-Kindergarten-

USD 417 Morris County

Common Core Standards

E.L.A. & Literacy

Quick Reference Tool

Contents:

College & Career Readiness Anchor Standards

Kansas Addl. 15%

ELA & Literacy Standards

ELA-Literacy Content Alignment/Cognitive Levels

Updated 02/03/2012

K-12 College & Career Readiness Anchor Standards

Strand: Reading

BOXED SUB HEADINGS	STANDARDS	IDENTIFIERS
Key Ideas & Details	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.	R.CCR.1
	2. **Determine** central ideas or themes of a text and **analyze** their development; **summarize** the key supporting details and ideas.	R.CCR.2
	3. **Analyze** how and why individuals, events, and ideas develop and interact over the course of a text.	R.CCR.3
Craft & Structure	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 or tone.	R.CCR.4
	5. **Analyze** the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole	R.CCR.5
	6. **Assess** how point of view or purpose shapes the content and style of a text.	R.CCR.6
Integration of Knowledge & Ideas	7. **Integrate and evaluate** content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	R.CCR.7
	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.	R.CCR.8
	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.	R.CCR.9
Range of Reading & Level of Text Complexity	10. **Read and comprehend** complex literary and informational texts independently and proficiently.	R.CCR.10

Strand: Writing

BOXED SUB HEADINGS	STANDARDS	IDENTIFIERS
Text Types & Purposes	1. **Write** arguments to support claims in an analysis of substantive topics or texts, **using** valid reasoning and relevant and sufficient evidence.	W.CCR.1
	2. **Write** i**nformative/explanatory** texts to **examine and convey** complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.CCR.2
	3. **Write** narratives to develop real or imagined experiences or events **using** effective technique, well chosen details, and well structures event sequences.	W.CCR.3
Production & Distribution of Writing	4. **Produce** clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.CCR.4
	5. **Develop and strengthen** writing as needed by **planning, revising, editing, rewriting, or trying** a new approach.	W.CCR.5
	6. **Use** technology, including the internet, to **produce and publish** writing and to **interact and collaborate** with others.	W.CCR.6

Research to Build & Present Knowledge	7. **Conduct** short as well as more sustained research projects based on focused questions, **demonstrating** understanding of the subject under investigation.	W.CCR.7
	8. **Gather** relevant information from multiple print and digital resources, **assess** the credibility and accuracy of each source, and **integrate** the information while **avoiding** plagiarism.	W.CCR.8
	9. **Draw** evidence from literary or informational texts to support analysis, reflection, and research.	W.CCR.9
Range of Writing	10. **Write** routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.CCR.10
Strand: Speaking & Listening		
Comprehension & Collaboration	1. **Prepare for and participate** effectively in a range of conversations and collaborations with diverse partners, **building** on others' ideas and **expressing t**heir own clearly and persuasively.	SL.CCR.1
	2. **Integrate and evaluate** information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.CCR.2
	3. **Evaluate** a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL,CCR.3
Presentation of Knowledge & Ideas	4. **Present** information, findings, and supporting evidence such that listeners such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.CCR.4
	5. **Make** strategic use of digital media and visual displays of data to **express** information and **enhance** understanding of presentations.	SL.CCR.5
	6. **Adapt** speech to a variety of contexts and communicative tasks, **demonstrating** command of formal English when indicated or appropriate	SL.CCR.6
Strand: Language		
Conventions of Standard English	1. **Demonstrate** command of conventions of standard English grammar and usage when **writing or speaking.**	L.CCR.1
	2. **Demonstrate** command of the conventions of standard English capitalization, punctuation, and spelling when **writing.**	L.CCR.2
Knowledge of Language	3. **Apply** knowledge of language to understand how language functions in different contexts, to make **effective** choices for meaning or style, and to **comprehend** more fully when **reading or listening.**	L.CCR.3
Vocabulary Acquisition and Use	4. **Determine or clarify** the meaning of unknown and multiple-meaning words and phrases by **using** context clues, **analyzing** meaningful word parts, and **consulting** general and specialized reference materials, as appropriate.	L.CCR.4
	5. **Demonstrate** understanding of figurative language, word relationships, and nuances in word meanings.	L.CCR.5
	6. **Acquire** and **use** accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; **demonstrate** independence in **gathering** vocabulary knowledge when encountering an unknown term important to comprehension or expression.	L.CCR.6

