuation marks -Locate the front and back of a book -Follow the text left to right and top to bottom -Point to individual words -Understand there are spaces between words -Identify the author's job -Identify the illustrator's job -Recognize nonfiction text</p>	<p><b>Print Concepts</b> -ESGI -Teacher observations</p>	<p><b>Print Concepts</b> -Classroom library -Leveled readers -Decodable readers <i>-Phonemic Awareness Kindergarten by Heggerty</i></p>
<p><b>Oral Comprehension</b> RF.K.4 RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.5 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.5 RI.K.6 RI.K.7 RI.K.8 RI.K.9 RI.K.10</p>	<p><b>Oral Comprehension</b> What skills are used to become a proficient reader?</p>	<p><b>Oral Comprehension</b> -Fluency -Group activities -Fiction -Nonfiction -Characters -Setting -Problem and solution -Theme -Vocabulary -Questioning -Predicting -Inferencing -Connections -Sequencing</p>	<p><b>Oral Comprehension</b> -Read emergent-reader texts -Engage in group activities -Know the difference between fiction and nonfiction -Identify the characters, setting, problem/solution and theme of a story -Learn new words -Ask and answer questions about a text -Make predictions, inferences and connections based on background knowledge -Retell a story in order</p>	<p><b>Oral Comprehension</b> -ESGI -Teacher observations</p>	<p><b>Oral Comprehension</b> -Classroom library -Leveled readers -Decodable readers <i>-Phonemic Awareness Kindergarten by Heggerty</i></p>

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<p><b>Writing Concepts</b></p>	<p><b>Writing Concepts</b> What skills are used to become a proficient writer?</p>	<p><b>Writing Concepts</b> -Letter formation -Illustrations -Labels -Lists -Sentences -Spacing -Punctuation -Capitalization -Spelling -Adding details</p>	<p><b>Writing Concepts</b> -Form letters correctly using guide lines -Draw a picture representing an idea -Add labels to writing piece -Create lists -Compose a complete sentence -Use spacing correctly -Use capitalization correctly -Use end punctuation correctly -Spell phonetically -Expand sentences and</p>	<p><b>Writing Concepts</b></p>	<p><b>Writing Concepts</b></p>
		<p><b>Narrative</b> <b>Opinion</b> <b>How to</b></p>			