

Kindergarten

English/Language Arts Alignment – Common Core State Standards and CT Frameworks

NOTE: Standards shown in blue are bridging standards between CT Frameworks and CCSS.

Common Core State Standards	CT Framework Grade Level Expectations
Reading Strands: Reading for Literature	
CC.K.R.L.1: With prompting and support, ask and answer questions about key details in a text.	CT.PK.R.22: Ask questions when things do not make sense.
	CT.PK.R.26: Answer who, what, when, where and how questions about the characters, setting, plot, theme, conflict and point of view in a story.
	CT.K.R.34: Answer literal and easy inferential questions about texts read aloud.
CC.K.R.L.2: With prompting and support, retell familiar stories, including key details.	CT.K.R.35: Retell information from a story, using proper sequence.
CC.K.R.L.3: With prompting and support, identify characters, settings, and major events in a story.	CT.PK.R.28: Identify the characters in a story.
	CT.K.R.36: Identify the setting, theme, conflict and important events of the plot in a story.
CC.K.R.L.4: Ask and answer questions about unknown words in a text.	CT.K.R.25: Predict and confirm meanings of unknown words, using prior knowledge, context, photos, illustrations and diagrams.
CC.K.R.L.5: Recognize common types of texts (e.g., storybooks, poems).	CT.PK.R.30: Recognize there are different text structures.
	CT.K.R.3: Identify types of everyday print materials.
	CT.K.R.39: Identify the specific purpose of a text.
	CT.1.R.45: Identify whether a text is fiction or nonfiction.
CC.K.R.L.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	CT.1.R.1: Identify title page, table of contents, author and illustrator of books.
	-- Explain how the author and illustrator each tell the story.
CC.K.R.L.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	CT.K.R.6: Emergently “read” familiar books (i.e., recognize print and pictures tell the story).
	CT.K.R.27: Use pre-reading strategies, such as predicting, picture walks, and questioning to set context for reading and to aid comprehension.
	-- Explain how illustrations relate to and enhance written text.
CC.K.R.L.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	CT.1.R.47: Make text-to-self and text-to-text connections.
	-- Compare and contrast story events in familiar stories.
CC.K.R.L.10: Actively engage in group reading activities with purpose and understanding.	-- By end of year, read narrative texts at the lower end of the K-1 grade band (F & P Level C; DRA Level 4).

Reading Strands: Reading for Information	
CC.K.R.I.1: With prompting and support, ask and answer questions about key details in a text.	CT.PK.R.22: Ask questions when things do not make sense.
	CT.PK.R.26: Answer who, what, when, where and how questions about the characters, setting, plot, theme, conflict and point of view in a story.
	CT.K.R.34: Answer literal and easy inferential questions about texts read aloud.
CC.K.R.I.2: With prompting and support identify the main topic and retell key details of a text.	CT.K.R.37: Identify the topic of a nonfiction text.
	--Identify supporting details.
CC.K.R.I.3: With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	CT.1.R.47: Make text-to-self and text-to-text connections.
	--Identify relationships between individuals, events, ideas or pieces of information in a text.
CC.K.R.I.4: With prompting and support, ask and answer questions about unknown words in a text.	CT.PK.R.17: Predict and confirm meanings of unknown words, using prior knowledge, context, photos, illustrations and diagrams.
	CT.K.R.25: Confirm meanings of unknown words, using prior knowledge, context, photos, illustrations and diagrams.
CC.K.R.I.5: Identify the front cover, back cover and title page of a book.	CT.K.R.5: Identify parts of a book (e.g., spine, cover, pages, title, front, back).
CC.K.R.I.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	CT.1.R.1: Identify title page, table of contents, author and illustrator of books.
	--Explain how the author and illustrator each present ideas and information in a text..
CC.K.R.I.7: With prompting and support, describe the relationship between illustrations and the text in which they appear.	CT.K.R.6: Emergently “read” familiar books (i.e., recognize print and pictures tell the story).
	CT.K.R.27: Use pre-reading strategies, such as predicting, picture walks and questioning, to set context for reading and to aid in comprehension.
	--Explain how illustrations relate to and enhance written text.
CC.K.R.I.8: With prompting and support, identify the reasons an author gives to support points in a text.	CT.1.R.48: Identify the words an author or orator uses to create an image in the reader’s mind.
	--Identify evidence in the text of the author’s reasoning or purpose.
CC.K.R.I.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions, procedures).	CT.1.R.35: Make text-to-self and text-to-text connections.
	--Compare and contrast two texts on the same topic.
CC.K.R.I.10: Actively engage in group reading activities with purpose and understanding.	--By end of year, read informational texts at the lower end of the K-1 grade band (F & P Level C; DRA Level 4)

