

Compassionate Comprehension with the Common Core **(CC:CC)**

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Kindergarteners

PLEASE NOTE: CC:CC lessons and assignments can easily be crafted to encourage learning and mastery of the following Common Core Standards.

The following portions were copied from the CA Common Core State Standards:

English Language Arts

<http://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf>

English Language Development

<http://www.cde.ca.gov/sp/el/er/eldstandards.asp>

RL Reading Standards for Literature K-5

English Language Arts/ Literacy K-5
from pp. 11- 12

Kindergarteners

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. **(See grade K Language standards 4–6 for additional expectations.) CA**

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.
 - a. **Activate prior knowledge related to the information and events in texts. CA**
 - b. **Use illustrations and context to make predictions about text. CA**

R **Reading Standards for Informational Text K–5**

English Language Arts/ Literacy K-5 from p. 14-15

Kindergarteners

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text

Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text. **(See grade K Language standards 4–6 additional expectations.) CA**

Integration of Knowledge and Ideas

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).

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.
 - a. **Activate prior knowledge related to the information and events in texts. CA**
 - b. **Use illustrations and context to make predictions about text. CA**

W **Writing Standards K-5**

English Language Arts/ Literacy K-5 from pp. 21 - 22

Kindergarteners

Text Types and Purposes

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

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.

SL Speaking and Listening Standards K-5

English Language Arts/Literacy K-5 from pp. 27- 28

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Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - b. 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.

L

Language Standards K-5

English Language Arts/ Literacy K-5 from pp. 32 - 35

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table “Language Progressive Skills, by Grade” on page 40 for a complete list and Appendix A for an example of how those skills develop in sophistication

Kindergarteners

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - 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.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - 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.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.
 - a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - 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.
5. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

California Department of Education English Language Development Standards for Kindergarten

<http://www.cde.ca.gov/sp/el/er/eldstandards.asp>

* Corresponding Common Core State Standards for English Language Arts
are added under each item

Part I: Interacting in Meaningful Ways

A. Collaborative

1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics

* SL.K.1,6; L.K.1,6

2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)

* W.K.6; L.K.1,6

3. Offering and supporting opinions and negotiating with others in communicative exchanges.

* SL.K.1,6; L.K.1,6

B. Interpretive

5. Listening actively to spoken English in a range of social and academic contexts

* SL.K.1–3

6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

* RL.K.1–7,9–10; RI.K.1–7,9–10; SL.K.2–3; L.K.4,6

C. Productive

10. Composing/ Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology

*W.K.1–3, 5–8; L.K.1–2,6

11. Supporting own opinions and evaluating others' opinions in speaking and writing

*W.K.1; SL.K.4,6; L.K.1–2,6

12. Selecting and applying varied and precise vocabulary and other language structures to effectively convey ideas

* W.K.5; SL.K.4,6; L.K.1,5–6

Part II: Learning About How English Works

B. Expanding & Enriching Ideas

3. Using verbs and verb phrases

* W. K.5; SL. K.6; L K.1, 6

4. Using nouns and noun phrases

* W. K.5; SL. K.6; L K.1, 6

5. Modifying to add details

* W. K.5; SL. K.4,6; L K.1,6

C. Connecting & Condensing Ideas

6. Connecting ideas

* W. K.1-3,5; SL. K.4, 6; L.K.1,6

7. Condensing ideas

* N/A at K

Note:

Examples provided in specific standards are offered ***only as illustrative possibilities*** and should not be misinterpreted as the only objectives of instruction or as the only types of language English Learners might or should be able to understand or produce.