

**COMMON CORE ESSENTIAL ELEMENTS
FOR
KINDERGARTEN**

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Kindergarten English Language Arts Standards: Reading (Literature)	
CCSS Grade-Level Standards	Common Core Essential Elements
Key Ideas and Details.	
RL.K.1. With prompting and support, ask and answer questions about key details in a text.	EERL.K.1. With guidance and support, identify details in familiar stories.
RL.K.2. With prompting and support, retell familiar stories, including key details.	EERL.K.2. With guidance and support, identify major events in familiar stories.
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.	EERL.K.3. With guidance and support, identify characters and settings in a familiar story.
Craft and Structure.	
RL.K.4. Ask and answer questions about unknown words in a text.	EERL.K.4. With guidance and support, ask about an unknown word in a text.
RL.K.5. Recognize common types of texts (e.g., storybooks, poems).	EERL.K.5. With guidance and support, recognize familiar 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 in telling the story.	EERL.K.6. With guidance and support, distinguish between words and illustrations in a story.
Integration of Knowledge and Ideas.	
RL.K.7. 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).	EERL.K.7. With guidance and support, match illustrations with the story.
RL.K.8. (Not applicable to literature)	EERL.K.8. N/A
RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	EERL.K.9. With guidance and support, identify the adventures or experiences of a character in a familiar story.
Range of Reading and Level of Text Complexity.	
RL.K.10. Actively engage in group reading activities with purpose and understanding.	EERL.K.10. **This Literature Essential Element references all elements above.

Kindergarten English Language Arts Standards: Reading (Informational Text)	
CCSS Grade-Level Standards	Common Core Essential Elements
Key Ideas and Details.	
RI.K.1. With prompting and support, ask and answer questions about key details in a text.	EERI.K.1. With guidance and support, identify a detail in a familiar text.
RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	EERI.K.2. With guidance and support, identify the topic of a familiar text.
RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	EERI.K.3. With guidance and support, identify individuals, events, or ideas in a familiar informational text.
Craft and Structure.	
RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	EERI.K.4. With guidance and support, ask about an unknown word in a text.
RI.K.5. Identify the front cover, back cover, and title page of a book.	EERI.K.5. With guidance and support, identify parts 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.	EERI.K.6. With guidance and support, distinguish between print and illustrations in an informational text.
Integration of Knowledge and Ideas.	
RI.K.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).	EERI.K.7. With guidance and supports, match illustrations to an informational text.
RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.	EERI.K.8. With guidance and support, identify points the author makes in an informational text.
RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	EERI.K.9. With guidance and support, match similar parts of two texts on the same topic.
Range of Reading and Level of Text Complexity.	
RI.K.10. Actively engage in group reading activities with purpose and understanding.	EERI.K.10. **This Literature Essential Element references all elements above.

Kindergarten English Language Arts Standards: Reading (Foundational Skills)	
CCSS Grade-Level Standards	Common Core Essential Elements
Print Concepts.	
RF.K.1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page.	EERF.K.1. With guidance and support, demonstrate an emerging understanding of the organization and basic features of print. a. With guidance and support during shared reading, turn pages one page at a time from beginning to end.
b. Recognize that spoken words are represented in written language by specific sequences of letters.	EERF.K.1.b. N/A
c. Understand that words are separated by spaces in print.	EERF.K.1.c. N/A
d. Recognize and name all upper- and lowercase letters of the alphabet.	EERF.K.1.d. With guidance and support, recognize first letter of own name in print.
Phonological Awareness.	
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words.	EERF.K.2. With guidance and support, demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes). a. With guidance and support, recognize rhyming words.
b. Count, pronounce, blend, and segment syllables in spoken words.	EERF.K.2.b. With guidance and support, recognize the number of words in a spoken message.
c. Blend and segment onsets and rimes [<i>sic</i>] of single-syllable spoken words.	EERF.K.2.c. With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word.
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. ¹ (This does not include CVCs ending with /l/, /r/, or /x/.)	EERF.K.2.d. N/A
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	EERF.K.2.e. N/A
Phonics and Word Recognition.	
RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.	EERF.K.3. With guidance and support, apply letter name and letter-sound knowledge when decoding words during shared activities. a. With guidance and support, recognize sound of first letter in own name.

