

Common Core Reading Standards for Kindergarten

The standards explain what children should be able to understand and do by the end of each grade. The box on the left lists the standards teachers are using, and the box on the right is what you can do at home to support what children are learning in the classroom.

Kindergartners:

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

4. Ask and answer questions about unknown words in a text.
5. Recognize common types of texts (e.g., storybooks, poems).
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

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).
8. (Not applicable to literature)
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

10. Actively engage in group reading activities with purpose and understanding.

What does this mean and what can I do at home to help my child develop these skills?

- Ask my child about what we read
- Ask my child to retell the story in his own words
- Let my child know to ask about words she doesn't know
- Help my child understand the difference between storybooks, poems, cookbooks, newspapers...
- Talk about what the pictures tell about the story
- Ask my child to tell me what is different from and the same as in the characters



Common Core Reading Standards Foundational Skills Kindergarten

The standards explain what children should be able to understand and do by the end of each grade. The box on the left lists the standards teachers are using, and the box on the right is what you can do at home to support what children are learning in the classroom.

Kindergartners:

Phonics and Word Recognition

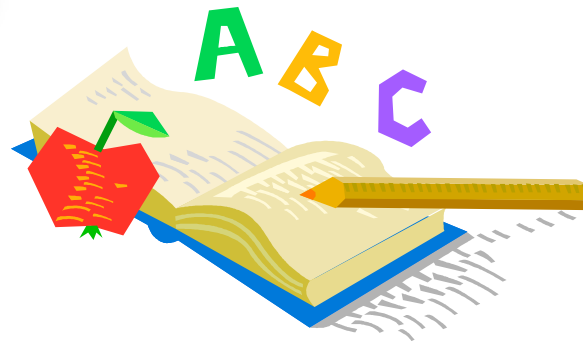
3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
 - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
 - c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
 - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

4. Read emergent-reader texts with purpose and understanding.

What does this mean and what can I do at home to help my child develop these skills?

- Help my child understand which letters go with which sounds in whatever we are reading
- Help my child understand the difference between long and short vowel sounds
- Help my child to know common words that are often used in our reading: such as, the, of, to, she, my, is, are, do, does
- Point to words as I read them so that my child will begin to connect the printed words with the sounds
- Read familiar books again and again so that my child can develop fluency in reading



Common Core Writing Standards Kindergarten

The standards explain what children should be able to understand and do by the end of each grade. The box on the left lists the standards teachers are using, and the box on the right is what you can do at home to support what children are learning in the classroom.



Kindergartners:	
Text Types and Purposes	
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>).
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.
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.
Production and Distribution of Writing	
4.	(Begins in grade 3)
5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
6.	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge	
7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
9.	(Begins in grade 4)
Range of Writing	
10.	(Begins in grade 3)

What does this mean and what can I do at home to help my child develop these skills?

- Help my child to fill in the blank, either with words or pictures, of statements that I start, like “My favorite book is ...”, or “The part I like best is...”
- Encourage my child to tell about the book we read through pictures and words. Don’t worry if the words are not spelled correctly – the sound is what is important now
- Ask my child to tell me the order of what happened – beginning, middle, end
- Ask questions about the story so my child can add details to what he is writing/drawing
- Help my child to use the computer, pens, crayons, paint, etc. to produce and publish what he has written/drawn
- Help my child to do simple research about books – find other books by the same author or about the same topic
- Help my child to recall information about what has happened to him or about what he has seen to connect to what he is reading

Speaking and Listening Standards Kindergarten

The standards explain what children should be able to understand and do by the end of each grade. The box on the left lists the standards teachers are using, and the box on the right is what you can do at home to support what children are learning in the classroom.

Kindergartners:	
Comprehension and Collaboration	
1.	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none">Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).Continue a conversation through multiple exchanges.
2.	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.
3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Presentation of Knowledge and Ideas	
4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
6.	Speak audibly and express thoughts, feelings, and ideas clearly.

What does this mean and what can I do at home to help my child develop these skills?

- Talk to my child in a back and forth conversation, taking turns and showing her how to talk to others with respect
- Ask my child questions about what we read so that I can see what she understands
- Encourage my child to ask questions to clarify the parts of a story or conversation she does not understand
- Ask my child to add more details when she talks about people, places, and things
- Provide my child with drawing supplies so that she can illustrate what he is talking or writing about
- Encourage my child to speak loudly and clearly so that others will understand her



Language Standards Kindergarten

The standards explain what children should be able to understand and do by the end of each grade. The box on the left lists the standards teachers are using, and the box on the right is what you can do at home to support what children are learning in the classroom.

Kindergartners:	
Conventions of Standard English	
1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none">Print many upper- and lowercase letters.Use frequently occurring nouns and verbs.Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).Produce and expand complete sentences in shared language activities.
2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none">Capitalize the first word in a sentence and the pronoun <i>I</i>.Recognize and name end punctuation.Write a letter or letters for most consonant and short-vowel sounds (phonemes).Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Kindergartners:	
Knowledge of Language	
3.	(Begins in grade 2)
Vocabulary Acquisition and Use	
4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> . <ol style="list-style-type: none">Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).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.
5.	With guidance and support from adults, explore word relationships and nuances in word meanings. <ol style="list-style-type: none">Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.
6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.



What does this mean and what can I do at home to help my child develop these skills?

- Help my child understand the relationship between letters (upper and lower case) and sounds, and to practice printing and recognizing words with upper case letters: beginning names, sentences, and special people and places
- Use words like in, out, under, around, on top of... Also for, by, with, to...
- Help my child understand that adding –s or –es makes a word plural, and that adding beginnings and endings like –ed, –ing, –ful and re-, un-, pre- changes the word
- Encourage my child to sort words into categories, like foods, birds, colors...
- Show my child opposites, like hot/cold, big/small, smile/frown
- Help my child find words that have similar meanings, like cold, frosty, icy, frigid
- Encourage my child to use new words she hears, adding to her vocabulary