

Kindergarten

Common Core State Standards for Literacy



Broward County Public Schools

Office of Instruction and Interventions

Department of Literacy

Common Core State Standards for Literacy Kindergarten

Benchmark#	Grade	Strand	Description	Cluster	Subject	Cognitive Complexity Rating
LACC.K.L.1.1	K	Language Standards	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities. 	Conventions of Standard English	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.K.L.1.2	K	Language Standards	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	Conventions of Standard English	CCSS: English Language Arts	Level 1: Recall
LACC.K.L.3.4	K	Language Standards	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ol style="list-style-type: none"> a. Identify new meanings for familiar words and apply them 	Vocabulary Acquisition and Use	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts

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			<p>accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.</p>			
LACC.K.L.3.5	K	Language Standards	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings.</p>	Vocabulary Acquisition and Use	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.K.L.3.6	K	Language Standards	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Vocabulary Acquisition and Use	CCSS: English Language Arts	Level 1: Recall
LACC.K.RF.1.1	K	Reading Standards: Foundational Skills (K-5)	<p>Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written</p>	Print Concepts	CCSS: English Language Arts	Level 1: Recall

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			<p>language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>			
LACC.K.RF.2.2	K	Reading Standards: Foundational Skills (K-5)	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>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/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	Phonological Awareness	CCSS: English Language Arts	Level 1: Recall
LACC.K.RF.3.3	K	Reading Standards: Foundational Skills (K-5)	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>	Phonics and Word Recognition	CCSS: English Language Arts	Level 1: Recall

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			d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.			
LACC.K.RF.4.4	K	Reading Standards: Foundational Skills (K-5)	Read emergent-reader texts with purpose and understanding.	Fluency	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.K.RI.1.1	K	Reading Standards for Informational Text	With prompting and support, ask and answer questions about key details in a text.	Key Ideas and Details	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.K.RI.1.2	K	Reading Standards for Informational Text	With prompting and support, identify the main topic and retell key details of a text.	Key Ideas and Details	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.K.RI.1.3	K	Reading Standards for Informational Text	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Key Ideas and Details	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.K.RI.2.4	K	Reading Standards for Informational Text	With prompting and support, ask and answer questions about unknown words in a text.	Craft and Structure	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.K.RI.2.5	K	Reading Standards for Informational Text	Identify the front cover, back cover, and title page of a book.	Craft and Structure	CCSS: English Language Arts	Level 1: Recall
LACC.K.RI.2.6	K	Reading Standards for Informational Text	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Craft and Structure	CCSS: English Language	Level 1: Recall

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					Arts	
LACC.K.RI.3.7	K	Reading Standards for Informational 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).	Integration of Knowledge and Ideas	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.K.RI.3.8	K	Reading Standards for Informational Text	With prompting and support, identify the reasons an author gives to support points in a text.	Integration of Knowledge and Ideas	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.K.RI.3.9	K	Reading Standards for Informational 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).	Integration of Knowledge and Ideas	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.K.RI.4.10	K	Reading Standards for Informational Text	Actively engage in group reading activities with purpose and understanding.	Range of Reading and Level of Text Complexity	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.K.RL.1.1	K	Reading Standards for Literature	With prompting and support, ask and answer questions about key details in a text.	Key Ideas and Details	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.K.RL.1.2	K	Reading Standards for Literature	With prompting and support, retell familiar stories, including key details.	Key Ideas and Details	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.K.RL.1.3	K	Reading Standards for Literature	With prompting and support, identify characters, settings, and major events in a story.	Key Ideas and Details	CCSS: English Language Arts	Level 1: Recall
LACC.K.RL.2.4	K	Reading Standards	Ask and answer questions about unknown words in a text.	Craft and Structure	CCSS:	Level 2: Basic

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		for Literature			English Language Arts	Application of Skills & Concepts
LACC.K.RL.2.5	K	Reading Standards for Literature	Recognize common types of texts (e.g., storybooks, poems).	Craft and Structure	CCSS: English Language Arts	Level 1: Recall
LACC.K.RL.2.6	K	Reading Standards for Literature	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Craft and Structure	CCSS: English Language Arts	Level 1: Recall
LACC.K.RL.3.7	K	Reading Standards for Literature	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).	Integration of Knowledge and Ideas	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.K.RL.3.9	K	Reading Standards for Literature	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Integration of Knowledge and Ideas	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.K.RL.4.10	K	Reading Standards for Literature	Actively engage in group reading activities with purpose and understanding.	Range of Reading and Level of Text Complexity	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.K.SL.1.1	K	Standards for Speaking and Listening	<p>Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	Comprehension and Collaboration	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts

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			b. Continue a conversation through multiple exchanges.			
LACC.K.SL.1.2	K	Standards for Speaking and Listening	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.	Comprehension and Collaboration	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.K.SL.1.3	K	Standards for Speaking and Listening	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Comprehension and Collaboration	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.K.SL.2.4	K	Standards for Speaking and Listening	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Presentation of Knowledge and Ideas	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.K.SL.2.5	K	Standards for Speaking and Listening	Add drawings or other visual displays to descriptions as desired to provide additional detail.	Presentation of Knowledge and Ideas	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.K.SL.2.6	K	Standards for Speaking and Listening	Speak audibly and express thoughts, feelings, and ideas clearly.	Presentation of Knowledge and Ideas	CCSS: English Language Arts	Level 1: Recall
LACC.K.W.1.1	K	Writing Standards	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...).	Text Types and Purposes	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.K.W.1.2	K	Writing Standards	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.	Text Types and Purposes	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts

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LACC.K.W.1.3	K	Writing Standards	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.	Text Types and Purposes	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.K.W.2.5	K	Writing Standards	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Production and Distribution of Writing	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.K.W.2.6	K	Writing Standards	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Production and Distribution of Writing	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.K.W.3.7	K	Writing Standards	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Research to Build and Present Knowledge	CCSS: English Language Arts	Level 4: Extended Thinking &Complex Reasoning
LACC.K.W.3.8	K	Writing Standards	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Research to Build and Present Knowledge	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts