

Kindergarten: English Language Arts

Common Core Standards	Converted/Unpacked Standards	
Reading Literature		
CC.K.R.L.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.	I can ask and answer questions about what I read. [RL.K.1]	
CC.K.R.L.2 Key Ideas and Details: With prompting and support, retell familiar stories, including key details.	I can tell stories with important details. [RL.K.2]	
CC.K.R.L.3 Key Ideas and Details: With prompting and support, identify characters, settings, and major events in a story.	I can name characters, setting, and events of a story. [RL.K.3] I can say if a story is real or make believe. [RL.K.3]	
CC.K.R.L.4 Craft and Structure: Ask and answer questions about unknown words in a text.	I can find words I do not know. [RL.K.4] I can ask questions about words I do not know. [RL.K.4] I can answer questions about words I do not know. [RL.K.4] I can learn the meanings of words I do not know. [RL.K.4]	
CC.K.R.L.5 Craft and Structure: Recognize common types of texts (e.g., storybooks, poems).	I know the difference between poems, stories, signs, and labels. [RL.K.5]	
CC.K.R.L.6 Craft and Structure: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	I can name the illustrator and what he/she does. I can name the author and what he/she does. [RL.K.6]	
CC.K.R.L.7 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).	I can find an illustration/picture in a story and tell about it. [RL.K.7] I can use mental images to show that I understand a story. [RL.K.7]	
CC.K.R.L.9 Integration of Knowledge and Ideas: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	I can name what is the same and different about two stories.[RL.K.9]	
CC.K.R.L.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.	I can read along as my teacher reads aloud. [RL.K.10] I can read out loud when it is my turn. [RL.K.10] I can read silently when it is time to do so. [RL.K.10] I can write down a question I have about a story I am reading. [RL.K.10] I can listen when another student reads to me. [RL.K.10] I can talk about a story with other students. [RL.K.10] I can listen to what other students have to say about a story. [RL.K.10]	
CC.K.R.L.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.	I can ask and answer questions about what I read. [RL.K.1]	

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Reading Informational Text		
CC.K.R.I.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.	I can ask and answer questions about a story. [RI.K.1] I can retell a story. [RI.K.1] I can retell a story with a new ending. [RI.K.1]	
CC.K.R.I.2 Key Ideas and Details: With prompting and support, identify the main topic and retell key details of a text.	I can pick the main topic of the story when given choices.[RI.K.2] I can list details of a story.[RI.K.2]	
CC.K.R.I.3 Key Ideas and Details: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	I can talk about how two people in a story are connected. [RI.K.3] I can talk about how two events are connected in a story. [RI.K.3] I can talk about how two ideas are connected in a story. [RI.K.3] I can talk about how two pieces of information are connected in a story. [RI.K.3] (cause/effect)	
CC.K.R.I.4 Craft and Structure: With prompting and support, ask and answer questions about unknown words in a text.	With help, I can ask and answer questions about words I do not know. [RI.K.4]	
CC.K.R.I.5 Craft and Structure: Identify the front cover, back cover, and title page of a book.	I can find the front cover, back cover, and title page of a book.[RI.K.5]	
CC.K.R.I.6 Craft and Structure: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	I can name the illustrator and what he/she does. I can name the author and what he/she does. [RI.K.6]	
CC.K.R.I.7 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).	I can match pictures to words or sentences. [RI.K.7]	
CC.K.R.I.8 Integration of Knowledge and Ideas: With prompting and support, identify the reasons an author gives to support points in a text.	I can tell why the author wrote this story. [RI.K.8]	
CC.K.R.I.9 Integration of Knowledge and Ideas: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	I can tell what is the same and different about two stories. [RI.K.9]	
CC.K.R.I.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.	I can share my ideas and listen to the ideas of others. [RI.K.10]	
Reading Fundamentals		
CC.K.R.F.1 Print Concepts: Demonstrate understanding of the organization and basic features of print.		
CC.K.R.F.1.a Print Concepts: Follow words from left to right, top to bottom, and page by page.	I can read words left to right and top to bottom. [RF.K.1.a]	
CC.K.R.F.1.b Print Concepts: Recognize that spoken words are represented in written language by specific sequences of letters.	I know that letters make words and words make sentences. [RF.K.1.b]	
CC.K.R.F.1.c Print Concepts: Understand that words are separated by spaces in print.	I know that words need a space between them. [RF.K.1.c]	

