

# 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 correspondences 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 Confirm a 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

**Lingsheng Yao**



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

**The Common Core Companion: The Standards Decoded, Grades 3-5** Leslie A. Blauman, Leslie Blauman, Jim Burke, 2014-04-24 This book explains what the standards say what they mean and how to teach them The book is organized by the Anchor Standards in the following categories Reading Literature Informational Text Foundational Reading Skills This is a departure from the 6 12 standards that we will have to consider in design format Writing Speaking and Listening Language

**The Common Core Companion: The Standards Decoded, Grades 3-5** Leslie Blauman, Jim Burke, 2014-03-28 With the click of a mouse anyone has access to the standards So aligning our instruction should be a snap If only it were that simple Jim Burke anticipated the challenges and developed the Common Core Companion series for K 12 In his next smart move he deferred to the talents of Leslie Blauman to be author of the 3 5 volume What makes Leslie Blauman s Common Core Companion that version of the standards you wish you had It s the way Leslie translates each and every standard for reading writing speaking and listening language and foundational skills into the day to day what you do lesson ideas best literacy practices grouping configurations adaptations for ELL anchor charts and so much more The wisdom and how to s are all here page by page The standards for literature and informational texts put side by side for easier planning Teaching ideas for each standard Recommendations on how to cultivate the habits of mind that are critical to meeting the standards including interpersonal skills collaboration and perseverance A glossary of academic language for each standard with adaptations for ELL students An online bank of graphic organizers student reproducibles sample classroom charts rubrics and photos Reproducible planning templates for each standard to help you map out lessons select books generate key questions and more With 30 years of classroom experience and consulting in schools nationwide Leslie Blauman brings to this book a keen eye for what teachers need in order to get students in the intermediate grades ready as readers writers thinkers and learners capable of meeting the Common Core s rising expectations in middle school Leslie s classroom is a working model for child staff development in reading writing and critical thinking in collaboration with the Public Education Business Coalition PEBC When considering the CCSS we need to remember that teachers do not teach standards Teachers teach kids A classroom teacher who mixes it up with kids every day Leslie Blauman teaches as if her hair s on fire

**Vocabulary for the Common Core** Robert J. Marzano, Julia A. Simms, 2011-02-07 The Common Core State Standards present unique demands on students ability to learn vocabulary and teachers ability to teach it The authors address these challenges in this resource Work toward the creation of a successful vocabulary program guided by both academic and content area terms taken directly from the mathematics and English language arts standards

**Your Literacy Standards Companion, Grades 3-5** Leslie Blauman, Jim Burke, 2017-04-28 Standards based learning just got a lot easier This new version of The Common Core Companion provides an index for all states implementing state specific ELA standards This index allows you to see in an instant which of your

