

**Alignment of
The Kindergarten
Common Core State Standards for
Language Arts
to
The Man and the Fox**

| | Making Predictions | Developing Reading Vocabulary | Are All Stones the Same? | Developing Comprehension/Analogies | Word Study | Putting the Story in Order | Retelling with Puppets | Word Search | Independent Reading | Retelling with Art | Writing | Compare and Contrast | Prepared Reader's Theater | Home/School Communication |
|---|--------------------|-------------------------------|--------------------------|------------------------------------|------------|----------------------------|------------------------|-------------|---------------------|--------------------|---------|----------------------|---------------------------|---------------------------|
| Reading Standards for Literature K | | | | | | | | | | | | | | |
| Key Ideas and Details | | | | | | | | | | | | | | |
| 1. With prompting and support, ask and answer questions about key details in a text. | X | X | X | X | | X | X | | X | X | X | X | X | X |
| 2. With prompting and support, retell familiar stories, including key details. | | | | X | | X | X | | X | X | X | | X | X |
| 3. With prompting and support, identify characters, settings, and major events in a story. | X | X | | X | | X | X | | X | X | X | X | X | X |
| Craft and Structure | | | | | | | | | | | | | | |
| 4. Ask and answer questions about unknown words in a text. | X | X | X | X | X | X | X | X | X | | X | | X | X |
| 5. Recognize common types of texts (e.g., storybooks, poems). | X | | | X | | | | | | | X | | X | X |
| 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | X | | | X | | | X | | X | | | | | X |
| Integration of Knowledge and Ideas | | | | | | | | | | | | | | |
| 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). | X | X | X | X | | X | X | | X | X | X | X | | X |
| 8. (Not applicable to literature) | | | | | | | | | | | | | | |
| 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | | | | X | | | | | | | X | X | | X |
| Range of Reading and Level of Text Complexity | | | | | | | | | | | | | | |
| 10. Actively engage in group reading activities with purpose and understanding. | X | | X | X | X | X | X | X | X | X | X | X | X | X |

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|--|--------------------|--------------------------|--------------------------|---------------------------|------------|----------------------------|------------------------|-------------|---------------------|--------------------|---------|----------------------|---------------------------|--------------------------|
| Reading Standards for Informational Text K | | | | | | | | | | | | | | |
| Key Ideas and Details | | | | | | | | | | | | | | |
| 1. With prompting and support, ask and answer questions about key details in a text. | X | X | X | X | | X | X | | X | X | X | X | | X |
| 2. With prompting and support, identify the main topic and retell key details of a text. | X | | X | X | | X | X | | X | X | X | | | X |
| 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | X | X | X | X | | X | X | | X | X | X | X | | X |
| Craft and Structure | | | | | | | | | | | | | | |
| 4. With prompting and support, ask and answer questions about unknown words in a text. | X | X | X | X | X | X | X | X | X | | X | X | X | X |
| 5. Identify the front cover, back cover, and title page of a book. | X | | | X | | | | | | X | | | | X |
| 6. Name the author and illustrator of a story and define the role of each in presenting the ideas or information in a text. | X | | | X | | | | | | X | X | | | X |
| 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). | X | X | | X | | X | X | | X | X | X | X | | X |
| 8. With prompting and support, identify the reasons an author gives to support points in a text. | | | | | | | | | | | X | | | |
| 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). | | | | X | X | | | | | X | X | | | X |
| Range of Reading and Level of Text Complexity | | | | | | | | | | | | | | |
| 10. Actively engage in group reading activities with purpose and understanding. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |

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| Reading Standards: Foundational Skills K | | | | | | | | | | | | | | |
| Print Concepts | | | | | | | | | | | | | | |
| 1. Demonstrate understanding of the organization and basic features of print | X | X | | X | X | X | | X | X | | X | X | X | X |
| a. Follow words from left to right, top to bottom, and page by page. | X | | | X | | X | | | X | | X | X | X | X |
| b. Recognize that spoken words are represented in written language by specific sequences of letters. | X | X | | X | X | X | | X | X | | X | X | X | X |
| c. Understand that words are separated by spaces in print. | X | | | X | | X | | | X | | X | X | X | X |
| d. Recognize and name all upper- and lowercase letters of the alphabet. | | | | | | | | | | | | | | |
| Phonological Awareness | | | | | | | | | | | | | | |
| 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | X | X | X | X | X | X | X | X | X | | X | X | X | X |
| a. Recognize & produce rhyming words. | | X | | | X | | | | X | | | | | |
| b. Count, pronounce, blend, and segment syllables in spoken words. | | X | | | X | | | | X | | | | | |
| c. Blend and segment onsets and rimes of single-syllable spoken words. | | X | | | X | | | | X | | | | | |
| d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /t/, or /x/.) | | X | | | X | | | | X | | | | | |
| e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | | X | | | X | | | | X | | | | | |