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CC.K.R.F.1.d Print Concepts: Recognize and name all upper- and lowercase letters of the alphabet.	I can name all of the capital letters and lower case letters. [RF.K.1.d]	
CC.K.R.F.2 Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
CC.K.R.F.2.a Phonological Awareness: Recognize and produce rhyming words.	I can identify rhyming words and give examples of them. [RF.K.2.a]	
CC.K.R.F.2.b Phonological Awareness: Count, pronounce, blend, and segment syllables in spoken words.	I can count syllables of words. [RF.K.2.b]	
CC.K.R.F.2.c Phonological Awareness: Blend and segment onsets and rimes of single-syllable spoken words.	I can blend sounds to make words. [RF.K.2.c]	
CC.K.R.F.2.d Phonological Awareness: d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.*(This does not include CVCs ending with /l/, /r/, or /x/.)	I can identify and compare beginning, middle, and ending sounds in words. [RF.K.2.d]	
CC.K.R.F.2.e Phonological Awareness: Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I can change letters in words to make new words. [RF.K.2.e]	
CC.K.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.		
CC.K.R.F.3.a Phonics and Word Recognition: Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.	I can see a letter and know the sound it makes. [RF.K.3.a]	
CC.K.R.F.3.b Phonics and Word Recognition: Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	I can say the long and short sounds of each vowel. [RF.K.3.b]	
CC.K.R.F.3.c Phonics and Word Recognition: Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).	I can read words like: the, of, to, you, she, my, is, are, do, and does. [RF.K.3c]	
CC.K.R.F.3.d Phonics and Word Recognition: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	I can look at two words that have a similar spelling and find letters or hear sounds that are different. [RF.K.3d]	
CC.K.R.F.4 Fluency: Read emergent-reader texts with purpose and understanding.	I can read and understand books. [RF.K.4]	
Writing		
CC.K.W.1 Text Types and Purposes: 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 . . .).	I can write what I think about a story with pictures and words.[W.K.1]	
CC.K.W.2 Text Types and Purposes: 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.	I can write about a story with pictures and words.[W.K.2]	

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CC.K.W.3 Text Types and Purposes: 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.	I can share a story by writing or drawing the events in order and how it made me feel. [W.K.3]	
CC.K.W.5 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.	I can answer questions others ask me about my writing. [W.K.5] I can listen to others' ideas about my writing. [W.K.5] I can add details to my stories if asked to do so. [W.K.5] I can help others understand what it is I am writing about by talking with th	
CC.K.W.6 Production and Distribution of Writing: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	I can use a computer to type what I write. [W.K.6] I can share my writing with others using a computer. [W.K.6]	
CC.K.W.7 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).	I can read two or more books by the same author. [W.K.7] I can share my opinion about an author after reading two or more books written by him or her. [W.K.7] I can read two or more books about the same topic. [W.K.7] I can share my opinion about a topic	
CC.K.W.8 Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	I can retell something that happened to me with details. [W.K.8] I can look at a website to answer questions. [W.K.8] With my teacher's help, I can use basic graphic organizers. [W.K.8]	
CC.K.W.1 Text Types and Purposes: 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 . . .).	I can write what I think about a story with pictures and words.[W.K.1]	
Speaking and Listening		
CC.K.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.		
CC.K.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	I can follow rules when speaking with others. [SL.K.1]	
CC.K.SL.1.b Comprehension and Collaboration: Continue a conversation through multiple exchanges.	I can speak and share my ideas. [SL.K.1] I can listen to what others say and reply to them. [SL.K.1]	
CC.K.SL.2 Comprehension and Collaboration: 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.	I can ask and answer questions. [SL.K.2] I can ask the question in a different way. [SL.K.2]	
CC.K.SL.3 Comprehension and Collaboration: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	I can ask questions if I'm confused about something. [SL.K.3]	

