



Common Core State Standards for Kindergarten

The Teacher's Guides list the Common Core State Standard abbreviations next to the student objectives on the first page of every lesson. Use this card to match the abbreviation with the full standard.

Foundational Skills

<i>Print Concepts</i>	
RF.K.1	Demonstrate understanding of the organization and basic features of print.
RF.K.1a	Follow words from left to right, top to bottom, and page by page.
RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.1c	Understand that words are separated by spaces in print.
RF.K.1d	Recognize and name all uppercase and lowercase letters.
<i>Phonological Awareness</i>	
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.2a	Recognize and produce rhyming words.
RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words.
RF.K.2c	Blend and segment onsets and rimes of single-syllable spoken words.
RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words (CVC words).
RF.K.2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
<i>Phonics and Word Recognition</i>	
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound for each consonant.
RF.K.3b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
RF.K.3c	Read common high-frequency words by sight.
RF.K.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
<i>Fluency</i>	
RF.K.4	Read emergent-reader texts with purpose and understanding.

Reading Standards for Literature

<i>Key Ideas and Details</i>	
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.
<i>Craft and Structure</i>	
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.
<i>Integration of Knowledge and Ideas</i>	
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear.
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
<i>Range of Reading and Text Complexity</i>	
RL.K.10	Actively engage in group reading activities with purpose and understanding.

Reading Standards for Informational Text

The informational text standards are addressed in the Super Smart informational text read-alouds and their accompanying lessons. These can be found in the teacher portal at superkidsreading.org. Please note that your school administrator must give you access before you can log in to your teacher portal account.

<i>Key Ideas and Details</i>	
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.
<i>Craft and Structure</i>	
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.
<i>Integration of Knowledge and Ideas</i>	
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear.
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 and differences between two texts on the same topic.
<i>Range of Reading and Text Complexity</i>	
RL.K.10	Actively engage in group reading activities with purpose and understanding.



Writing

<i>Text Types and Purposes</i>	
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic and their opinion about the topic. (e.g., My favorite book is...)
W.K.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.
W.K.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.
<i>Production and Distribution of Writing</i>	
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing.
W.K.6	With guidance and support from adults, explore digital tools to produce and publish writing.
<i>Research to Build and Present Knowledge</i>	
W.K.7	Participate in shared research and writing projects.
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

<i>Comprehension and Collaboration</i>	
SL.K.1	Participate in conversations with diverse partners about kindergarten topics and texts.
SL.K.1a	Follow agreed-upon rules for discussions with peers and adults, such as listening to others and taking turns speaking.
SL.K.1b	Continue a conversation through multiple exchanges.
SL.K.2	Confirm understanding of a text read aloud (or presented through other media) by asking and answering questions about key details.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something.
<i>Presentation of Knowledge and Ideas</i>	
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 to provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.



Language

<i>Conventions of Standard English</i>	
L.K.1	Demonstrate command of standard English grammar and usage when writing or speaking.
L.K.1a	Print uppercase and lowercase letters.
L.K.1b	Use frequently occurring nouns and verbs.
L.K.1c	Form regular plural nouns orally by adding /s/ or /es/.
L.K.1d	Use and understand question words (interrogatives) (<i>who, what, where, when, why, how</i>).
L.K.1e	Use the most frequently occurring prepositions (<i>to, from, in, out, on, off, for, of, by, with</i>).
L.K.1f	Produce and expand complete sentences in shared language activities.
L.K.2	Demonstrate command of standard English capitalization, punctuation, and spelling.
L.K.2a	Capitalize the first word in a sentence and the pronoun <i>I</i> .
L.K.2b	Recognize and name end punctuation.
L.K.2c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.2d	Spell simple words phonetically, drawing on knowledge of letter-sound relationships.
<i>Vocabulary Acquisition and Use</i>	
L.K.4	Demonstrate or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
L.K.4a	Identify new meanings for familiar words and apply them accurately. For example, children may learn that <i>duck</i> is a bird, but also a verb, as in <i>to duck</i> .
L.K.4b	Use the most frequently occurring inflections and affixes (<i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
L.K.5a	Sort common objects into categories (e.g., shapes or foods).
L.K.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
L.K.5c	Identify real-life connections between words and their uses.
L.K.5d	Distinguish shades of meaning among verbs describing the same general action by acting out the meanings (e.g., <i>walk, march, prance</i>)
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

National Governors Association Center for Best Practices, Council of Chief State School Officers (2010) *Common core state standards for English language arts*. Washington DC.

