**CCSS ELA – Reading: Literature**

Unpacking the Standards – Grade K

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| **Number** | **STANDARD and CCR Category** | **CONCEPTS**  **Students will know…** | **SKILLS**  **Students will be able to…** |
| 1 | * **Key Ideas and Details:** * [CCSS.ELA-Literacy.RL.K.1](http://www.corestandards.org/ELA-Literacy/RL/K/1/) With prompting and support, ask and answer questions about key details in a text. | Asking Questions  Answering Questions  Key Details | Ask and answer questions from a text with teacher’s help  Know a detail is a part of the story that will help to understand the story  Know that a question needs an answer  Know questions often begin with who, what, where, when, and why and use those words to ask questions  Know text means words that are written  Identify the difference between a question and an answer  Listen to a story and decide which parts best help to understand the story |
| 2 | * **Key Ideas and Details:** * [CCSS.ELA-Literacy.RL.K.2](http://www.corestandards.org/ELA-Literacy/RL/K/2/) With prompting and support, retell familiar stories, including key details. | Retell/Summarize  Sequence of Events (Plot) | Retell stories including key detail with prompting and support  Know key details are a part of the story that helps to understand the story  Know retelling a story includes a beginning, middle and end in order  Listen to a story and decide which parts are the most important to use when retelling a story |
| 3 | * **Key Ideas and Details:** * [CCSS.ELA-Literacy.RL.K.3](http://www.corestandards.org/ELA-Literacy/RL/K/3/) With prompting and support, identify characters, settings, and major events in a story. | Elements of Literature: Characters, Setting, and Major Events in a story | Identify characters, settings, and major events in a story with prompting and support  Know a character is a person or creature in a story  Know the setting is where and when a story takes place  Know a major event is something that happens in a story  Identify characters in a story  Identify the setting of a story  Identify the major events in a story  Know all stories have characters, settings and major events  Use details in a text to identify the main events |
| 4 | **Craft and Structure:**  [CCSS.ELA-Literacy.RL.K.4](http://www.corestandards.org/ELA-Literacy/RL/K/4/) Ask and answer questions about unknown words in a text. | Vocabulary in Context  Word Choice  Ask/Answer Questions | Ask and answer questions about vocabulary/word choice in a text  Know how to ask a question  Know a question has an answer and the answer is a statement  Know the answer to a questions will help understand a story  Understand new words with the help of the words already known and the pictures from a story  Ask and answer questions about an unknown word |
| 5 | * **Craft and Structure:** * [CCSS.ELA-Literacy.RL.K.5](http://www.corestandards.org/ELA-Literacy/RL/K/5/) Recognize common types of texts (e.g., storybooks, poems). | Types of Text  Fiction/Nonfiction | Recognize common types of texts  Know a text is written words that are being read  Know a storybook is a book that tells a story or many stories  Know a poem is a text that has rhythm and something rhyming words  Know rhythm is a pattern of movement or sound  Know rhyming words have the same middle and ending sounds  Know a song is a piece of music that sometimes has words  Know informational text will teach some type of information  Know fiction refers to a text about imaginary events and people  Identify storybooks  Identify poems  Identify songs  Identify informational texts  Identify fiction |
| 6 | * **Craft and Structure:** * [CCSS.ELA-Literacy.RL.K.6](http://www.corestandards.org/ELA-Literacy/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. | Author  Illustrator | Name and define author and illustrator with prompting and support  Know the author is the person who wrote the story  Know the illustrator is the person who made or drew the pictures for the story  Know illustrations are pictures that match the meaning of words the author has written  Explain that an author tells the story through the words that he or she writes  Explain that an illustrators helps tell the story by making pictures |
| 7 | **Integration of Knowledge and Ideas:**  [CCSS.ELA-Literacy.RL.K.7](http://www.corestandards.org/ELA-Literacy/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). | Illustrations  Story Events | Match the illustrations of a text to the events in the story they depict  Know pictures help tell a story  Identify the illustration that describes a specific event in the text  Explain how pictures help to understand a story |
| 8 | * **(RL.K.8 not applicable to literature)** |  |  |
| 9 | * **Integration of Knowledge and Ideas:** * [CCSS.ELA-Literacy.RL.K.9](http://www.corestandards.org/ELA-Literacy/RL/K/9/) With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | Characters  Compare/Contrast | Compare and contrast the adventures and experiences of characters  Know a character is a person or creature in a story  Know an adventure or experience is an exciting the character participate in  Know two adventures or experiences can be shown to be similar or difference (compare/contrast)  Know characters’ adventures or experiences can be compared and contrasted between stories |
| 10 | **Range of Reading and Level of Text Complexity:**  [CCSS.ELA-Literacy.RL.K.10](http://www.corestandards.org/ELA-Literacy/RL/K/10/) Actively engage in group reading activities with purpose and understanding. | Fluency  Comprehension | Read grade appropriate texts across multiple genres in groups with purpose and understanding  Read with fluency and accuracy  Read and comprehend at a K grade level (in groups and independently) |

