**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 QuestionsAnswering QuestionsKey Details  | Ask and answer questions from a text with teacher’s helpKnow a detail is a part of the story that will help to understand the storyKnow that a question needs an answerKnow questions often begin with who, what, where, when, and why and use those words to ask questionsKnow text means words that are writtenIdentify the difference between a question and an answerListen 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/SummarizeSequence of Events (Plot) | Retell stories including key detail with prompting and supportKnow key details are a part of the story that helps to understand the storyKnow retelling a story includes a beginning, middle and end in orderListen 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 supportKnow a character is a person or creature in a storyKnow the setting is where and when a story takes placeKnow a major event is something that happens in a storyIdentify characters in a storyIdentify the setting of a storyIdentify the major events in a storyKnow all stories have characters, settings and major eventsUse 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 ContextWord ChoiceAsk/Answer Questions | Ask and answer questions about vocabulary/word choice in a textKnow how to ask a questionKnow a question has an answer and the answer is a statementKnow the answer to a questions will help understand a storyUnderstand new words with the help of the words already known and the pictures from a storyAsk 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 TextFiction/Nonfiction | Recognize common types of textsKnow a text is written words that are being readKnow a storybook is a book that tells a story or many storiesKnow a poem is a text that has rhythm and something rhyming wordsKnow rhythm is a pattern of movement or soundKnow rhyming words have the same middle and ending soundsKnow a song is a piece of music that sometimes has wordsKnow informational text will teach some type of informationKnow fiction refers to a text about imaginary events and peopleIdentify storybooksIdentify poemsIdentify songsIdentify informational textsIdentify 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.
 | AuthorIllustrator | Name and define author and illustrator with prompting and supportKnow the author is the person who wrote the storyKnow the illustrator is the person who made or drew the pictures for the storyKnow illustrations are pictures that match the meaning of words the author has writtenExplain that an author tells the story through the words that he or she writesExplain 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). | IllustrationsStory Events | Match the illustrations of a text to the events in the story they depictKnow pictures help tell a storyIdentify the illustration that describes a specific event in the textExplain how pictures help to understand a story |
| 8 | * **(RL.K.8 not applicable to literature)**
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| 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.
 | CharactersCompare/Contrast | Compare and contrast the adventures and experiences of charactersKnow a character is a person or creature in a storyKnow 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. | FluencyComprehension | Read grade appropriate texts across multiple genres in groups with purpose and understandingRead with fluency and accuracyRead 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 QuestionsKey DetailsInformational Text | Know a detail is a piece of information that helps with the understanding of an informational textKnow a question needs an answerKnow that text refers to the written wordKnow how to create a questionKnow how to answer a questionFind details in informational text to support an answerKnow 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 IdeaKey DetailsSequence of Events | Know that the main topic is what an informational text is mostly aboutKnow that a key detail is a piece of information that will help to understand the textDecide which parts of an informational text are the most importantPick out the main topic of a textRetell key details of an informational textPut 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 partsIdentify individuals, events, ideas and pieces of information in a textKnow that an author sometimes makes connections between two individuals, events, ideas or pieces of information in a textDescribe 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 QuestionsPrior Knowledge | Know how to ask a questionsKnow a question has an answer and the answer is a statementKnow the answer to a question will help to understand a textUnderstand new words with the help of the words already known and the pictures from the textAsk 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 featuresElements of a Book | Know a book is a written or printed work consisting of many bound pagesKnow a book has a covering that protects the pages and binds the pages togetherKnow the front cover of the book is located on the front of the bookKnow a book has a back cover located on the back of the bookIdentify the front cover of a bookIdentify the back cover of a bookKnow 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 textKnow an illustrator is the person who makes or draws the pictures for a textKnow that illustrations are pictures that provide information or ideas in a textKnow the words and the illustrations work together to give information* Explain how the words and the illustrations work together to give information
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| 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). | IllustrationsText Features | Know illustrations, including photographs and drawings, help to understand informational textExplain 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. | PointsReasonsSupportAuthor’s Purpose | Know points are pieces of information an author gives the readerKnow authors provide reasons to support their pointsIdentify the reasons an author gives to support points in a textExplain 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/DifferencesCompare/ContrastText Features | Know similarities are the ways in which two or more things are alikeKnow differences are the ways in which two or more things are not alikeKnow illustrations are pictures and diagrams that support the ideas in informational textKnow descriptions in information text are words that describe ideas or thingsKnow procedures are steps that go in order to do or make thingsIdentify similarities and differences between two informational textsIdentify similarities and differences between two informational texts on the same topic using descriptions in the textIdentify 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. | FluencyComprehension | Read grade appropriate texts across multiple genres in groups with purpose and understandingRead with fluency and accuracyRead 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.
 | TrackingPhoneme (spoken sounds) Grapheme (letters)Organization of textPhysical structure of textAlphabet | 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
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| 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 WordsWord StudyBlendSegmentSyllableBlendSyllable: onset and rimeSyllableLetter-sound correspondenceWord PatternsPhonemic 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
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| 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.
 | AlphabetLetter IdentificationAlphabetLetter IdentificationVowelsVowel SoundsWord RecognitionHigh Frequency WordsLetter-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
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| 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 PurposeComprehensionFluency | Know print has a messageKnow there are different reasons for readingOrally read for a specific purposeTell or explain what is read |