

COMMON CORE STATE STANDARDS: GRADE-LEVEL ALIGNMENTS

Kindergarten

Reading: Foundational Skills	Assessment	Instruction
<p>Print Concepts</p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>Pre-A Reading Assessment: Print Concepts (TG p. 52; AFB p. 56)</p> <p>Pre-A Reading Assessment: Uppercase and Lowercase Letter Recognition (TG p. 48; AFB p. 54)</p>	<p>Guided Reading Lesson Plans:</p> <p>Pre-A Lesson Plan (TG pp. 120–123; pp. 181–182)</p> <p>Tracing the Alphabet Book (TG p. 124)</p>
<p>Phonological Awareness</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>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/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>Pre-A Reading Assessment: Phonemic Awareness (TG p. 50; AFB p. 55)</p>	<p>Guided Reading Lesson Plans:</p> <p>Pre-A (TG pp. 120–123; pp. 181–182)</p>
<p>Phonics and Word Recognition</p> <p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>Pre-A Reading Assessment: Sound Knowledge (TG p. 49; AFB p. 55)</p> <p>Developmental Word Knowledge Inventory (TG pp. 32–37; AFB pp. 17–23)</p>	<p>Guided Reading Lesson Plans:</p> <p>Pre-A (TG pp. 120–123; pp. 181–182)</p> <p>Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p>
<p>Fluency</p> <p>RF.K.4. Read emergent-reader texts with purpose and understanding.</p>	<p>Reading Assessment Conference: Fluency Rating (TG p. 61)</p>	<p>Guided Reading Lesson Plans:</p> <p>Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p>
Reading: Informational Text	Assessment	Instruction
<p>Key Ideas and Details</p> <p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans:</p> <p>Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p>

<p>Craft and Structure</p> <p>RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p>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.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186) Early (TG pp. 146–150; p. 190)</p>
<p>Integration of Knowledge and Ideas</p> <p>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).</p> <p>RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186) Early (TG pp. 146–150; p. 190)</p>
<p>Range of Reading and Level of Text Complexity</p> <p>RI.K.10. Actively engage in group reading activities with purpose and understanding.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186) Early (TG pp. 146–150; p. 190)</p>
<p>Reading: Literature</p>	<p>Assessment</p>	<p>Instruction</p>
<p>Key Ideas and Details</p> <p>RL.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2. With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186) Early (TG pp. 146–150; p. 190)</p>
<p>Craft and Structure</p> <p>RL.K.4. Ask and answer questions about unknown words in a text.</p> <p>RL.K.5. Recognize common types of texts (e.g., storybooks, poems).</p> <p>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.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186) Early (TG pp. 146–150; p. 190)</p>
<p>Integration of Knowledge and Ideas</p> <p>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).</p>	<p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186) Early (TG pp. 146–150; p. 190) Transitional (TG pp. 158–165; p. 194)</p>
<p>Range of Reading and Level of Text Complexity</p> <p>RL.K.10. Actively engage in group reading activities with purpose and understanding.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186) Early (TG pp. 146–150; p. 190)</p>