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CC.K.SL.4 Presentation of Knowledge and Ideas: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	I can tell about people, places, things, events, and actions with details. [SL.K.4]	
CC.K.SL.5 Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions as desired to provide additional detail.	I can draw my ideas, thoughts, or feelings. [SL.K.5]	
CC.K.SL.6 Presentation of Knowledge and Ideas: Speak audibly and express thoughts, feelings, and ideas clearly.	I can speak loudly so that others may hear. [SL.K.6] I can talk about my thoughts, feelings, and ideas clearly. [SL.K.6]	
Language		
CC.K.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
CC.K.L.1.a Conventions of Standard English: Print many upper- and lowercase letters.	I can print many upper- and lowercase letters. [L.K.1]	
CC.K.L.1.b Conventions of Standard English: Use frequently occurring nouns and verbs.	I can describe what nouns and verbs are. [L.K.1] I can use nouns and verbs. [L.K.1]	
CC.K.L.1.c Conventions of Standard English: Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	I can add an -s or -es to a word to describe when there is more than one. [L.K.1]	
CC.K.L.1.d Conventions of Standard English: Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	I can ask questions using the words who, what, where, why, when, and how. [L.K.1]	
CC.K.L.1.e Conventions of Standard English: Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	I can use words like to, from, in, out, on, off, for of, by, and with. [L.K.1]	
CC.K.L.1.f Conventions of Standard English: Produce and expand complete sentences in shared language activities.	I can write sentences with others. [L.K.1]	
CC.K.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
CC.K.L.2.a Conventions of Standard English: Capitalize the first word in a sentence and the pronoun I.	I can capitalize the first word in a sentence and the pronoun I. [L.K.2]	
CC.K.L.2.b Conventions of Standard English: Recognize and name end punctuation.	I can find punctuation marks at the end of a sentence. [L.K.2] I can say which punctuation mark is at the end of a sentence. [L.K.2]	
CC.K.L.2.c Conventions of Standard English: Write a letter or letters for most consonant and short-vowel sounds (phonemes).	I can write letters and know their sounds. [L.K.2]	
CC.K.L.2.d Conventions of Standard English: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	I can sound out short words and spell them. [L.K.2]	
CC.K.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.		

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CC.K.L.4.a Vocabulary Acquisition and Use: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	I know that some words have more than one meaning. [L.K.4] I can use a sentence or other book to find the meaning of a word. [L.K.4]	
CC.K.L.4.b Vocabulary Acquisition and Use: 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.	I can understand different versions of the same word such as look, looks, looking, and looked. [L.K.4]	
CC.K.L.5 Vocabulary Acquisition and Use: With guidance and support from adults, explore word relationships and nuances in word meanings.		
CC.K.L.5.a Vocabulary Acquisition and Use: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	I can put words into groups/categories. [L.K.5]	
CC.K.L.5.b Vocabulary Acquisition and Use: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	I can pick the opposite of a word. [L.K.5]	
CC.K.L.5.c Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., note places at school that are colorful).	I can give real-world examples of words. [L.K.5]	
CC.K.L.5.d Vocabulary Acquisition and Use: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	I can tell how similar verbs like walk, march, run have slightly different meanings. [L.K.5]	
CC.K.L.6 Vocabulary Acquisition and Use: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	I can learn new words that have to do with what the class is learning about. [L.K.6] I can listen when someone reads to me and learn new words. [L.K.6] I can read a story and learn new words in it. [L.K.6]	