

Kindergarten Common Core Language Arts Standards

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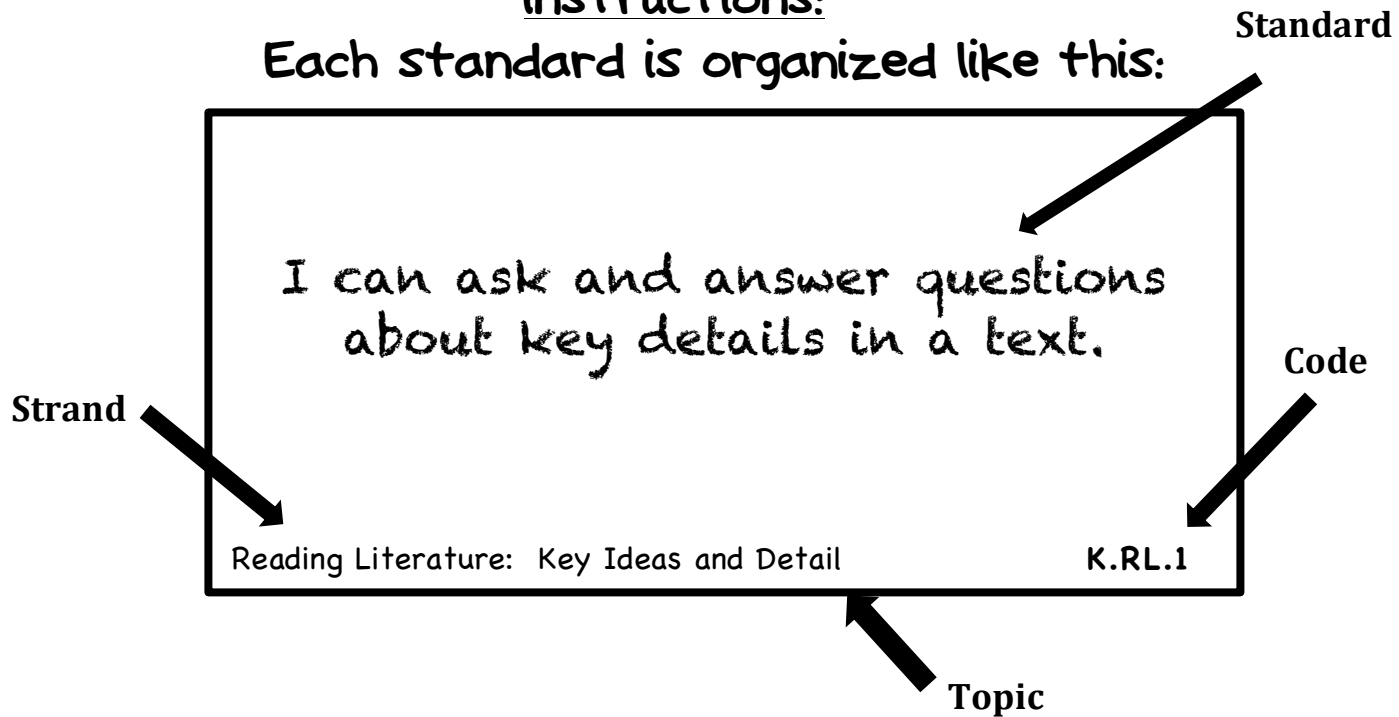
I hope that you find this resource useful in your classroom. I am also offering my Common Core Math Standards Posters for FREE.

Become one of my BLOG followers at: kindergartenkidsatplay.blogspot.com and leave me your email address in a comment, then I will send you the file personally! Thanks for downloading!

Sincerely,
Kindergarten Kids At Play

Instructions:

Each standard is organized like this:



Displaying and Organizing the Standards:

There are several ways you can display your standards. I prefer to print each standard and put them in sheet protectors. It makes it easy to organize in a binder. Another option is to laminate each standard. I have included subject headers that go with the standards. I usually place these on the board and have the students recite the standards before we begin our lessons.

I can ask and
answer questions
about key
details in a text.



