

**BALLSTON SPA CENTRAL SCHOOL DISTRICT**  
The Common Core State Standards in Our Schools

**Kindergarten ELA**

Standard	In school, I am learning to...
<b>READING: FOUNDATIONAL SKILLS</b>	
<i>Print Concepts: refers to an understanding of what print is and how it works (e.g., letters make words, we read from left to right)</i>	
<p><b>RF.K.1.</b> Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<ul style="list-style-type: none"> <li>• explain that words are separated from each other with spaces.</li> <li>• recognize and name all uppercase letters.</li> <li>• recognize and name all lowercase letters.</li> <li>• follow words left to right, top to bottom, page to page.</li> <li>• recognize that spoken words match to written words by a sequence of letters.</li> </ul>
<i>Phonological Awareness: involves noticing, thinking about, and manipulating the sounds of our language</i>	
<p><b>RF.K.2.</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>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/.)</p>	<ul style="list-style-type: none"> <li>• change individual sounds in one-syllable words to make new words.</li> <li>• recognize rhyming words.</li> <li>• produce rhyming words.</li> <li>• count syllables in spoken words.</li> <li>• pronounce separate syllables in spoken words.</li> <li>• blend two or more syllables in spoken words.</li> <li>• segment syllables in spoken words.</li> <li>• blend onsets and rimes of single-syllable words.</li> <li>• segment onsets and rimes of single-syllable words.</li> <li>• pronounce the beginning sound in CVC words.</li> <li>• pronounce the middle sound in CVC words.</li> <li>• pronounce the ending sound in CVC words.</li> </ul>
<i>Phonics &amp; Word Recognition: correlating sounds to letters and recognizing written words</i>	

<p><b>RF.K.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<ul style="list-style-type: none"> <li>• produce the primary sound for each consonant.</li> <li>• match the long and short vowel sounds with their common spelling.</li> <li>• read common high-frequency words.</li> <li>• tell the difference between similarly spelled words by identifying the sounds of letters that differ.</li> </ul>
<p><b>Fluency:</b> <i>the ability to smoothly/easily read text</i></p>	
<p><b>RF.K.4.</b> Read emergent-reader texts with purpose and understanding.</p>	<ul style="list-style-type: none"> <li>• read kindergarten text with purpose and understanding.</li> </ul>
<p style="text-align: center;"><b>Standard</b></p>	<p style="text-align: center;"><b>In school, I am learning to...</b></p>
<p style="text-align: center;"><b>READING: LITERATURE</b></p>	
<p><b>Key Ideas and Details:</b> <i>examine and discuss both the key ideas (e.g., main idea, theme) and details (e.g., characters, setting, events) in a text by using the text as evidence and by drawing inferences from the text</i></p>	
<p><b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text</p> <p><b>RL.K.2</b> With prompting and support, retell familiar stories, including key details</p> <p><b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story</p>	<ul style="list-style-type: none"> <li>• ask questions about important details in a text.</li> <li>• answer questions about important details in a text.</li> <li>• retell a story and include important details.</li> <li>• identify characters from a story.</li> <li>• identify the setting of a story.</li> <li>• identify the major events in a story.</li> </ul>
<p><b>Craft and Structure:</b> <i>understanding and explaining the importance of word selection for a particular text, analyzing the ways a text is structured, understanding point of view (especially that of the narrator, author, or characters within the story)</i></p>	
<p><b>RL.K.4</b> Ask and answer questions about unknown words in a text</p> <p><b>RL.K.5</b> Recognize common types of texts (e.g., storybooks, poems)</p> <p><b>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>	<ul style="list-style-type: none"> <li>• ask questions about unknown words in a text.</li> <li>• answer questions about unknown words in a text.</li> <li>• recognize differences in types of texts (stories and poems).</li> <li>• name the author and/or illustrator of a story.</li> <li>• describe the author’s role in telling a story.</li> <li>• describe the illustrator’s role in telling a story.</li> </ul>
<p><b>Integration of Knowledge and Ideas:</b> <i>use information from many sources and genres of text, compare and contrast ideas and information presented through various texts</i></p>	