Foundational Skills Standards (Print Concepts, Phonological Awareness, Phonics and Word Recognition, Fluency)	
CC.K.R.F.1: Demonstrate understanding of the organization and basic features of print.	CT.PK.R.4: Recognize print conveys meaning.
	CT.K.R.3: Identify types of everyday print materials, e.g., poems, newspapers, signs, labels, storybooks.
	CT.K.R.5: Identify parts of books, e.g., spine, cover, pages, title, front, back.
CC.K.R.F.1.a: Follow words from left to right, top to bottom and page by page.	CT.PK.R.1: Demonstrate book awareness (e.g., hold book upright, turn pages from front of the book to the back, scan pages from top to bottom and left to right)..
	CT.K.R.7: Track printed words from left to right, demonstrating one-to-one correspondence.
CC.K.R.F.1.b: Recognize that spoken words are represented in written language by specific sequences of letter.	CT.K.R.4: Distinguish letters from words.
	CT.K.R.2: Recognize sentences are made of separate words.
CC.K.R.F.1.c: Understand that words are separated by spaces in print.	CT.K.R.1: Recognize words are separated by spaces.
CC.K.R.F.1.d: Recognize and name all upper- and lowercase letters of the alphabet.	CT.PK.R.12: Identify both upper- and lowercase letters of the alphabet.
CC.K.R.F.2: Demonstrate understanding of spoken words, syllables and sounds (phonemes).	
CC.K.R.F.2.a: Recognize and produce rhyming words.	CT.PK.R.6: Identify spoken words that rhyme.
	CT.PK.R.7: Orally produce rhyming words.
	CT.K.R.8: Produce rhyming words orally in response to spoken words.
CC.K.R.F.2.b: Count, pronounce, blend and segment syllables in spoken words.	CT.K.R.16: Identify the number of syllables in words (up to three syllables).
	CT.K.R.10: Identify spoken words with similar initial sounds.
	CT.K.R.11: Identify spoken words with similar ending sounds.
	CT.K.R.12: Produce groups of words orally that begin with the same initial sounds.
CC.K.R.F.2.c: Blend and segment onsets and rimes of single-syllable spoken words.	CT.PK.R.8: Segment and blend initial sounds.
	CT.K.R.9: Blend onset and rime to form words.
CC.K.R.F.2.d: Isolate and pronounce the initial, medial vowel and final sounds in three-phoneme (CVC) words (excluding CVC words that end in /l/, /r/ or /x/).	CT.K.R.13: Segment, isolate and pronounce initial, medial and final sounds of CVC words.
CC.K.R.F.2.e: Add or substitute individual sounds in simple, one-syllable words to make new words.	--Add or substitute sounds to make new words.

CC.K.R.F.3: Know and apply grade-level phonics and word analysis skills in decoding words.	
CC.K.R.F.3.a: Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.	CT.PK.R.12: Identify both upper- and lower-case letters of the alphabet.
	CT.PK.R.13: Recognize familiar letter-sound correspondences.
	CT.K.R.17: Demonstrate letter-sound correspondences for all single consonants.
CC.K.R.F.3.b: Associate the long and short sounds with the common spellings for the five major vowels.	CT.K.R.18: Identify letters matched to short vowel sounds.
	CT.1.R.6: Distinguish long and short vowel sounds in spoken one syllable words.
CC.K.R.F.3.c: Read common high-frequency words by sight.	CT.PK.R.3: Recognize familiar printed words.
	CT.PK.R.14: Recognize high-frequency words in isolation (see Kindergarten High Frequency Word List).
CC.K.R.F.3.d: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	CT.K.R.19: Use common consonant sounds with short vowels to decode three letter words.
	CT.1.R.7: Delete, add and substitute letter sounds in initial position to make different words.
	-- Discriminate between similarly spelled one-syllable words.
CC.K.R.F.4: Read emergent-reader texts with purpose and understanding.	CT.K.R.6: Emergently “read” familiar books, i.e. recognize pictures and print tell the story.
	CT.K.R.22: Read decodable texts to practice and gain fluency.

Writing Standards:	
CC.K.W.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.	CT.PK.W.11: Write, discuss or draw to explain why they like the book .
	CT.K.W.19: Dictate and write one idea for liking the book .
	-- Write reasons for liking the book .
CC.K.W.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.	CT.K.W.18: Dictate and write simple lists, labels, captions and informational sentences.
	-- Write details about a topic .
CC.K.W.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.	CT.PK.W.9: Write and discuss “stories,” using at least pictures and letter-like approximations.
	CT.K.W.16: Draw and write in journals about the day’s events.
	CT.K.W.17: Draw and write a story with a character and a problem.
	-- Identify sequence of story events .
CC.K.W.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	-- Respond to story events .
	CT.K.W.13: Talk about writing with teacher.
	-- Talk about writing with peers .
CC.K.W.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	-- Using feedback from adults and peers, revise by adding details to pictures or letters to words .
	CT.K.W.14: Publish and present final products in a variety of ways.
CC.K.W.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	CT.K.W.15: Use pictures and letters to describe a topic, idea or event.
	-- Using experience or information from provided sources, provide an answer to a given question .