I can retell
familiar stories,
including key
details.



I can identify
characters,
settings, and
major events in
a story.



I can ask
and answer
questions
about unknown
words in a text.



I can recognize
common types
of texts.

e.g., storybooks, poems.



I can name the
author and
illustrator of a
story and tell you
their role.



Reading Literature: Craft and Structure

K.RL.6

I can describe
the relationship
between
illustrations and
the story.



I can compare
and contrast the
adventures and
experiences of
characters in
familiar stories.



I can actively
engage in group
reading activities
with purpose and
understanding.



Reading Literature: Range of Reading and Level of Text Complexity K.RL.10

I can ask and
answer questions
about key
details in a text.



Reading Informational: Key Ideas and Details

K.RI.1

I can identify
the main topic
and retell key
details of a
text.



I can describe the connection between two individuals, events, ideas, or pieces of information in a text.



I can ask and
answer
questions about
unknown words
in a text.



Reading Informational: Craft and structure

K.RI.4

I can identify
the front
cover, back
cover, and title
page of a
book.



It can name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.



Reading Informational: Craft and Structure

K.RI.6

I can 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.

Reading Informational: Integration of knowledge and ideas

K.RI.7

I can identify
the reasons an
author gives to
support points
in a text.



I can identify basic similarities in and differences between two texts on the same topic.



e.g., in illustrations, descriptions, or procedures.

Reading Informational: Integration of knowledge and ideas

K.RI.9

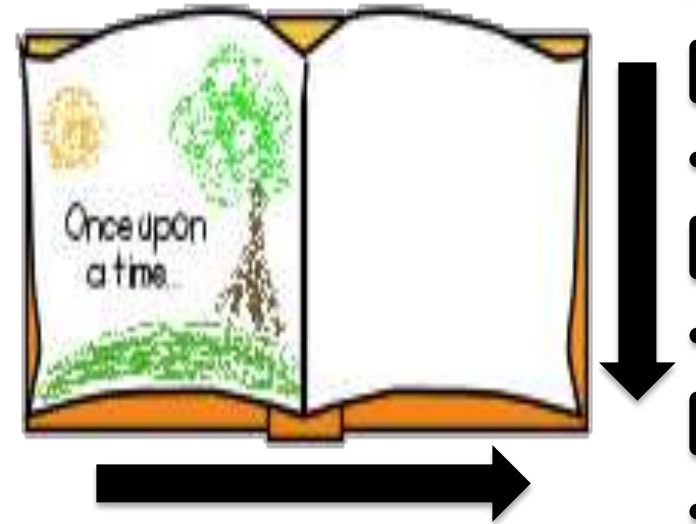
I can actively
engage in group
reading
activities with
purpose and
understanding.



Reading Informational: Range of Reading and Level of Text Complexity K.RI.10

- Demonstrate understanding of the organization and basic features of print.

I can follow
words from
left to right,
top to bottom,
and page by
page.



Demonstrate understanding of the organization and basic features of print.

I can recognize that
spoken words are
represented in
written language
by specific
sequences of letters.



Reading Foundational: Print Concepts

K.RF. 1b

Demonstrate understanding of the organization and basic features of print.

I can
understand
that words are
separated by
spaces in print.

