Kindergarten Common Core Benchmarks - Language Arts

Reading: Literature
- With prompting and support, ask and answer questions about key details in a text
- With prompting and support, retell familiar stories, including key details
- With prompting and support, identify characters, settings, and major events in a story
- Ask and answer questions about unknown words in a text
- Recognize common types of texts (e.g. storybooks, poems)
- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story
- 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)

Reading: Informational Text
- With prompting and support, ask and answer questions about key details in a text
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories
- Actively engage in group reading activities with purpose and understanding
- With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text
- 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)
- With prompting and support, identify the reasons an author gives to support points in a text
- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)
- Identify the front cover, back cover, and title page of a book
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text

Illinois State Board of Education Early Childhood

2/2015
• Actively engage in group reading activities with purpose and understanding

**Reading: Foundational Skills**
- Follow words from left to right, top to bottom, and page by page
- Recognize that spoken words are represented in written language by specific sequences of letters
- Understand that words are separated by spaces in print
- Recognize and name all upper- and lowercase letters of the alphabet
- Recognize and produce rhyming words
- Count, pronounce, blend, and segment syllables in spoken words
- Blend and segment onsets and rimes of single-syllable spoken word
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-syllable (consonant-vowel-consonant, or CVC) words
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words
- Identify and know the meaning of the most common prefixes and derivational suffixes
- Decode words with common Latin suffixes
- Decode multisyllable words
- Read grade-appropriate irregularly spelled words
- Read grade-level text with purpose and understanding
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary

**Writing**
- 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., My favorite book is...)
- 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
- 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
• With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed
• With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers
• Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them)
• With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

**Speaking & Listening**
• Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups
• 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
• 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
• Ask and answer questions in order to seek help, get information, or clarify something that is not understood
• Describe familiar people, places, things, and events and, with prompting and support, provide additional detail
• Add drawings or other visual displays to descriptions as desired to provide additional detail
• Speak audibly and express thoughts, feelings, and ideas clearly

**Language**
• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
• Print many upper- and lowercase letters
• Use frequently occurring nouns and verbs
• Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)
• Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how)
• Use the most frequently occurring prepositions (e.g., to,
• Produce and expand complete sentences in shared language activities
• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
• Capitalize the first word in a sentence and the pronoun
• 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
• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content

• Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*)
• 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
• With guidance and support from adults, explore word relationships and nuances in word meanings
• 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 colorful)

• Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings
• Use words and phrases acquired through conversations, reading and being read to, and responding to texts