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|---|--------------------|---------------------------------|--------------------------|------------------------------------|------------|----------------------------|------------------------|-------------|---------------------|--------------------|---------|----------------------|---------------------------|-------------------------|
| Reading Standards: Foundational Skills K | | | | | | | | | | | | | | |
| Phonics and Word Recognition | | | | | | | | | | | | | | |
| 3. Know and apply grade-level phonics and word analysis skills in decoding words. | X | X | | | X | | | X | X | | X | X | X | X |
| a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. | | X | | | X | | | X | X | | X | X | X | X |
| b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. | | X | | | | | | X | X | | X | X | X | X |
| c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). | | X | | | | | | | X | | X | X | X | X |
| d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | | X | | | X | | | X | X | | X | X | X | X |
| Fluency | | | | | | | | | | | | | | |
| 4. Read emergent-reader texts with purpose and understanding. | X | X | | X | X | X | | X | X | | X | X | X | X |

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| Writing Standards K | | | | | | | | | | | | | | |
| Text Types and Purposes | | | | | | | | | | | | | | |
| 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., <i>My favorite book is . . .</i>). | | | | X | | | | | X | X | | | | X |
| 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. | X | | | X | | | | | X | X | X | | | X |
| 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. | | | | | | X | | | | | X | | | X |
| Production and Distribution of Writing | | | | | | | | | | | | | | |
| 4. (Begins in grade 3) | | | | | | | | | | | | | | |
| 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | | X | | X | | | | | X | X | X | | | X |
| 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. | | | | | | | | | | | X | | | |
| 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). | | | X | | | | | | X | X | X | | | X |
| 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | X | | | X | | | | | X | X | X | | | |
| 9. (Begins in Grade 4) | | | | | | | | | | | | | | |
| Range of Writing | | | | | | | | | | | | | | |
| 10. (Begins in grade 3) | | | | | | | | | | | | | | |

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| Speaking and Listening Standards K | | | | | | | | | | | | | | |
| Comprehension and Collaboration | | | | | | | | | | | | | | |
| 1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| b. Continue a conversation through multiple exchanges. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 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. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Presentation of Knowledge and Ideas | | | | | | | | | | | | | | |
| 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | X | X | X | X | | X | X | | X | X | X | | | X |
| 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. | | X | X | X | | | X | | X | | X | X | X | X |
| 6. Speak audibly and express thoughts, feelings, and ideas clearly. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |

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| | Language Standards | | | | | | | | | | | | | |
| Conventions of Standard English | | | | | | | | | | | | | | |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | X | X | X | X | X | X | | | X | | X | X | X | X |
| a. Print many upper- and lowercase letters. | | X | | | X | | | | | | X | X | | X |
| b. Use frequently occurring nouns and verbs. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). | X | X | X | X | X | X | X | | X | X | X | X | X | X |
| e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). | X | X | X | X | | X | X | | X | X | X | X | X | X |
| f. Produce and expand complete sentences in shared language activities. | X | X | X | X | | X | X | | X | X | X | X | X | X |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | X | | | X | | | | | | X | X | | X |
| a. Capitalize the first word in a sentence and the pronoun <i>I</i> . | | | | | | | | | | | X | X | | X |
| b. Recognize and name end punctuation. | | | | | | | | | | | X | X | | X |
| c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). | | X | | | X | | | | | | X | X | | X |
| d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | | | | | | | | | | | X | X | | X |
| Knowledge of Language | | | | | | | | | | | | | | |
| 3. (Begins in grade 2) | | | | | | | | | | | | | | |

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