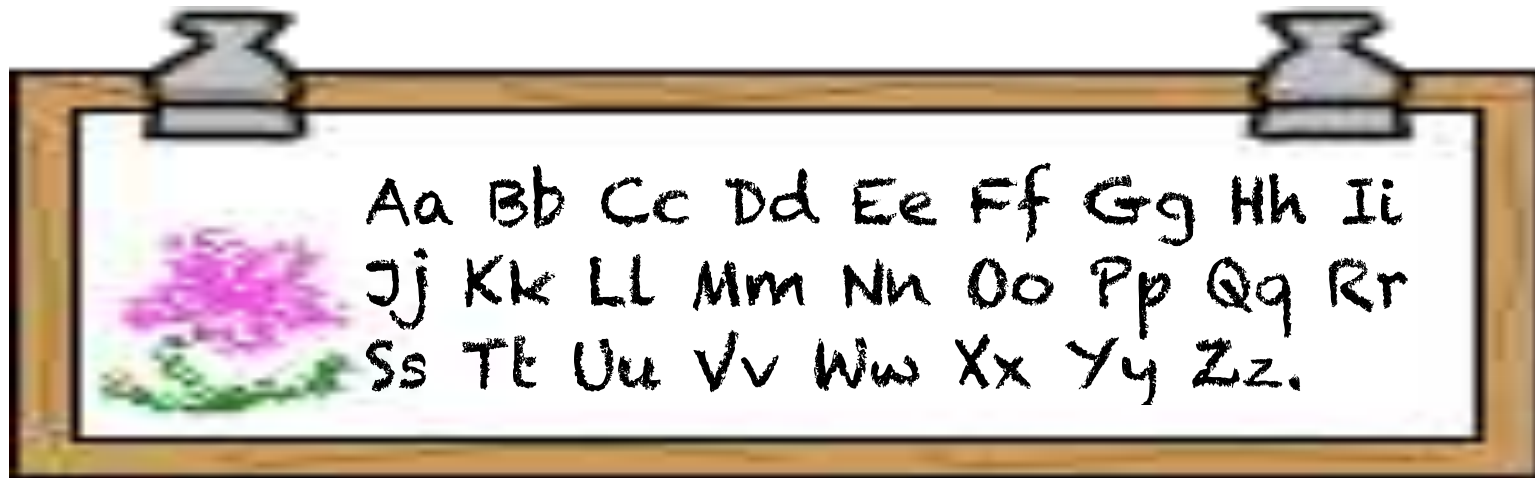


Reading Foundational: Print Concepts

K.RF.1c

- Demonstrate understanding of the organization and basic features of print.

I can recognize and name
all upper- and lowercase
letters of the alphabet.



Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

I can
recognize and
produce
rhyming
words.

Hat Bat
Sit Hit
Map Tap
Sip Lip



Reading Foundational: Phonological Awareness K.RF. 2a

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

I can count,
pronounce, blend,
and segment
syllables in
spoken words.

/c/a/t/ 3 sounds
/Di/no/saur/
3 syllables
/d/o/g/= dog



Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

I can blend and
segment onsets
and rimes of
single-syllable
spoken words.

/c/-/at/ = cat
/d/-/og/ = dog
map = /m/-/ap/
mat = /m/-/at/



Reading Foundational: Phonological Awareness K.RF. 2c

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

I can isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme CVC words.



/p/i/g/

Reading Foundational: Phonological Awareness K.RF. 2d

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

I can add or substitute

Cat Bat
Rat Sat
Mat Pat

individual sounds in simple, one-syllable words to make new words.



Reading Foundational: Phonological Awareness K.RF. 2e

Know and apply grade-level phonics and word analysis skills in decoding words.

I can demonstrate
basic knowledge of
letter-sounds by
producing the
primary sound for
each consonant.



Reading Foundational: Phonics and Word Recognition K.RF. 3a

Know and apply grade-level phonics and word analysis skills in decoding words.

I can associate
the long and short
sounds with the
common spellings
for the five
major vowels.

A E I O U
Go
Vowels!



Reading Foundational: Phonics and Word Recognition K.RF. 3b

Know and apply grade-level phonics and word analysis skills in decoding words.

I can read
common high-
frequency words
by sight.



e.g., the. of. to, you, she. my, is, are.
do, does.

Reading Foundational: Phonics and Word Recognition K.RF. 3c

Know and apply grade-level phonics and word analysis skills in decoding words.

I can distinguish
between similarly
spelled words by
identifying the
sounds of the
letters that differ.



Reading Foundational: Phonics and Word Recognition K.RF. 3d

I can read
emergent-reader
texts with
purpose and
understanding.



I can use drawing, dictating,
and writing to compose an
opinion piece in which I tell
the reader the topic or
the name of the book I
am writing about and
state an opinion about
the topic or the book.



e.g., My favorite book is . . .