<p><b>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)</p> <p><b>RL.K.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in similar stories</p> <p>a. With prompting and support, students will make cultural connections to text and self.</p>	<ul style="list-style-type: none"> <li>describe the relationship between illustrations and text in a story.</li> <li>compare and contrast the adventures of familiar characters in different stories.</li> </ul>
<p><b>Range of Reading and Level of Text Complexity:</b> <i>read and comprehend at an appropriate grade level</i></p>	
<p><b>RL.K.10</b> Actively engage in group reading activities with purpose and understanding</p>	<ul style="list-style-type: none"> <li>participate in group reading activities with purpose and understanding.</li> </ul>
<p><b>Responding to Literature</b></p>	
<p><b>RL.K.11.</b> With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).</p>	<ul style="list-style-type: none"> <li>make text connections (text to text, text to self, text to world)</li> </ul>
<p><b>Standard</b></p>	<p><b>In school, I am learning to...</b></p>
<p><b>READING: INFORMATIONAL TEXT</b></p>	
<p><b>Key Ideas and Details:</b> <i>examine and discuss both the key ideas (e.g., main idea, theme) and details (e.g., characters, setting, events) in a text by using the text as evidence and by drawing inferences from the text</i></p>	
<p><b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text</p> <p><b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text</p> <p><b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text</p>	<ul style="list-style-type: none"> <li>ask questions about important details in a text.</li> <li>answer questions about important details in a text.</li> <li>identify the main topic of a text.</li> <li>retell key details of a text.</li> <li>describe the connection between two concepts from a text.</li> </ul>
<p><b>Craft and Structure:</b> <i>understanding and explaining the importance of word selection for a particular text, analyzing the ways a text is structured, understanding point of view (especially that of the narrator, author, or characters within the story)</i></p>	
<p><b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text</p> <p><b>RI.K.5</b> Identify the front cover, back cover and title page of a book</p> <p><b>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>	<ul style="list-style-type: none"> <li>ask questions about unknown words in a text.</li> <li>answer questions about unknown words in a text.</li> <li>identify the front cover of a book.</li> <li>identify the back cover of a book.</li> <li>identify the title page of a book.</li> <li>name the author and/or illustrator of a text.</li> <li>explain the role of the author in presenting ideas and information.</li> <li>explain the role of the illustrator in presenting ideas and information.</li> </ul>
<p><b>Integration of Knowledge and Ideas:</b> <i>use information from many sources and genres of text, compare and contrast ideas and information presented</i></p>	

<i>through various texts</i>	
<p><b>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)</p> <p><b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text</p> <p><b>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>	<ul style="list-style-type: none"> <li>describe the relationship between illustrations and the text.</li> <li>identify the reasons an author gives to support his/her points.</li> <li>identity similarities and/or differences between two texts on the same topic.</li> </ul>
<b>Range of Reading and Level of Text Complexity:</b> <i>read and comprehend at an appropriate grade level</i>	
<b>RI.K.10.</b> Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> <li>participate in group reading activities with purpose and understanding.</li> </ul>
<b>Standard</b>	<b>In school, I am learning to...</b>
<b>WRITING</b>	
<i>Text Types and Purposes write in various genres, namely opinion, narrative, informational, and explanatory pieces</i>	
<p><b>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>).</p> <p><b>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.</p> <p><b>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>	<ul style="list-style-type: none"> <li>draw, write, and dictate to compose an opinion piece that <ul style="list-style-type: none"> <li>a - gives a topic, and</li> <li>b - states my opinion about the topic.</li> </ul> </li> <li>draw, write, and dictate to compose an informative piece where I <ul style="list-style-type: none"> <li>a - name the topic I am writing about, and</li> <li>b - give information about the topic.</li> </ul> </li> <li>draw, write, and dictate to compose a story where I <ul style="list-style-type: none"> <li>a - tell about the events in the order they occurred, and</li> <li>b - give a reaction to what happened.</li> </ul> </li> </ul>
<b>Production and Distribution of Writing</b> - <i>produce coherent and organized writing that has a purpose and is for an intended audience; collaborate with peers and teachers to revise and improve writing; share writing with others (e.g., discussion, publication)</i>	
<p><b>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.</p> <p><b>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>	<ul style="list-style-type: none"> <li>respond to my peers' questions or suggestions by adding details to my work.</li> <li>use digital tools to produce and publish my work.</li> </ul>
<b>Research to Build and Present Knowledge</b> - <i>use sources to write about and build knowledge on a number of topics</i>	

