

KINDERGARTEN STUDENT CHECKLIST
California Common Core Standards English Language Arts



READING STANDARDS: LITERATURE

<input type="checkbox"/>	Number	Standard							
Key Ideas and Details									
<input type="checkbox"/>	KRL 1.	With prompting and support, ask and answer questions about key details in a text.							
<input type="checkbox"/>	KRL 2.	With prompting and support, retell familiar stories, including key details.							
<input type="checkbox"/>	KRL 3.	With prompting and support, identify characters, settings, and major events in a story.							
Craft and Structure									
<input type="checkbox"/>	KRL 4.	Ask and answer questions about unknown words in a text. <u>(See grade K Language Standards 4-6 in Vocabulary Acquisition and Use for additional expectations.)</u>							
<input type="checkbox"/>	KRL 5.	Recognize common types of texts (e.g., storybooks, poems, <u>fantasy, realistic text</u>).							
<input type="checkbox"/>	KRL 6.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.							
Integration of Knowledge and Ideas									
<input type="checkbox"/>	KRL 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).							
<input type="checkbox"/>	KRL 8.	(Not applicable to literature)							
<input type="checkbox"/>	KRL 9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.							
Range of Reading and Level of Text Complexity									
<input type="checkbox"/>	KRL 10.	Actively engage in group reading activities with purpose and understanding.							
<input type="checkbox"/>	KRL 10. a	<u>Activate prior knowledge related to the information and events in texts.</u>							
<input type="checkbox"/>	KRL 10. b	<u>Use illustrations and context to make predictions about text.</u>							



READING STANDARDS: INFORMATIONAL TEXT

<input type="checkbox"/>	Number	Standard							
Key Ideas and Details									
<input type="checkbox"/>	KRI 1.	With prompting and support, ask and answer questions about key details in a text.							
<input type="checkbox"/>	KRI 2.	With prompting and support, identify the main topic and retell key details of a text.							
<input type="checkbox"/>	KRI 3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.							
Craft and Structure									
<input type="checkbox"/>	KRI 4.	With prompting and support, ask and answer questions about unknown words in a text. <u>(See grade K Language Standards 4-6 in for additional expectations.)</u>							
<input type="checkbox"/>	KRI 5.	Identify the front cover, back cover, and title page of a book.							
<input type="checkbox"/>	KRI 6.	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.							
Integration of Knowledge and Ideas									
<input type="checkbox"/>	KRI 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).							
<input type="checkbox"/>	KRI 8.	With prompting and support, identify the reasons an author gives to support points in a text.							
<input type="checkbox"/>	KRI 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).							
Range of Reading and Level of Text Complexity									
<input type="checkbox"/>	KRI 10.	Actively engage in group reading activities with purpose and understanding.							
<input type="checkbox"/>	KRI 10.a	<u>Activate prior knowledge related to the information and events in texts.</u>							
<input type="checkbox"/>	KRI 10.b	<u>Use illustrations and context to make predictions about text.</u>							



FOUNDATIONAL SKILLS STANDARDS

<input type="checkbox"/>	Number	Standard							
Print Concepts									
<input type="checkbox"/>	KRF 1	Demonstrate understanding of the organization and basic features of print.							
<input type="checkbox"/>	KRF 1a.	Follow words from left to right, top to bottom, and page by page.							
<input type="checkbox"/>	KRF 1b.	Recognize that spoken words are represented in written language by specific sequences of letters.							
<input type="checkbox"/>	KRF 1c.	Understand that words are separated by spaces in print.							
<input type="checkbox"/>	KRF 1d.	Recognize and name all upper- and lowercase letters of the alphabet.							
Phonological Awareness									
<input type="checkbox"/>	KRF 2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).							
<input type="checkbox"/>	KRF 2a.	Recognize and produce rhyming words.							
<input type="checkbox"/>	KRF 2b.	Count, pronounce, blend, and segment syllables in spoken words.							
<input type="checkbox"/>	KRF 2c.	Blend and segment onsets and rimes of single-syllable spoken words.							
<input type="checkbox"/>	KRF 2d.	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/.)							
<input type="checkbox"/>	KRF 2e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.							
<input type="checkbox"/>	KRF 2f.	<u>Blend two to three phonemes into recognizable words.</u>							
Phonics and Word Recognition									
<input type="checkbox"/>	KRF 3	Know and apply grade-level phonics and word analysis skills in decoding words <u>both in isolation and in text.</u>							
<input type="checkbox"/>	KRF 3a.	Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.							
<input type="checkbox"/>	KRF 3b.	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. <u>(Identify which letters represent the five major vowels (Aa, Ee, Ii, Oo, Uu) and know the long and short of each vowel. More complex long vowel graphemes and spellings are targeted in Grade 1 phonics standards.)</u>							
<input type="checkbox"/>	KRF 3c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).							
<input type="checkbox"/>	KRF 3d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.							
Fluency									
<input type="checkbox"/>	KRF 4	Read emergent-reader texts with purpose and understanding.							

