

**Common Core**

**Lesson Tracker**

**English Language Arts**

**Kindergarten**

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| **Common Core Lesson Tracker for Kindergarten English Language Arts****Reading: Literature**  |
| **Key Ideas and Details** |
| **CCSS** | **Introduced** | **Practiced** | **Practiced** | **Assessed** | **Outcome** |
| [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. |  |  |  |  |  |
| [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. |  |  |  |  |  |
| [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. |  |  |  |  |  |
| **Craft and Structure** |
| **CCSS** | **Introduced** | **Practiced** | **Practiced** | **Assessed** | **Outcome** |
| [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. |  |  |  |  |  |
| [CCSS.ELA-Literacy.RL.K.5](http://www.corestandards.org/ELA-Literacy/RL/K/5/) Recognize common types of texts (e.g., storybooks, poems). |  |  |  |  |  |
| [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. |  |  |  |  |  |
| **Integration of Knowledge and Ideas Reading Literature** |
| **CCSS** | **Introduced** | **Practiced** | **Practiced** | **Assessed** | **Outcome** |
| [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). |  |  |  |  |  |
| (RL.K.8 not applicable to literature) |  |  |  |  |  |
| [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. |  |  |  |  |  |
| **Range of Reading and Level of Text Complexity** |
| **CCSS** | **Checkpoint** | **Checkpoint** | **Checkpoint** | **Checkpoint** | **Outcome** |
| [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. |  |  |  |  |  |

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| **Kindergarten English Language Arts****Reading: Informational Text** |
| **Key Ideas and Details** |
| **CCSS** | **Introduced** | **Practiced** | **Practiced** | **Assessed** | **Outcome** |
| [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. |  |  |  |  |  |
| [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. |  |  |  |  |  |
| [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. |  |  |  |  |  |
| **Craft and Structure** |
| **CCSS** | **Introduced** | **Practiced** | **Practiced** | **Assessed** | **Outcome** |
| [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. |  |  |  |  |  |
| [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. |  |  |  |  |  |
| [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. |  |  |  |  |  |
| **Integration of Knowledge and Ideas Informational Text** |
| **CCSS** | **Introduced** | **Practiced** | **Practiced** | **Assessed** | **Outcome** |
| [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). |  |  |  |  |  |
| [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. |  |  |  |  |  |
| [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). |  |  |  |  |  |
| **Range of Reading and Level of Text Complexity** |
| **CCSS** | **Checkpoint** | **Checkpoint** | **Checkpoint** | **Checkpoint** | **Outcome** |
| [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. |  |  |  |  |  |

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| **Kindergarten English Language Arts****Foundational Skills** |
| **Print Concepts** |
| **CCSS** | **Introduced** | **Practiced** | **Practiced** | **Assessed** | **Outcome** |
| [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. |  |  |  |  |  |
| **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. |  |  |  |  |  |

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| **Kindergarten English Language Arts****Foundational Skills** |
| **Phonological Awareness (cont.)** |
| **CCSS** | **Introduced** | **Practiced** | **Practiced** | **Assessed** | **Outcome** |
| [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. |  |  |  |  |  |
| **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. |  |  |  |  |  |

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| **Kindergarten English Language Arts****Foundational Skills** |
| **Fluency** |
| **CCSS** | **Introduced** | **Practiced** | **Practiced** | **Assessed** | **Outcome** |
| [CCSS.ELA-Literacy.RF.K.4](http://www.corestandards.org/ELA-Literacy/RF/K/4/) Read emergent-reader texts with purpose and understanding. |  |  |  |  |  |

| **Kindergarten English Language Arts****WRITING** |
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| **Text Types and Purposes** |
| **CCSS** | **Introduced** | **Practiced** | **Practiced** | **Assessed** | **Outcome** |
| [CCSS.ELA-Literacy.W.K.1](http://www.corestandards.org/ELA-Literacy/W/K/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., *My favorite book is...*). |  |  |  |  |  |
| [CCSS.ELA-Literacy.W.K.2](http://www.corestandards.org/ELA-Literacy/W/K/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. |  |  |  |  |  |
| [CCSS.ELA-Literacy.W.K.3](http://www.corestandards.org/ELA-Literacy/W/K/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** |
| **CCSS** | **Introduced** | **Practiced** | **Practiced** | **Introduced** | **Outcome** |
| W.K.4 begins in grade 3) |  |  |  |  |  |
| [CCSS.ELA-Literacy.W.K.5](http://www.corestandards.org/ELA-Literacy/W/K/5/) With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. |  |  |  |  |  |
| [CCSS.ELA-Literacy.W.K.6](http://www.corestandards.org/ELA-Literacy/W/K/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 WRITING** |
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| CCSS | **Introduced** | **Practiced** | **Practiced** | **Assessed** | **Outcome** |
| [CCSS.ELA-Literacy.W.K.7](http://www.corestandards.org/ELA-Literacy/W/K/7/) Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). |  |  |  |  |  |
| [CCSS.ELA-Literacy.W.K.8](http://www.corestandards.org/ELA-Literacy/W/K/8/) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |  |  |  |  |  |
| (W.K.9 begins in grade 4) |  |  |  |  |  |
| **Range of Writing** |
| Begins in 3rd Grade |  |  |  |  |  |

