

# COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

## READING LITERATURE

- RL. K.1 Ask and answer questions about key details in a text
- RL. K.2 Identify familiar stories, including key details
- RL. K.3 Identify characters, settings, and major events in a story
- RL. K.4 Ask and answer questions about unknown words in a text
- RL. K.5 Recognize common types of texts (e.g., storybooks, poems)
- RL. K.6 Name the author and illustrator of a story and define the role of each in telling the story
- RL. K.7 Describe the relationship between illustrations and the story in which they appear
- RL. K.8 NA
- RL. K.9 Compare and contrast the adventures and experiences of characters in familiar stories
- RL. K.10 Actively engage in group reading activities with purpose and understanding

## READING INFORMATIONAL TEXT

- RI. K.1 Ask and answer questions about key details in a text
- RI. K.2 Identify the main topic and retell key details of a text
- RI. K.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text
- RI. K.4 Ask and answer questions about unknown words in a text
- RI. K.5 Identify the front cover, back cover, and title page of a book
- 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
- RI. K.7 Describe the relationship between illustrations and the text in which they appear
- RI. K.8 Identify the reasons an author gives to support points in a text
- RI. K.9 Identify basic similarities in and differences between two texts on the same topic
- RI. K.10 Actively engage in group reading activities with purpose and understanding

## READING FOUNDATIONAL SKILLS

- RF. K.1a Follow words from left to right, top to bottom, and page-by-page
- RF. K.1b Recognize that spoken words are represented in written language by specific sequences of letters
- RF. K.1c Understand that words are separated by spaces in print
- RF. K.1d Recognize and name all upper- and lowercase letters of the alphabet
- RF. K.2a Recognize and produce rhyming words
- RF. K.2b Count, pronounce, label, and segment syllables in spoken words
- RF. K.2c Blend and segment words and know all single syllable spoken words
- RF. K.2d Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words
- RF. K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words
- RF. K.3a Demonstrate basic knowledge of one to one letter sound correspondence by producing the primary sound or many of the most frequent sounds for each consonant
- RF. K.3b Associate the long and short sounds with the common spellings conventionally for the two major vowels
- RF. K.3c Hear common high frequency words by sight
- RF. K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ
- RF. K.4 Read emergent reader texts with purpose and understanding

# KINDERGARTEN CHECKLIST QUICK REFERENCE GUIDE

## SPEAKING & LISTENING

- SL. K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in groups
- SL. K.1a Follow agreed upon rules for discussions
- SL. K.1b Confer in conversation through multiple exchanges
- SL. K.2 Compare 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
- SL. K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood
- SL. K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail
- SL. K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail
- SL. K.6 Speak audibly and express thoughts, feelings, and ideas

## WRITING

- W. K.1 Use a combination of drawing, dictating, and writing to compose open-ended pieces in which they tell a number of topics or the names of the book they are writing about and state an opinion or preference about the topic or book
- 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
- 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 order, and provide a reaction to what happened
- W. K.4 Not applicable
- W. K.5 Respond to questions and suggestions from peers and add details to strengthen writing as needed
- W. K.6 Explore a variety of digital tools to produce and publish writing, including in collaboration with peers
- W. K.7 Participate in shared research and writing projects
- W. K.8 Recall information from experiences or gather information from provided resources to answer a question
- W. K.9 Not applicable
- W. K.10 Not applicable

## LANGUAGE

- L. K.1a Use many upper- and lowercase letters
- L. K.1b Use frequently occurring nouns and verbs
- L. K.1c Use regular plural nouns orally by adding /s/ or /es/
- L. K.1d Understand and use question words (who, what, where)
- L. K.2a Use the most frequently occurring prepositions
- L. K.2b Produce compound-complex sentences in language activities
- L. K.2c Capitalize the first word in a sentence and the pronoun I
- L. K.2d Recognize and name end punctuation
- L. K.2e Write a letter/sounds for consonant and short-vowel sounds
- L. K.2f Spell simple words phonetically
- L. K.3 Not applicable
- L. K.4a Identify new meanings for familiar words and apply them
- L. K.4b Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word
- L. K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent
- L. K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites
- L. K.5c Identify real-life connections between words and their use
- L. K.5d Distinguish shades of meaning among verbs describing the same general action
- L. K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts

# Nys Common Core Standards Quick Reference Guide

**Didier Musso**



## **Nys Common Core Standards Quick Reference Guide:**

## **Nys Common Core Standards Quick Reference Guide** Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has been apparent than ever. Its ability to stir emotions, provoke thought, and instigate transformation is really remarkable. This extraordinary book, aptly titled "**Nys Common Core Standards Quick Reference Guide**," compiled by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we shall delve to the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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web oct 6 1997 while on a visit to the local museum one of the students accidentally breaks an ancient seal buried with an

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web jan 16 2023 the rewatcher buffy the vampire slayer episode 16 it s a big week for the scooby gang time for a fun filled field trip to a museum in preparation for their cultural exchange program with students from all around the world

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web directed by ellen s pressman writing credits cast in credits order complete awaiting verification produced by music by christophe beck score by cinematography by michael gershman director of photography editing by regis kimble as regis b kimble casting by marcia shulman production design by carey meyer art direction by

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web plot to prepare for sunnysdale high s cultural exchange program buffy visits an incan exhibit with her schoolmates she is paired with an exchange student with whom her mom signed her up xander becomes jealous when he learns that she will room with a guy

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web back at buffy s ampata s trunk has arrived from the bus depot and as buffy starts to open it the fake ampata tells her not to bother she distracts buffy by talking more about the inca mummy s ceremonial seal the camera briefly shows that inside the trunk is the mummified corpse of the real ampata

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web sci fi inca mummy girl is the fourth episode of the second season of buffy the vampire slayer and the sixteenth episode in the series written by matt kiene with joe reinkemeyer and directed by ellen s pressman it was originally broadcast on october 6 1997 on the wb network mummy may i buffy

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web oct 31 2017 a mummy rises from the grave to suck the life out of sunnysdale high students on buffy the vampire slayer

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web jul 10 2008 in the earlier episode willow is very excited about her outfit a puffy eskimo suit that covers her body from head to toe in halloween she resists buffy s suggestion that she dress up as a

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web during a field trip to the local museum s inca exhibition weirdo student rodney munson breaks the ceramic plate which seals the protective curse in the coffin of an incan mummy who rises giving him a kiss which instantly mummifies him and gives her back life

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web at the bus station ampata is attacked by the mummy that escaped and by the time buffy xander and willow get there there s a girl waiting for them who is claiming she s ampata

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web sci fi mummy was a preserved corpse that could be reanimated into an undead being in the 15th the inca princess was sacrificed and mummified with a cursed seal that made sure that she would not awake she eventually became part of the inca princess exhibit touring places like boston atlanta new

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