Speaking and Listening Standards:	
CC.K.SL.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	
CC.K.SL.1a: Follow agreed-upon rules for discussions.	CT.PK.OL.1: Attend to a speaker or reader during group activities.
	CT.PK.OL.3: Attend to peer speech during discussions .
	CT.PK.OL.4: Attend to partners' speech during conversation.
	CT.K.OL.4: Take turns during conversation.
	CT.K.OL.5: Participate in group discussion.
	CT.K.OL.6: Use voice level fitting of setting.
	CC.K.SL.1.b: Continue a conversation through multiple exchanges.
	CT.PK.OL.6: Participate in one-to-one conversations and group discussions. --Engage in reciprocal turn-taking during conversations and discussions .
CC.K.SL.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.	CT.K.OL.2: Listen to acquire information and to respond to questions.
	CT.PK.R.22: Ask questions when things do not make sense. --Answer questions based on information presented.
CC.K.SL.3: Ask and answer questions in order to seek help, get information or clarify something that is not understood.	CT.PK.R.22: Ask questions when things do not make sense. --Answer questions in order to identify problems or gain more information.
CC.K.SL.4: Describe familiar people, places, thing and events, and, with prompting and support, provide additional detail.	CT.PK.OL.7: Share personal experiences.
	CT.PK.OL.10: Describe objects, events, feelings, etc. with details and examples.
CC.K.SL.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.	--Elaborate on work products by adding additional details.

Language Standards:	
CC.K.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
CC K.L.1.a: Print many upper- and lowercase letters.	CT.PK.W.2: Print or copy their first name.
	CT.PK.W.3: Use letter-like approximations.
	CT.K.W.7: Recognize names of letters and are able to write uppercase and lowercase letters when the letter name is dictated.
	CT.1.W.7: Print legible (e.g., size, spacing, formation, uppercase, lowercase).
CC.K.L.1.b: Use frequently occurring nouns and verbs.	CT.1.W.4: Use nouns, verbs and adjectives.
CC.K.L.1.c: Form regular plural nouns orally by adding /s/ or /es/.	CT.1.W.5: Use simple singular and plural nouns.
CC.K.L.1.d: Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	--Answer who, what, when, where and how questions.
	--Use interrogatives to ask questions for clarification and understanding.
CC.K.L.1.e: Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	CT.K.OL.1: Make simple comparisons.
	--Use prepositions to identify position.
CC.K.L.1.f: Produce and expand complete sentences in shared language activities.	CT.PK.OL.5: Use complete sentences with at least five words.
	CT.PK.OL.6: Participate in one-to-one conversations and group discussions.
	CT.K.OL.7: Share information and ideas in complete sentences.
	--Elaborate on work products by adding additional details.
CC.K.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	
CC.K.L.2.a: Capitalize the first word in a sentence and the pronoun "I."	CT.K.W.5: Use capital letters to begin sentences, names and the word "I."
	CT.K.W.3: Write first and last name with correct capitalization.
CC.K.L.2.b: Recognize and name end punctuation.	CT.K.W.1: Use periods, question marks and exclamation points at the end of sentences.
CC K.L.2.c: Write a letter or letters for most consonant and short-vowel sounds	CT.K.R.17: Demonstrate letter-sound correspondences for all single consonants.
	CT.K.R.18: Identify letters matched to short vowel sounds.
CC.K.L.2.d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	CT.1.W.2: Use spelling approximations including beginning, middle and ending sounds and conventional spelling of common words (e.g., onset and rime, short vowel patterns, blend, digraphs, long vowel silent e).
	CT.K.W.8: Spell high frequency words.

CC.K.L.4: Determine and clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	CT.K.R.25: Confirm meanings of unknown words using prior knowledge, context, photos, illustrations and diagrams.
CC K.L.4.a: Identify new meanings for familiar words and apply the accurately.	CT.1.R.22: Recognize that words have more than one meaning.
CC.K.L.4.b: Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.	CT.1.R.16: Decode compound words, contractions and words with common inflections endings (e.g., -s, -es, -ed, -ing).
CC K.L.5.a: Sort common objects into categories to gain a sense of the concepts the categories represent.	CT.1.R.23: Classify categories of words.
CC K.L.5.b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.	CT.1.R.25: Identify common antonyms and synonyms.
CC.K.L.5.c: Identify real-life connections between words and their use.	CT.K.OL.10: Describe objects, events, feelings, etc. with details or examples.
CC.K.L.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	CT.PK.R.18: Use newly learned vocabulary during class discussions.