

## Writing Continued

### Production and Distribution of Writing

- ◆ With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- ◆ With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

### Research to Build and Present Knowledge

- ◆ Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- ◆ With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

## Speaking and Listening

### Comprehension and Collaboration

- ◆ Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  - Continue a conversation through multiple exchanges.
- ◆ 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.
  - Understand and follow one- and two-step oral directions.
- ◆ Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

### Presentation of Knowledge and Ideas

- ◆ Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- ◆ Add drawings or other visual displays to descriptions as desired to provide additional detail.
- ◆ Speak audibly and express thoughts, feelings, and ideas clearly.

## Language

### Conventions of Standard English

- ◆ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Print many upper- and lowercase letters.
  - Use frequently occurring nouns and verbs.
  - Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
  - Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
  - Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
  - Produce and expand complete sentences in shared language activities.
- ◆ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Capitalize the first word in a sentence and the pronoun I.
  - Recognize and name end punctuation.
  - Write a letter or letters for most consonant and short-vowel sounds (phonemes).
  - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

### Vocabulary Acquisition and Use

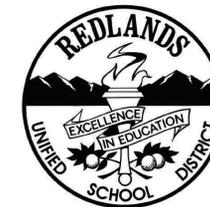
- ◆ Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.
  - Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
  - Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.
- ◆ With guidance and support from adults, explore word relationships and nuances in word meanings.
  - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
  - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
  - Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
  - Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.
- ◆ Use words and phrases acquired through conversations, reading and being read to, and responding to texts.



# KINDERGARTEN

## California Common Core State Standards

## English Language Arts



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# Kindergarten English Language Arts Common Core Standards

## Reading Literature

### Key Ideas and Details

- ◆ With prompting and support, ask and answer questions about key details in a text.
- ◆ With prompting and support, retell familiar stories, including key details.
- ◆ With prompting and support, identify characters, settings, and major events in a story.

### Craft and Structure

- ◆ Ask and answer questions about unknown words in a text.
- ◆ Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text).
- ◆ With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

### Integration of Knowledge and Ideas

- ◆ 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).
- ◆ With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

### Range of Reading and Level of Text Complexity

- ◆ Actively engage in group reading activities with purpose and understanding.
  - Activate prior knowledge related to the information and events in texts.
  - Use illustrations and context to make predictions about text.

## Reading Informational Text

### Key Ideas and Details

- ◆ With prompting and support, ask and answer questions about key details in a text.
- ◆ With prompting and support, identify the main topic and retell key details of a text.
- ◆ With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

### Craft and Structure

- ◆ With prompting and support, ask and answer questions about unknown words in a text.
- ◆ Identify the front cover, back cover, and title page of a book.
- ◆ Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

### Integration of Knowledge and Ideas

- ◆ 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).
- ◆ With prompting and support, identify the reasons an author gives to support points in a text.
- ◆ With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

### Range of Reading and Level of Text Complexity

- ◆ Actively engage in group reading activities with purpose and understanding.
  - Activate prior knowledge related to the information and events in texts.
  - Use illustrations and context to make predictions about text.

## Reading Foundational Skills

### Fluency

- ◆ Read emergent-reader texts with purpose and understanding.

### Print Concepts

- ◆ Demonstrate understanding of the organization and basic features of print.
  - Follow words from left to right, top to bottom, and page by page.
  - Recognize that spoken words are represented in written language by specific sequences of letters.
  - Understand that words are separated by spaces in print.
  - Recognize and name all upper- and lowercase letters of the alphabet.

### Phonological Awareness

- ◆ Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - Recognize and produce rhyming words.
  - Count, pronounce, blend, and segment syllables in spoken words.
  - Blend and segment onsets and rimes of single-syllable spoken words.
  - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (Does not include CVCs ending with /l/, /r/, or /x/.)
  - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
  - Blend two to three phonemes into recognizable words.

### Phonics and Word Recognition

- ◆ Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
  - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
  - Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
  - Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
  - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

## Writing

### Text Types and Purpose

- ◆ 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.
- ◆ 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.
- ◆ 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.

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