I can use drawing,
dictating and writing
to compose
informative/explanatory
texts in which I name
what I am writing about
and supply some
information about the
topic.



I can use 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 respond to questions and suggestions from peers and add details to strengthen writing as needed.



I can explore a variety of digital tools to produce and publish writing, including in collaboration with peers.



I can participate
in shared
research
and writing
projects.



e.g., explore a number of books by a favorite author and express opinions about them.

Writing: Research to Build and Present Knowledge

K.W. 7

I can recall
information from
experiences or
gather information
from provided
sources to answer
a question.



- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

I can follow
agreed-upon
rules for
discussions.

e.g., listening to others and taking
turns speaking about the topics and
texts under discussion.



Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

I can continue a conversation through multiple exchanges.



Speaking and Listening: Comprehension and Collaboration

K.SL. 1b

I can confirm my understanding by asking and answering questions about key details and requesting clarification if something is not understood.



I can ask and
answer questions in
order to seek help,
get information,
or clarify
something that is
not understood.



I can describe
familiar people,
places, things, and
events and, with
prompting and
support, provide
additional detail.



I can add drawings
or other visual
displays to
descriptions as
desired to provide
additional detail.

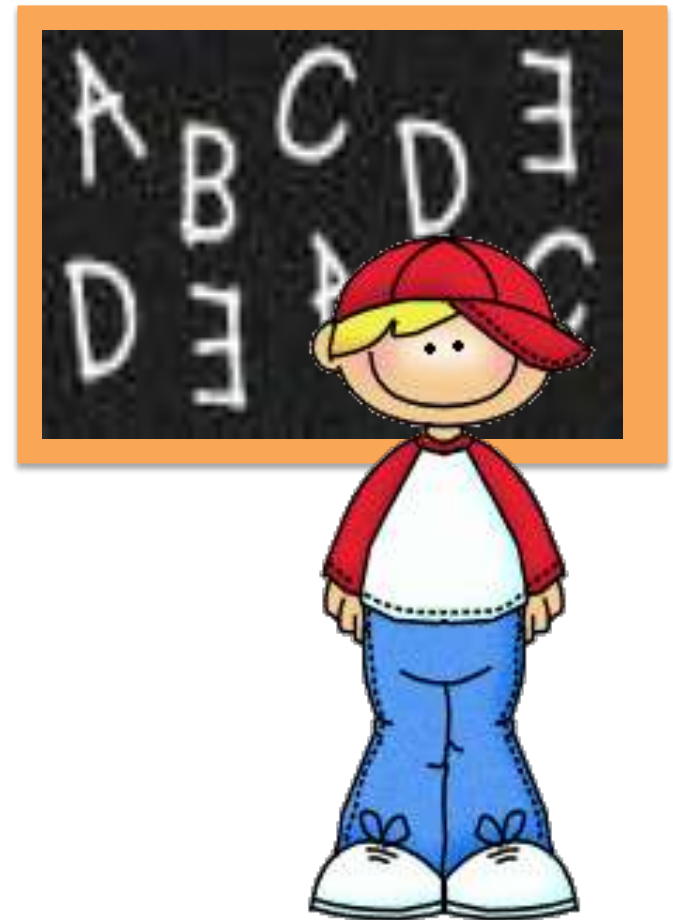


I can speak
audibly and
express thoughts,
feelings, and
ideas clearly.



Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

I can print
many upper-
and lowercase
letters.



Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

I can use
frequently
occurring nouns
and verbs.



Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

I can form regular plural nouns orally by adding /s/ or /es/.

e.g., dog. dogs; wish. wishes.



Cows

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

I can understand
and use question
words.

e.g., who, what, where, when,
why, how.



Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

I can use the
most frequently
occurring
prepositions.

e.g., to, from, in, out, on, off, for,
of, by, with.



Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

I can produce and expand complete sentences in shared language activities.