<p><b>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).</p> <p><b>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>	<ul style="list-style-type: none"> <li>• participate in research and writing projects with my classmates.</li> <li>• remember or find information to answer a question.</li> </ul>
<p><b>Responding to Literature</b> <i>craft responses to text in the form of poems, narratives, dramatizations or art</i></p>	
<p><b>W.K.11.</b> Create and/or present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.</p>	<ul style="list-style-type: none"> <li>• respond to an author with my own poem, artwork, writing, or response.</li> </ul>
<p><b>Standard</b></p>	<p><b>In school, I am learning to...</b></p>
<p><b>SPEAKING &amp; LISTENING</b></p>	
<p><i>Comprehension &amp; Collaboration - engage in collaborative discussions</i></p>	
<p><b>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.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p> <p>c. Seek to understand and communicate with individuals from different cultural backgrounds.</p> <p><b>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.</p> <p><b>SL.K.3.</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<ul style="list-style-type: none"> <li>• follow class rules for discussions.</li> <li>• continue a conversation that we started the day before.</li> <li>• communicate with all peers</li> <li>• show I understand a text by asking and answering questions about details.</li> <li>• ask questions about something I don't understand.</li> <li>• ask and/or answer a question to seek help or clarify my understanding.</li> </ul>
<p><i>Presentation of Knowledge and Ideas present information to others in various formats</i></p>	
<p><b>SL.K.4.</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>SL.K.5.</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>SL.K.6.</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<ul style="list-style-type: none"> <li>• describe familiar things and events by giving details about them.</li> <li>• add drawings or details to a description to provide information.</li> <li>• speak loudly and express my thoughts clearly.</li> </ul>

Standard	In school, I am learning to...
<b>LANGUAGE</b>	
<i>Conventions of Standard English- refers to grammar and usage (e.g., capitalization, punctuation, spelling).</i>	
<p><b>L.K.1</b> Demonstrate command of the conventions of standard English grammar and or speaking</p> <ol style="list-style-type: none"> <li>Print many upper- and lowercase letters</li> <li>Use frequently occurring nouns and verbs</li> <li>Form regular plural nouns and verbs</li> <li>Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)</li> <li>Understand and use question words (interrogatives) (e.g., who, what, when, where, why, how)</li> <li>Use the most frequently occurring prepositions (e.g., to, from, in out, off, for, of, by, with)</li> <li>Produce and expand complete sentences in shared language activities</li> </ol> <p><b>L.K.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <ol style="list-style-type: none"> <li>Capitalize the first word in a sentence and the pronoun</li> <li>Recognize and name end punctuation</li> <li>Write a letter or letters for most consonant and short-vowel sounds (phonemes)</li> <li>Spell simple words phonetically, drawing on knowledge of sound-letter relationships</li> </ol>	<ul style="list-style-type: none"> <li>• print most of the uppercase letters.</li> <li>• print most of the lowercase letters.</li> <li>• use nouns and verbs.</li> <li>• form plural nouns by adding an /s/ or /es/ to words.</li> <li>• form plural nouns by adding an /s/ or /es/ to words.</li> <li>• use question words.</li> <li>• use prepositions. (place words)</li> <li>• produce complete sentences in class activities.</li> <li>• capitalize the first word of a sentence.</li> <li>• capitalize the pronoun I.</li> <li>• name end punctuation.</li> <li>• write a letter that matches a consonant sound.</li> <li>• write a letter that matches a short vowel sound.</li> <li>• spell simple words by sounding them out.</li> </ul>
<i>Vocabulary Acquisition &amp; Use - determining and clarifying the meaning of unknown words</i>	

**L.K.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.

**L.K.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 concepts 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 school 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.

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

- explain that some words have more than 1 meaning - a duck (noun); to duck (verb)
- use word endings (-ed, -es) and affixes (re-, un-, -ful, -less) to understand word meanings.
- sort common words or objects into categories.
- identify antonyms of words.
- identify connections between words and how I use them. (identify colorful places).
- identify synonyms of words by acting them out.
- use words and phrases that I learn through conversation and reading.