**CCSS ELA – Reading: Informational Text**

Unpacking the Standards – Grade K

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| **Number** | **STANDARD and CCR Category** | **CONCEPTS**  **Students will know…** | **SKILLS**  **Students will be able to…** |
| 1 | **Key Ideas and Details:**  [CCSS.ELA-Literacy.RI.K.1](http://www.corestandards.org/ELA-Literacy/RI/K/1/) With prompting and support, ask and answer questions about key details in a text. | Ask/Answer Questions  Key Details  Informational Text | Know a detail is a piece of information that helps with the understanding of an informational text  Know a question needs an answer  Know that text refers to the written word  Know how to create a question  Know how to answer a question  Find details in informational text to support an answer  Know the difference between a question and a statement |
| 2 | **Key Ideas and Details:**  [CCSS.ELA-Literacy.RI.K.2](http://www.corestandards.org/ELA-Literacy/RI/K/2/) With prompting and support, identify the main topic and retell key details of a text. | Main Idea  Key Details  Sequence of Events | Know that the main topic is what an informational text is mostly about  Know that a key detail is a piece of information that will help to understand the text  Decide which parts of an informational text are the most important  Pick out the main topic of a text  Retell key details of an informational text  Put key details in sequential order |
| 3 | **Key Ideas and Details:**  [CCSS.ELA-Literacy.RI.K.3](http://www.corestandards.org/ELA-Literacy/RI/K/3/) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | Making Connections (text-to-text, text-to-self, text-to-world) | Know that a connection is a relationship between two parts  Identify individuals, events, ideas and pieces of information in a text  Know that an author sometimes makes connections between two individuals, events, ideas or pieces of information in a text  Describe how two individuals, events, ideas or pieces of information in a text are connected |
| 4 | **Craft and Structure:**  [CCSS.ELA-Literacy.RI.K.4](http://www.corestandards.org/ELA-Literacy/RI/K/4/) With prompting and support, ask and answer questions about unknown words in a text. | Ask/Answer Questions  Prior Knowledge | Know how to ask a questions  Know a question has an answer and the answer is a statement  Know the answer to a question will help to understand a text  Understand new words with the help of the words already known and the pictures from the text  Ask and answer questions about an unknown word |
| 5 | **Craft and Structure:**  [CCSS.ELA-Literacy.RI.K.5](http://www.corestandards.org/ELA-Literacy/RI/K/5/) Identify the front cover, back cover, and title page of a book. | Text features  Elements of a Book | Know a book is a written or printed work consisting of many bound pages  Know a book has a covering that protects the pages and binds the pages together  Know the front cover of the book is located on the front of the book  Know a book has a back cover located on the back of the book  Identify the front cover of a book  Identify the back cover of a book  Know that a title page is at the front of the book and contains the title, author and publisher |
| 6 | **Craft and Structure:**  [CCSS.ELA-Literacy.RI.K.6](http://www.corestandards.org/ELA-Literacy/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. |  | Know the author is the person who writes the words of a text  Know an illustrator is the person who makes or draws the pictures for a text  Know that illustrations are pictures that provide information or ideas in a text  Know the words and the illustrations work together to give information   * Explain how the words and the illustrations work together to give information |
| 7 | **Integration of Knowledge and Ideas:**  [CCSS.ELA-Literacy.RI.K.7](http://www.corestandards.org/ELA-Literacy/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). | Illustrations  Text Features | Know illustrations, including photographs and drawings, help to understand informational text  Explain how illustrations help to understand the people, places, things or ideas in informational text |
| 8 | **Integration of Knowledge and Ideas:**  [CCSS.ELA-Literacy.RI.K.8](http://www.corestandards.org/ELA-Literacy/RI/K/8/) With prompting and support, identify the reasons an author gives to support points in a text. | Points  Reasons  Support  Author’s Purpose | Know points are pieces of information an author gives the reader  Know authors provide reasons to support their points  Identify the reasons an author gives to support points in a text  Explain how the author gives support for their points |
| 9 | **Integration of Knowledge and Ideas:**  [CCSS.ELA-Literacy.RI.K.9](http://www.corestandards.org/ELA-Literacy/RI/K/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). | Similarities/Differences  Compare/Contrast  Text Features | Know similarities are the ways in which two or more things are alike  Know differences are the ways in which two or more things are not alike  Know illustrations are pictures and diagrams that support the ideas in informational text  Know descriptions in information text are words that describe ideas or things  Know procedures are steps that go in order to do or make things  Identify similarities and differences between two informational texts  Identify similarities and differences between two informational texts on the same topic using descriptions in the text  Identify similarities and differences between two informational texts on the same topic using procedures listed in the text |
| 10 | **Range of Reading and Level of Text Complexity:**  [CCSS.ELA-Literacy.RI.K.10](http://www.corestandards.org/ELA-Literacy/RI/K/10/) Actively engage in group reading activities with purpose and understanding. | Fluency  Comprehension | Read grade appropriate texts across multiple genres in groups with purpose and understanding  Read with fluency and accuracy  Read and comprehend at a K grade level (in groups and independently) |