¹ Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Kindergarten English Language Arts Standards: Reading (Foundational Skills)	
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b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	EERF.K.3.b. N/A
c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).	EERF.K.3.c. With guidance and support, recognize common signs and/or symbols in the environment.
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	EERF.K.3.d. N/A
Fluency.	
RF.K.4. Read emergent-reader texts with purpose and understanding.	EERF.K.4. Engage in independent exploration of books.

Kindergarten English Language Arts Standards: Writing	
CCSS Grade-Level Standards	Common Core Essential Elements
Text Types and Purposes.	
W.K.1. 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>).	EEW.K.1. With guidance and support, select a topic or book and use drawing, dictating, or writing to state an opinion about it.
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.	EEW.K.2. With guidance and support, select a topic and use drawing, dictating, or writing to share 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.	EEW.K.3. With guidance and support, select an event and use drawing, dictating, or writing to narrate information about it.
Production and Distribution of Writing.	
W.K.4. (Begins in grade 3)	EEW.K.4. (Begins in grade 3)
W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	EEW.K.5. (Begins in grade 1)
W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	EEW.K.6. With guidance and support from adults, explore a variety of digital tools to produce writing.
Research to Build and Present Knowledge.	
W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	EEW.K.7. With guidance and support, participate in shared research and writing projects.

Kindergarten English Language Arts Standards: Writing	
CCSS Grade-Level Standards	Common Core Essential Elements
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	EEW.K.8. With guidance and support from adults, identify information, objects, or events that relate to personal experiences.
W.K.9. (Begins in grade 4)	EEW.K.9. (Begins in grade 4)
Range of Writing.	
W.K.10. (Begins in grade 3)	EEW.K.10. (Begins in grade 3)

Kindergarten English Language Arts Standards: Speaking and Listening	
CCSS Grade-Level Standards	Common Core Essential Elements
Comprehension and Collaboration.	
SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	EESL.K.1. Participate in communication exchanges with diverse partners. a. Communicate directly with peers.
b. Continue a conversation through multiple exchanges.	EESL.K.1.b. Participate in multiple-turn communication exchanges with adults.
SL.K.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.	EESL.K.2. Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	EESL.K.3. Ask for help when needed.
Presentation of Knowledge and Ideas.	
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	EESL.K.4. With guidance and support, identify familiar people, places, things, and events.
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	EESL.K.5. With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	EESL.K.6. With guidance and support, communicate thoughts, feelings, and ideas.

Kindergarten English Language Arts Standards: Language	
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Conventions of Standard English.	
L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters.	EEL.K.1. Demonstrate emerging understandings of English grammar and word usage when communicating. a. With guidance and support, distinguish between letters and other symbols or shapes.
b. Use frequently occurring nouns and verbs.	EEL.K.1.b. With guidance and support, identify objects or other symbols that represent familiar nouns.
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).	EEL.K.1.c. N/A
d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	EEL.K.1.d. With guidance and support, answer simple questions (e.g., <i>who, what</i>).
e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).	EEL.K.1.e. With guidance and support, demonstrate understanding of common prepositions: <i>on, off, in, out</i> .
f. Produce and expand complete sentences in shared language activities.	EEL.K.1.f. With guidance and support, link two or more words together in communication.
L.K.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>I</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.	EEL.K.2. Demonstrate emerging understandings of writing. a-d. Demonstrate emerging understandings of writing.
Knowledge of Language.	
L.K.3. (Begins in grade 2)	EEL.K.3. (Begins in grade 2)
Vocabulary Acquisition and Use.	
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 <i>duck</i> is a bird and learning the verb to <i>duck</i>).	EEL.K.4. Demonstrate an understanding of vocabulary based on reading and other content. a. Demonstrate an understanding of familiar words.
b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.	EEL.K.4.b. N/A

Kindergarten English Language Arts Standards: Language	
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<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p>EEL.K.5. With guidance and support from adults, explore word relationships:</p> <p>a. With guidance and support, sort common objects into familiar categories.</p>
<p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p>EEL.K.5.b. With guidance and support, demonstrate understanding of frequently occurring opposites.</p>
<p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>	<p>EEL.K.5.c. With guidance and support, use words to communicate in real-life situations.</p>
<p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>	<p>EEL.K.5.d. With guidance and support, demonstrate an understanding of common verbs.</p>
<p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>EEL.K.6. Use words acquired through conversations, being read to, and during shared reading activities.</p>