| **Kindergarten English Language Arts****Speaking and Listening** |
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| **Comprehension and Collaboration** |
| **CCSS** | **Introduced** | **Practiced** | **Practiced** | **Assessed** | **Outcome** |
| [CCSS.ELA-Literacy.SL.K.1](http://www.corestandards.org/ELA-Literacy/SL/K/1/) Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. |  |  |  |  |  |
| [CCSS.ELA-Literacy.SL.K.1a](http://www.corestandards.org/ELA-Literacy/SL/K/1/a/) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). |  |  |  |  |  |
| [CCSS.ELA-Literacy.SL.K.1b](http://www.corestandards.org/ELA-Literacy/SL/K/1/b/) Continue a conversation through multiple exchanges. |  |  |  |  |  |
| [CCSS.ELA-Literacy.SL.K.2](http://www.corestandards.org/ELA-Literacy/SL/K/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. |  |  |  |  |  |
| [CCSS.ELA-Literacy.SL.K.3](http://www.corestandards.org/ELA-Literacy/SL/K/3/) Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |  |  |  |  |  |

| **Kindergarten English Language Arts****Speaking and Listening** |
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| **Presentation of Knowledge and Ideas** |
| **CCSS** | **Introduced** | **Practiced** | **Practiced** | **Assessed** | **Outcome** |
| [CCSS.ELA-Literacy.SL.K.4](http://www.corestandards.org/ELA-Literacy/SL/K/4/) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. |  |  |  |  |  |
| [CCSS.ELA-Literacy.SL.K.5](http://www.corestandards.org/ELA-Literacy/SL/K/5/) Add drawings or other visual displays to descriptions as desired to provide additional detail. |  |  |  |  |  |
| [CCSS.ELA-Literacy.SL.K.6](http://www.corestandards.org/ELA-Literacy/SL/K/6/) Speak audibly and express thoughts, feelings, and ideas clearly. |  |  |  |  |  |

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| **Kindergarten English Language Arts****Language** |
| **Conventions of Standard English** |
| **CCSS** | **Introduced** | **Practiced** | **Practiced** | **Assessed** | **Outcome** |
| [**CCSS.ELA-Literacy.L.K.1**](http://www.corestandards.org/ELA-Literacy/L/K/1/) **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** |
| [CCSS.ELA-Literacy.L.K.1a](http://www.corestandards.org/ELA-Literacy/L/K/1/a/) Print many upper- and lowercase letters. |  |  |  |  |  |
| [CCSS.ELA-Literacy.L.K.1b](http://www.corestandards.org/ELA-Literacy/L/K/1/b/) Use frequently occurring nouns and verbs. |  |  |  |  |  |
| [CCSS.ELA-Literacy.L.K.1c](http://www.corestandards.org/ELA-Literacy/L/K/1/c/) Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). |  |  |  |  |  |
| [CCSS.ELA-Literacy.L.K.1d](http://www.corestandards.org/ELA-Literacy/L/K/1/d/) Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). |  |  |  |  |  |
| [CCSS.ELA-Literacy.L.K.1e](http://www.corestandards.org/ELA-Literacy/L/K/1/e/) Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). |  |  |  |  |  |
| [CCSS.ELA-Literacy.L.K.1f](http://www.corestandards.org/ELA-Literacy/L/K/1/f/) Produce and expand complete sentences in shared language activities. |  |  |  |  |  |
| [**CCSS.ELA-Literacy.L.K.2**](http://www.corestandards.org/ELA-Literacy/L/K/2/) **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing**. |
| [CCSS.ELA-Literacy.L.K.2a](http://www.corestandards.org/ELA-Literacy/L/K/2/a/) Capitalize the first word in a sentence and the pronoun I |  |  |  |  |  |
| [CCSS.ELA-Literacy.L.K.2b](http://www.corestandards.org/ELA-Literacy/L/K/2/b/) Recognize and name end punctuation. |  |  |  |  |  |
| [CCSS.ELA-Literacy.L.K.2c](http://www.corestandards.org/ELA-Literacy/L/K/2/c/) Write a letter or letters for most consonant and short-vowel sounds (phonemes). |  |  |  |  |  |
| [CCSS.ELA-Literacy.L.K.2d](http://www.corestandards.org/ELA-Literacy/L/K/2/d/) Spell simple words phonetically, drawing on knowledge of sound-letter relationships. |  |  |  |  |  |

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| **Kindergarten English Language Arts****Language** |
| **Vocabulary Acquisition and Use** |
| **CCSS** | **Introduced** | **Practiced** | **Practiced** | **Assessed** | **Outcome** |
| [**CCSS.ELA-Literacy.L.K.4**](http://www.corestandards.org/ELA-Literacy/L/K/4/) **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.** |
| [CCSS.ELA-Literacy.L.K.4a](http://www.corestandards.org/ELA-Literacy/L/K/4/a/) Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). |  |  |  |  |  |
| [CCSS.ELA-Literacy.L.K.4b](http://www.corestandards.org/ELA-Literacy/L/K/4/b/) 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. |  |  |  |  |  |
|  [**CCSS.ELA-Literacy.L.K.5**](http://www.corestandards.org/ELA-Literacy/L/K/5/) **With guidance and support from adults, explore word relationships and nuances in word meanings.** |
| [CCSS.ELA-Literacy.L.K.5a](http://www.corestandards.org/ELA-Literacy/L/K/5/a/) Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. |  |  |  |  |  |
| [CCSS.ELA-Literacy.L.K.5b](http://www.corestandards.org/ELA-Literacy/L/K/5/b/) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). |  |  |  |  |  |
| [CCSS.ELA-Literacy.L.K.5c](http://www.corestandards.org/ELA-Literacy/L/K/5/c/) Identify real-life connections between words and their use (e.g., note places at school that are colorful). |  |  |  |  |  |
| [CCSS.ELA-Literacy.L.K.5d](http://www.corestandards.org/ELA-Literacy/L/K/5/d/) Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. |  |  |  |  |  |