**CCSS ELA – Reading: Foundational Skills**

Unpacking the Standards – Grade K

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| **Number** | **STANDARD and CCR Category** | **CONCEPTS**  **Students will know…** | **SKILLS**  **Students will be able to…** |
| 1 | **Print Concepts:**  [CCSS.ELA-Literacy.RF.K.1](http://www.corestandards.org/ELA-Literacy/RF/K/1/) Demonstrate understanding of the organization and basic features of print.   * [CCSS.ELA-Literacy.RF.K.1a](http://www.corestandards.org/ELA-Literacy/RF/K/1/a/) Follow words from left to right, top to bottom, and page by page. * [CCSS.ELA-Literacy.RF.K.1b](http://www.corestandards.org/ELA-Literacy/RF/K/1/b/) Recognize that spoken words are represented in written language by specific sequences of letters. * [CCSS.ELA-Literacy.RF.K.1c](http://www.corestandards.org/ELA-Literacy/RF/K/1/c/) Understand that words are separated by spaces in print. * [CCSS.ELA-Literacy.RF.K.1d](http://www.corestandards.org/ELA-Literacy/RF/K/1/d/) Recognize and name all upper- and lowercase letters of the alphabet. | Tracking  Phoneme (spoken sounds) Grapheme (letters)  Organization of text  Physical structure of text  Alphabet | 1a:   * Identify a word * Find the print on a page * Track words in print * Track print from left to right * Track print from top to bottom * Track print by page number * Track print page by page * Show tracking of words from left to right with a finger * Show tracking of words from top to bottom with a finger * Show tracking of words from page to page with a finger   1b:   * Combine sounds to make words * Know sounds are represented by letters * Know the order of the letters * Know the order of letters in a word matter   1c:   * Identify a word * Know there are spaces between words   1d:   * Recognize all uppercase letters of the alphabet * Recognize all lowercase letters of the alphabet * Sat the names of all uppercase letters * Say the names of all lowercase letters |
| 2 | * **Phonological Awareness:** * [CCSS.ELA-Literacy.RF.K.2](http://www.corestandards.org/ELA-Literacy/RF/K/2/) Demonstrate understanding of spoken words, syllables, and sounds (phonemes). * [CCSS.ELA-Literacy.RF.K.2a](http://www.corestandards.org/ELA-Literacy/RF/K/2/a/) Recognize and produce rhyming words. * [CCSS.ELA-Literacy.RF.K.2b](http://www.corestandards.org/ELA-Literacy/RF/K/2/b/) Count, pronounce, blend, and segment syllables in spoken words. * [CCSS.ELA-Literacy.RF.K.2c](http://www.corestandards.org/ELA-Literacy/RF/K/2/c/) Blend and segment onsets and rimes of single-syllable spoken words. * [CCSS.ELA-Literacy.RF.K.2d](http://www.corestandards.org/ELA-Literacy/RF/K/2/d/) 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/.) * [CCSS.ELA-Literacy.RF.K.2e](http://www.corestandards.org/ELA-Literacy/RF/K/2/e/) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | Rhyming Words  Word Study  Blend  Segment  Syllable  Blend  Syllable: onset and rime  Syllable  Letter-sound correspondence  Word Patterns  Phonemic Awareness | 2a:   * Know what the word “same” means * Know what the word “different” means * Know rhyming words end with the same sounds * Identify what words rhyme * Say what words rhyme   2b:   * Know a syllable is a word