Kansas Additional 15%

Literacy Learning	1.	**Engage** in literacy learning through collaborative and community effort and in an integrated fashion, rather than as discreet skills in isolation	KS.LL.1
	2.	**Use** meta-cognitive strategies to **monitor** literacy learning progress.	KS.LL.2
	3.	**Engage** in five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.	KS.LL.3
	4.	**Engage** in strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.	KS.LL.4
	5.	**Develop** the literacy skills presented throughout these standards in both academic and career/technical education contexts.	KS.LL.5
Range of Reading Level & Text Complexity	6.	**Encounter** a range of engaging and culturally sensitive text and media that motivate the desire to be literate.	KS.RL.11
	7.	**Read**-both independently and collaboratively-print, non-print, and multi-modal works proficiently and critically to be media literate.	KS.RL.12
Text Type & Purpose	8.	**Create**-both independently and collaboratively technical, non-print, digital, and multi- modal versions of text types and purposes outlined in standards 1, 2, and 3.	KS.W.11
Production & Distribution of Writing	9.	**Strengthen** writing craft-both independently and collaboratively through recursive **wiring and revision** process and the **use of** common vocabulary of the 6 Trait model.	KS.W.12

Kindergarten ELA-Literacy Standards

Strand: Reading

SUB STRAND	BOXED SUB HEADINGS	STANDARDS	IDENTIFIERS
Literature	Key Ideas & Details	1. With prompting and support, **ask and answer** questions about key details in a text.	RL.K.1
		2. With prompting and support, **retell** familiar stories, including key details.	RL.K.2
		3. With prompting and support, **identify** characters, settings, and major events in a story.	RL.K.3
	Craft & Structure	4. **Ask and answer** questions about unknown words in a text.	RL.K.4
		5. Recognize common types of texts (e.g. Storybooks, poems).	RL.K.5
		6. With prompting and support, **name** the author and illustrator of a story and **define** the role each in telling the story.	RL.K.6
	Integration of Knowledge & Ideas	7. With prompting and support, **describe** the relationship between illustrations and the story in which they appear (e.g. what moment in the story an illustration depicts)	RL.K.7
		8. (Not applicable to literature).	RL.K.8
		9. With prompting and support, **compare and contrast** the adventures and experiences of characters in familiar stories.	RL.K.9
	Range of Reading & Level of Text Complexity	10. Actively **engage and group** reading activities with purpose and understanding.	RL.K.10
Informational Text	Key Ideas & Details	1. With prompting and support, **ask and answer** questions about key details in a text	RI.K.1
		2. With prompting and support, **identify** the main topic and **retell** key details of a text.	RI.K.2
		3. With prompting and support, **describe** the connection between two individuals, events, ideas, or pieces of information in a text.	RI.K.3
	Craft & Structure	4. With prompting and support, **ask and answer** questions about unknown words in text.	RI.K.4
		5. **Indentify** the front cover, back cover and title page of a book.	RI.K.5
		6. **Name** the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	RI.K.6
	Integration of Knowledge & Ideas	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.7
		8. With prompting and support, **identify** the reasons an author gives support to points in a text.	RI.K.8
		9. With prompting and support, **identify** basic similarities and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).	RIK.9

	Range of Reading & Level of Text Complexity	10. Actively **engage** in group reading activities with purpose and understanding.	RI.K.10

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

	Phonological Awareness	2. **Demonstrate** understanding of spoken words, syllables, and sounds (Phonemes).
		    a. **Recognize and produce** rhyming words.
		    b. **Count, pronounce, blend, and segment** syllables in spoken word.
		    c. **Blend and segment** onsets and rimes of single-syllable spoken words.
		    d. **Isolate and pronounce** the initial, medial, and final sounds (Phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words
		    e. **Add or substitute** individual sounds (phonemes) in simple, one syllable words to make new words.
			RF.K.2a-e

	Phonics & Word Recognition	3. **Know and apply** grade-level phonics and word analysis skills in **decoding** words.
		    a. **Demonstrate** basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each segment.
		    b. **Associate** the long and short sounds with common spellings (graphemes) for the five major vowels.
		    c. **Read** common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does).
		    d. **Distinguish** between similarly spelled words by **identifying** the sounds of the letters that differ.
			RF.K.3a-d

	Fluency	4. **Read** emergent-reader texts with purpose and understanding.	RF.K.4
**Strand: Writing**		
	Text Types & Purposes	1. **Use** a combination of drawing, dictating, and writing to **compose** opinion pieces in which they **tell** the 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., My favorite book is…).	W.K.1
		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.2
		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 the occurred, and **provide** a reaction to what happened.	W.K.3

	Production & Distribution of Writing	4. (Begins in grade 3).	W.K.4
		5. With guidance and support from adults, **respond** to questions and suggestions from peers and add details to strengthen writing as needed.	W.K.5
		6. With guidance and support from adults, **explore** a variety of digital tools to **produce and publish** writing, including in **collaboration** with peers.	W.K.6
	Research to Build & Present Knowledge	7. **Participate** in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	W.K.7
		8. With guidance and support from adults, **recall** information from experiences or **gather** information from provided sources to answer a question.	W.K.8
		9. (Begins in grade 4).	W.K.9
	Range of Writing	10. (Begins in grade 3).	W.K.1