Opinion/Argument



WRITING STANDARDS: OPINION/ARGUMENT WRITING

Text Types and Purposes								
<input type="checkbox"/>	KW 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>).						

Informative/Explanatory



WRITING STANDARDS: INFORMATIVE/EXPLANATORY WRITING

Text Types and Purposes								
<input type="checkbox"/>	KW 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.						

Narrative



WRITING STANDARDS: NARRATIVE WRITING

Text Types and Purposes								
<input type="checkbox"/>	KW 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.						

Opinion/Argument Informative/Explanatory Narrative



WRITING STANDARDS: ALL GENRES

<input type="checkbox"/>	Number	Standard						
Production and Distribution of Writing								
<input type="checkbox"/>	KW 4.	This standard begins in grade 2.						
<input type="checkbox"/>	KW 5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.						
<input type="checkbox"/>	KW 6.	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.						
Research to Build and Present Knowledge								
<input type="checkbox"/>	KW 7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).						
<input type="checkbox"/>	KW 8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.						
<input type="checkbox"/>	KW 9.	Standard begins in grade 4.						
Range of Writing								
<input type="checkbox"/>	KW 10.	Standard begins in grade 2.						

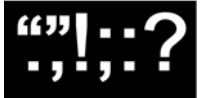
Speaking & Listening



SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration								
<input type="checkbox"/>	KSL 1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.						
<input type="checkbox"/>	KSL 1a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).						
<input type="checkbox"/>	KSL 1b.	Continue a conversation through multiple exchanges.						
<input type="checkbox"/>	KSL 2.a	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. <u>Understand and follow one- and two-step oral directions.</u>						
<input type="checkbox"/>	KSL 3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.						
Presentation of Knowledge and Ideas								
<input type="checkbox"/>	KSL 4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.						
<input type="checkbox"/>	KSL 5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.						
<input type="checkbox"/>	KSL 6.	Speak audibly and express thoughts, feelings, and ideas clearly.						

Language



LANGUAGE STANDARDS: CONVENTIONS AND VOCABULARY

Conventions of Standard English								
<input type="checkbox"/>	KL 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
<input type="checkbox"/>	KL 1a.	Print many upper- and lowercase letters.						
<input type="checkbox"/>	KL 1b.	Use frequently occurring nouns and verbs.						
<input type="checkbox"/>	KL 1c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).						
<input type="checkbox"/>	KL 1d.	Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).						
<input type="checkbox"/>	KL 1e.	Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).						
<input type="checkbox"/>	KL 1f.	Produce and expand complete sentences in shared language activities.						
<input type="checkbox"/>	KL 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
<input type="checkbox"/>	KL 2a.	Capitalize the first word in a sentence and the pronoun <i>I</i> .						
<input type="checkbox"/>	KL 2b.	Recognize and name end punctuation.						
<input type="checkbox"/>	KL 2c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).						
<input type="checkbox"/>	KL 2d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.						
Knowledge of Language								
<input type="checkbox"/>	KL 3	This standard is not applicable to first grade (begins in grade 2).						
Vocabulary Acquisition and Use								
<input type="checkbox"/>	KL 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.						
<input type="checkbox"/>	KL 4a.	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>).						
<input type="checkbox"/>	KL 4b.	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.						
<input type="checkbox"/>	KL 5	With guidance and support from adults, explore word relationships and nuances in word meanings.						
<input type="checkbox"/>	KL 5a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.						
<input type="checkbox"/>	KL 5b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).						
<input type="checkbox"/>	KL 5c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).						
<input type="checkbox"/>	KL 5d.	Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.						
<input type="checkbox"/>	KL 6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.						