part * Know a syllable can be said as a unit * Know each syllable has a vowel sound * Know syllables blended together make a word * Know words can be segmented into syllables * Tell the number of syllables in a word * Count syllables in words * Say the syllables in words * Blend syllables to make a word * Break words into syllables   2c:   * Know syllables have two parts; onset and rime * Know onset is the word part that comes before the vowel * Know rimes is the vowel and everything after it * Know how to blend onset and rime to make a word * Know how to segment a word into onset and rime   2d:   * Know words are made up of sounds * Know words can be segmented into sounds * Identify the first sound in a word * Identify the middle vowel sound in a word * Identify the last sound in a word * Say the first sound in a word * Say the middle vowel sound in a word * Say the last sound in a word   2e:   * Know words can be broken into individual sounds * Know adding a sound to a word will make a new word * Know changing one sound in a word will make a new word * Change sounds in a word to make a new word |
| 3 | **Phonics and Word Recognition:**  [CCSS.ELA-Literacy.RF.K.3](http://www.corestandards.org/ELA-Literacy/RF/K/3/) Know and apply grade-level phonics and word analysis skills in decoding words.   * [CCSS.ELA-Literacy.RF.K.3a](http://www.corestandards.org/ELA-Literacy/RF/K/3/a/) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. * [CCSS.ELA-Literacy.RF.K.3b](http://www.corestandards.org/ELA-Literacy/RF/K/3/b/) Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. * [CCSS.ELA-Literacy.RF.K.3c](http://www.corestandards.org/ELA-Literacy/RF/K/3/c/) Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*). * [CCSS.ELA-Literacy.RF.K.3d](http://www.corestandards.org/ELA-Literacy/RF/K/3/d/) Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | Alphabet  Letter Identification  Alphabet  Letter Identification  Vowels  Vowel Sounds  Word Recognition  High Frequency Words  Letter-Sound Correspondence | 3a:   * Know the letters of the alphabet * Know the consonant letters * Know letters make sounds * Match a letter to its sound * Say the sounds that match the consonant letters   3b:   * Know the names of the vowels * Know the five short vowel sounds * Know the five long vowel sounds * Know there are different spellings for sounds   3c:   * Know high frequency words appear often in text * Know high frequency words automatically * Know sight words that cannot always be decoded * Know high frequency words are important for understanding what is read * Read high frequency words   3d:   * Know sounds can be spelled with one or more letters * Know the consonant letter sounds * Know the vowel sounds * Know how to blend sounds in words * Know how to take apart words by sounds * Know the difference between the sounds of two similarly spelled words |
| 4 | **Fluency:**  [CCSS.ELA-Literacy.RF.K.4](http://www.corestandards.org/ELA-Literacy/RF/K/4/) Read emergent-reader texts with purpose and understanding. | Reading for a Purpose  Comprehension  Fluency | Know print has a message  Know there are different reasons for reading  Orally read for a specific purpose  Tell or explain what is read |