standards are the same as CCSS which differ and how and which page number to turn to for standards based teaching ideas Beyond that It s the same great go to guide for implementing the standards translating each and every standard for reading writing speaking and listening language and foundational skills into the day to day what you do *Your Literacy Standards Companion, Grades K-2* Sharon Taberski,Jim Burke,2017-04-28 Standards based learning just got a lot easier In this resource the authors provide indexes for all states implementing state specific ELA standards This index allows you to see and understand which page number to turn to for standards based teaching ideas Beyond that It s the same great go to guide for implementing the standards translating each and every standard for reading writing speaking and listening language and foundational skills into day to day what you do lesson ideas best literacy practices group configurations adaptations for ELLs and more It s all here page by page The standards for literature and informational texts put side by side for easier planning More than a dozen teaching ideas for each standard Recommendations on how to cultivate the habits of mind that are critical to meeting the standards including interpersonal skills collaboration and perseverance A glossary of academic language for each standard Teaching suggestions for how to support ELAs Developmental debriefs to signal how you may need to adapt expectations to meet students where they re at An online bank of graphic organizers student reproducibles sample classroom charts and rubrics Reproducible planning template for each standard to help you map out lessons select books generate key questions and more With this book you have what you need to bring about astounding clarity of expectations for what students are to learn and what teachers can do to bring about the sustained literacy experiences students need to apply their learning **Resources in Education** ,1993 The Common Core Companion Leslie Blauman,2015 Pesticide Applicator Training Materials ,1991 **Brilliance in the Building** Bo Ryan,2022-08-09 Meet any challenge any day with clarity competence and confidence Written with the needs of urban educators in mind this essential guide shares specific action steps and ready to use tools for supporting successful Professional Learning Communities at WorkR From scheduling teacher collaboration time to using data to inform high quality instruction author Bo Ryan delivers field tested practices that lead to high levels of student achievement Collaborative teams will Access excellent data backed reproducibles Make immediate changes that positively impact student learning Realize the value in the resources you have and leverage them Gain insight into the PLC at Work process Reflect on your own personal mindsets and ways you personally can improve Contents Introduction Chapter 1 A Culture of Care Chapter 2 A Culture of Collaboration Chapter 3 A Culture of Learning Chapter 4 A Culture of Effective Instruction Chapter 5 A Culture of Continuous Improvement Final Thoughts Appendix Strategy Implementation Guide Learning Block Planning Tool Data Team Meeting Templates Teacher Framework Intervention Action Plan Learning Block Planning Tool Examples References and Resources Index **New York Libraries** ,1913 School ,1924 Quick Frozen Foods ,1962 *Construction Materials Reference Book* David Doran,Bob Cather,2013-07-24 This book is the definitive reference source for professionals involved in the conception design and

specification stages of a construction project The theory and practical aspects of each material is covered with an emphasis being placed on properties and appropriate use enabling broader deeper understanding of each material leading to greater confidence in their application Containing fifty chapters written by subject specialists Construction Materials Reference Book covers the wide range of materials that are encountered in the construction process from traditional materials such as stone through masonry and steel to advanced plastics and composites With increased significance being placed on broader environmental issues issues of whole life cost and sustainability are covered along with health and safety aspects of both use and installation

**Walford's Guide to Reference Material: Science and technology** Albert John Walford, Library Association, 1999 A revised and updated guide to reference material It contains selective and evaluative entries to guide the enquirer to the best source of reference in each subject area be it journal article CD ROM on line database bibliography encyclopaedia monograph or directory It features full critical annotations and reviewers comments and comprehensive author title and subject indexes The contents include mathematics astronomy and surveying physics chemistry earth sciences palaeontology anthropology biology natural history botany zoology patents and interventions medicine engineering transport vehicles agriculture and livestock household management communication chemical industry manufactures industries trades and crafts and the building industry

*Introduction to Community Oral History* Mary Kay Quinlan, Nancy MacKay, Barbara W Sommer, 2016-06-16 The first book of the five volume Community Oral History Toolkit sets the stage for an oral history project by placing community projects into a larger context of related fields and laying a sound theoretical foundation It introduces the field of oral history to newcomers with discussions of the historical process the evolution of oral history as a research methodology the nature of community and the nature of memory It also elaborates on best practices for community history projects and presents a detailed overview of the remaining volumes of the Toolkit which cover Planning Management Interviewing and After the Interview processing and curation

*Introduction to Community Oral History* features a comprehensive glossary index bibliography and references as well as numerous sample forms that are needed throughout the process of conducting community oral history projects

*Monthly Catalog of United States Government Publications* ,1984

**New York Libraries. a Quarterly Devoted to the Interests of the Libraries of the State** ,1913 *The New York Lumber Trade Journal* ,1923

**Popular Science Monthly** ,1919

CCSS and UDL: Common Core State Standards and Universal Design for Learning Joseph Casbarro, 2013-01-01 Given the prevalence of student diversity schools are struggling to find ways to help with the implementation of CCSS With the wide range of student learning styles socioeconomic backgrounds and life experiences one key to meeting this challenge is the use of Universal Design for Learning UDL Originally developed to address the instructional needs of students with disabilities UDL is now being embraced as an answer to creating learning environments where all students regardless of their individual differences can meet the CCSS Designed for classroom teachers this guide provides practical strategies and best practices for utilizing UDL as a means to help

students successfully access and achieve the CCSS

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