



CCSS ELA-LITERACY Priority Standards: Kindergarten

CCSS RL: Reading Standards for Literature

Key Ideas and Details (CAS RW.K.2.1.a)

CCSS RL.K.1: With prompting and support, ask and answer questions about key details in a text. (CAS RW.K.2.1.a.i*)

CCSS RL.K.2: With prompting and support, retell familiar stories, including key details. (CAS RW.K.2.1.a.ii)

CCSS RL.K.3: With prompting and support, identify characters, setting, and major events in a story. (CAS RW.K.2.1.a.iii*)

Craft and Structure (CAS RW.K.2.1.b)

CCSS RL.K.5: Recognize common types of texts (e.g. storybooks, poems). (CAS RW.K.2.1.b.ii*)

Integration of Knowledge and Ideas (CAS RW.K.2.1.c)

CCSS RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (CAS RW.K.2.1.c.ii)

CCSS RI: Reading Standards for Informational Text

Key Ideas and Details (CAS RW.K.2.2.a)

CCSS RI.K.1: With prompting and support, ask and answer questions about key details in a text. (CAS RW.K.2.2.a.i*)

CCSS RI.K.2: With prompting and support, identify the main topic and retell key details of a text. (CAS RW.K.2.2.a.ii)

Craft and Structure (CAS RW.K.2.2.b)

CCSS RI.K.5: Identify the front cover, back cover, and title page of a book. (CAS RW.K.2.2.b.ii*)

CCSS RF: Reading Standards Foundational Skills

Print Concepts

CCSS RF.K.1: Demonstrate understanding of the organization and basic features of print. (CAS RW.K.2.3.a*)

RF.K.1a: Follow words from left to right, top to bottom, and page by page. (CAS RW.K.2.3.a.i)

RF.K.1b: Recognize that spoken words are represented in written language by specific sequences of letters. (CAS RW.K.2.3.a.ii*)

RF.K.1c: Understand that words are separated by spaces in print (concept of word). (CAS RW.K.2.3.a.iii*)

RF.K.1d: Recognize and name all upper- and lowercase letters of the alphabet. (CAS RW.K.2.3.a.iv*)

Phonological Awareness

- CCSS RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CAS RW.K.2.3.b)
- RF.K.2a: Recognize and produce rhyming words. (CAS RW.K.2.3.b.i*)
 - RF.K.2b: Count, pronounce, blend, and segment syllables in spoken words. (CAS RW.K.2.3.b.ii) *
 - RF.K.2c: Blend and segment onsets and rimes of single-syllable spoken words. (CAS RW.K.2.3.b.iii*)
 - RF.K.2d: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (CAS RW.K.2.3.b.iv*)
 - RF.K.2e: Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (CAS RW.K.2.3.b.v*)
- No CCSS Code: Identify phonemes for letters. (CAS RW.K.2.3.b.vii*)

Phonics and Word Recognition

- CCSS RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words. (CAS RW.K.2.3.c)
- RF.K.3a: Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. (CAS RW.K.2.3.c.i*)
 - RF.K.3b: Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (CAS RW.K.2.3.c.ii*)
 - RF.K.3c: Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (CAS RW.K.2.3.c.iii*)
 - RF.K.3d: Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (CAS RW.K.2.3.c.iv*)

CCSS W: Writing Standards

Text Types and Purposes

- CCSS 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., My favorite book is...). (CAS RW.K.3.1.a)
- CCSS 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. (CAS RW.K.3.2.a)
- CCSS 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. (CAS RW.K.3.3.a)

CCSS SL: Speaking and Listening Standards

Comprehension and Collaboration

- CCSS SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (CAS RW.K.1.1.a*)
- SL.K.1a: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). (CAS RW.K.1.1.a.i)
 - SL.K.1b: Continue a conversation through multiple exchanges. (CAS RW.K.1.1.a.ii)

CCSS 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. (CAS RW.K.1.1.b*)

No CCSS Code: Listen with comprehension to follow two-step directions. (CAS RW.K.1.1.d*)

Presentation of Knowledge and Ideas

CCSS SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (CAS RW.K.1.2.a)

CCSS L: Language Standards

Conventions of Standard English

CCSS L.K.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CAS RW.K.3.4.a)

L.K.1a: Print many upper- and lowercase letters. (CAS RW.K.3.4.a.i)

CCSS L.K.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CAS RW.K.3.4.b)

L.K.2a: Capitalize the first word in a sentence and the pronoun I. (CAS RW.K.3.4.b.i)

L.K.2b: Recognize and name end punctuation. (CAS RW.K.3.4.b.ii)

L.K.2c: Write a letter or letters for most consonant and short-vowel sounds (phonemes). (CAS RW.K.3.4.b.iii)

Vocabulary Acquisition and Use

CCSS L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (CAS RW.K.2.3.e)

L.K.4a: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). (CAS RW.K.2.3.e.i*)

CCSS L.K.5a: Sort common objects into categories (for example: shapes, foods) to gain a sense of the concepts the categories represent. (CAS RW.K.1.2.d)

No CCSS Code: Identify and manipulate sounds. (RW.K.2.3.f)

- Identify and produce groups of words that begin with the same sound (alliteration). (RW.K.2.3.f.i*)
- Identify the initial, medial, and final phoneme (speech sound) of spoken words. (RW.K.2.3.f.ii*)

No CCSS Code: Use new vocabulary that is directly taught through reading, speaking, and listening. (CAS RW.K.1.2.h*)

No CCSS Code: Relate new vocabulary to prior knowledge. (RW.K.1.2.i*)

**indicates a Colorado Academic Standard that is a minimum competency identified in the READ Act*