

STRAND	STANDARD	COMMON CORE STATE STANDARDS — KINDERGARTEN (Standards highlighted in gray are ongoing standards to be covered each quarter. These standards are not reflected in the Curriculum Map.)
READING FOR LITERATURE	CC.RL.K.1	Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.
	CC.RL.K.2	Key Ideas and Details: With prompting and support, retell familiar stories, including key details.
	CC.RL.K.3	Key Ideas and Details: With prompting and support, identify characters, settings, and major events in a story.
	CC.RL.K.4	Craft and Structure: Ask and answer questions about unknown words in a text.
	CC.RL.K.5	Craft and Structure: Recognize common types of texts (e.g., storybooks, poems).
	CC.RL.K.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.
	CC.RL.K.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).
	CC.RL.K.9	Integration and Knowledge and Ideas: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
	CC.RL.K.10	Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.
READING FOR INFORMATIONAL TEXT	CC.RI.K.1	Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.
	CC.RI.K.2	Key Ideas and Details: With prompting and support, identify the main topic and retell key details of a text.
	CC.RI.K.3	Key Ideas and Details: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
	CC.RI.K.4	Craft and Structure: With prompting and support, ask and answer questions about unknown words in a text.
	CC.RI.K.5	Craft and Structure: Identify the front cover, back cover, and title page of a book.
	CC.RI.K.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.
	CC.RI.K.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).
	CC.RI.K.8	Integration of Knowledge and Ideas: With prompting and support, identify the reasons an author gives to support points in a text.
	CC.RI.K.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).
	CC.RI.K.10	Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.

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READING: FOUNDATIONAL SKILLS	CC.RF.K.1	Print Concepts: Demonstrate understanding of the organization and basic features of print.
	CC.RF.K.1.a	Print Concepts: Follow words from left to right, top to bottom, and page by page.
	CC.RF.K.1.b	Print Concepts: Recognize that spoken words are represented in written language by specific sequences of letters.
	CC.RF.K.1.c	Print Concepts: Understand that words are separated by spaces in print.
	CC.RF.K.1.d	Print Concepts: Recognize and name all upper- and lowercase letters of the alphabet.
	CC.RF.K.2	Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	CC.RF.K.2.a	Phonological Awareness: Recognize and produce rhyming words.
	CC.RF.K.2.b	Phonological Awareness: Count, pronounce, blend, and segment syllables in spoken words.
	CC.RF.K.2.c	Phonological Awareness: Blend and segment onsets and rimes of single-syllable spoken words.
	CC.RF.K.2.d	Phonological Awareness: 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/.)
	CC.RF.K.2.e	Phonological Awareness: Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
	CC.RF.K.3	Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.
	CC.RF.K.3.a	Phonics and Word Recognition: Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
	CC.RF.K.3.b	Phonics and Word Recognition: Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
	CC.RF.K.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).
	CC.RF.K.3.d	Phonics and Word Recognition: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
	CC.RF.K.4	Fluency: Read emergent-reader texts with purpose and understanding.
WRITING	CC.W.K.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 . . .).
	CC.W.K.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.
	CC.W.K.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.
	CC.W.K.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.
	CC.W.K.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.
	CC.W.K.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).
	CC.W.K.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.

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SPEAKING AND LISTENING	CC.SL.K.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.SL.K.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).
	CC.SL.K.1.b	Comprehension and Collaboration: Continue a conversation through multiple exchanges.
	CC.SL.K.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.
	CC.SL.K.3	Comprehension and Collaboration: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
	CC.SL.K.4	Presentation of Knowledge and Ideas: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
	CC.SL.K.5	Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions as desired to provide additional detail.
	CC.SL.K.6	Presentation of Knowledge and Ideas: Speak audibly and express thoughts, feelings, and ideas clearly.
LANGUAGE	CC.L.K.1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	CC.L.K.1.a	Conventions of Standard English: Print many upper- and lowercase letters.
	CC.L.K.1.b	Conventions of Standard English: Use frequently occurring nouns and verbs.
	CC.L.K.1.c	Conventions of Standard English: Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
	CC.L.K.1.d	Conventions of Standard English: Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
	CC.L.K.1.e	Conventions of Standard English: Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
	CC.L.K.1.f	Conventions of Standard English: Produce and expand complete sentences in shared language activities.
	CC.L.K.2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	CC.L.K.2.a	Conventions of Standard English: Capitalize the first word in a sentence and the pronoun I.
	CC.L.K.2.b	Conventions of Standard English: Recognize and name end punctuation.
	CC.L.K.2.c	Conventions of Standard English: Write a letter or letters for most consonant and short-vowel sounds (phonemes).
	CC.L.K.2.d	Conventions of Standard English: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
	CC.L.K.4	Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
	CC.L.K.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).
	CC.L.K.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.
	CC.L.K.5	Vocabulary Acquisition and Use: With guidance and support from adults, explore word relationships and nuances in word meanings.
	CC.L.K.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.
	CC.L.K.5.b	Vocabulary Acquisition and Use: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
	CC.L.K.5.c	Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., note places at school that are colorful).
	CC.L.K.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.
	CC.L.K.6	Vocabulary Acquisition and Use: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.