Strand: Speaking & Listening

	Comprehension &Collaboration	1. **Participate** in collaborative discussions with diverse partners about kindergarten topics and texts with peers and adults in small groups and larger groups. a. **Follow** agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about topics and texts under discussion). b. **Continue** a conversation through multiple exchanges.	SL.K.1a-b
		2. **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.	SL.K.2
		3. **Ask and answer** questions in order to **seek** help, **get** information, or **clarify** something that is not understood.	SL.K.3
	Presentation of Knowledge & Ideas	4. **Describe** familiar people, places, things, events and, with prompting and support, **provide** additional details.	SL.K.4
		5. **Add** drawings or other visual displays to descriptions as desired to **provide** additional detail.	SL.K.5
		6. **Speak** audibly and **express** thoughts, feelings, and ideas clearly.	SL.K.6

Strand: Language

	Conventions of Standard English	1. **Demonstrate** command of the conventions of standard English grammar and usage when writing or speaking. a. **Print** many upper and lower case letters. b. **Use** frequency occurring nouns and verbs. c. **Form** regular plural nouns orally and by adding /s/or/es/ (e.g., dog, dogs, wish, wishes). d. **Understand** and use question words (interrogatives (e.g., who, what, were, when, why, and how). e. **Use** the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. **Produce and expand** complete sentences in shared language activities.	L.K.1a-f
		2. **Demonstrate** command of the conventions of standard English capitalization, punctuation, and spelling when **writing.**	L.K.2a-d

		2. **Demonstrate** command of the conventions of standard English capitalization, punctuation, and spelling when **writing.**
		   a. **Capitalize** the first word in a sentence and the pronoun I.
		   b. **Recognize** and name end punctuation.
		   c. **Write** a letter or letters for most consonant and short-vowel sounds (phonemes).
		   d. **Spell** simple words phonetically, **drawing on** knowledge of sound-letter relationships.
			L.K.2a-d

	Knowledge of Language	3. (Begins in grade 2).	L.K.3

	Vocabulary Acquisition & Use	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 can **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.4a- b

		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.
			LK.5 a-d

ELA-Literacy Content Alignment/Cognitive Levels

COLOR CODE KEY	Common Core Standards					Current State Standards				
Not Covered (<2.5 %, <5.0%, <7.5%, >7.5%)	**Cognitive Levels**					**Cognitive Levels**				
% Percentage of ELA-Literacy Instructional Time	Memorization / Recall	Perform Procedures / Explain	Generate/Create/Demonstrate	Analyze/Investigate	Evaluate/Integrate	Memorization /Recall	Perform Procedures / Explain	Generate/Create/Demonstrate	Analyze/Investigate	Evaluate/Integrate
	I	II	III	IV	V	I	II	III	IV	V
Phonemic Awareness	<5.0%	<2.5%	<2.5%			<2.5%	<2.5%	<2.5%	<2.5%	
Phonics	<5.0%	<2.5%	<2.5%			<2.5%	<2.5%	<2.5%		
Vocabulary	<2.5%	<2.5%	<5.0%	<2.5%		<2.5%	<5.0%	<5.0%		
Text and Print Feature	<5.0%	<2.5%				<2.5%	<5.0%	<5.0%	<2.5%	<2.5%
Fluency						<5.0%	<7.5%	<5.0%	<2.5%	<2.5%
Comprehension	<7.5%	<5.0%	<5.0%	<2.5%	<2.5%	>7.5%	>7.5%	>7.5%	<5.0%	<2.5%
Critical Reasoning	<2.5%	<2.5%	<2.5%	<5.0%	<5.0%	<2.5%	<2.5%	<7.5%		<2.5%
Author's Craft	<2.5%	<2.5%	<2.5%				<2.5%	<2.5%		
Writing Process	<2.5%	<2.5%	<2.5%							
Elements of Presentation (Verbal & Written)	<2.5%	<2.5%	<5.0%	<2.5%	<2.5%	<2.5%	<2.5%	<2.5%		
Writing Applications	<2.5%	<2.5%	<5.0%	<2.5%		<2.5%	<2.5%	<2.5%		
Language Study	<2.5%	<2.5%	<2.5%	<2.5%		<2.5%	<2.5%	<2.5%	<2.5%	
Listening & Viewing	<2.5%	<2.5%	<2.5%	<2.5%						
Speaking & Presenting	<2.5%	<5.0%	<5.0%		<2.5%	<2.5%		<2.5%		

*Table data/info acquired from seconline.org

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