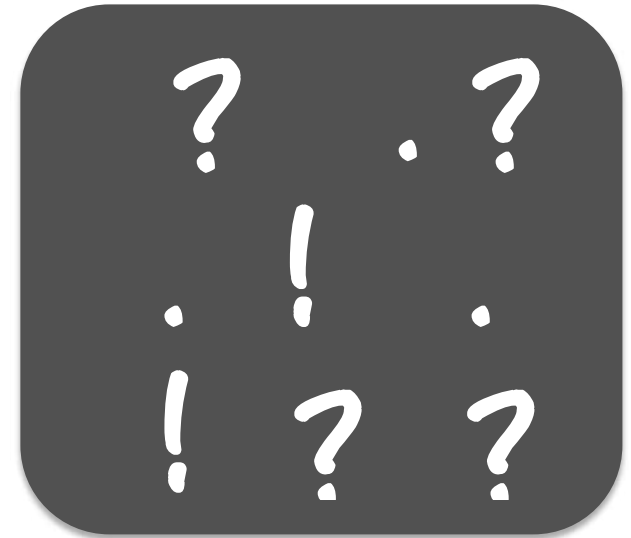
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

I can capitalize
the first word
in a sentence
and the
pronoun I.



Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

I can
recognize and
name end
punctuation.



Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

I can write a letter
or letters for
most consonant
and short-vowel
sounds.



Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

I can spell simple words phonetically, drawing on knowledge of sound-letter relationships.



Hippo

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

I can identify new meanings for familiar words and apply them accurately.



e.g., knowing duck is a bird and learning the verb to duck.

Language: Vocabulary Acquisition and Use

K.L. 4a

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

I can 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.



Hopeful

With guidance and support from adults, explore word relationships and nuances in word meanings.

I can sort
common objects
into categories.

e.g., shapes, foods to gain a sense of
the concepts the categories represent.

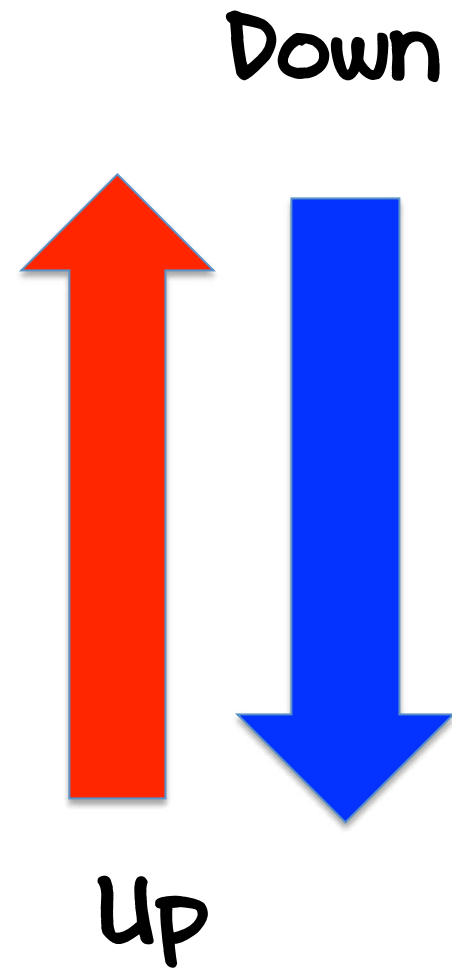


Language: Vocabulary Acquisition and Use

K.L. 5a

With guidance and support from adults, explore word relationships and nuances in word meanings.

I can demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.



With guidance and support from adults, explore word relationships and nuances in word meanings.

I can identify real-life connections between words and their use

e.g., note places at school that are colorful.



Language: Vocabulary Acquisition and Use

K.L. 5c

With guidance and support from adults, explore word relationships and nuances in word meanings.

I can distinguish
shades of meaning
among verbs
describing the same
general action




e.g., walk, march, strut, prance by
acting out the meanings.

Language: Vocabulary Acquisition and Use

K.L. 5d

I can use words and phrases acquired through conversations, reading and being read to, and responding to texts.



A rectangular label template with a purple border of overlapping circles. The text "LANGUAGE ARTS" is centered in a bold, black, distressed font.

LANGUAGE ARTS

Cut and laminate language arts label.