

**Kindergarten** ELA, CCSS **Literary Text Standards** with English Language Development Functions and Forms. **English Language Proficiency and the Common Core Reading Standards**

St. #	CCSS Reading Literacy Standard	Topic (standard) Goal	ELD Function (purpose)	General Academic Language (forms)	English Language Proficiency Target	Sentence Frames (Beginning, early intermediate, intermediate, early advanced and advanced).
St. 1	<b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.	Ask and Answer Questions about Key Details	Ask and Answer Questions	<b>Question</b> did, are, will, am is, can (use in verb phrases)	<b>Question</b> Students will learn to understand and generate oral and written language with verbs and verb phrases in questions.	<b>Did</b> ____, ____? <b>Yes</b> ____ <b>did</b> ____. <b>I am</b> ____ . <b>Are you</b> ____? <b>Yes, I am</b> ____. <b>Who</b> ____? <b>Did you</b> ____? <b>When is</b> ____, ____? <b>How will</b> ____? <b>Are you going</b> ____? <b>I am going</b> ____.
St. 2	<b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.	Retell Key Details	Retell/Relating Past Events	<b>Retell</b> was, were, ----ing yesterday/last, ----ed, first, last, finally, has/have/been,----ing, since/for	<b>Retell</b> Students will learn to understand and generate oral and written language with retell past tense verbs.	<b>single word responses: Where is</b> ____? ____ <b>was</b> ____ (ing) <b>They were</b> ____ (ing). <b>Last</b> ____ (day), ____ (pronoun) ____ (ed) ____. <b>The</b> ____ (story, character, setting) <b>was first</b> ____ and then ____. ____ <b>have been</b> ____ (ing) since ____.
St. 3	<b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.	Identifying (and Describe) Story Elements	Description (character, setting, event)	<b>Describe</b> pronouns + is/are and, have/has, adjectives and nouns + is/are/were, have/has/had	<b>Describe</b> Students will understand and generate oral and written language with descriptive details that support the main idea. (setting: prepositional phrases, action: present progressive adverbs, nouns: nouns, and pronouns, adjectives).	<b>The characters are</b> ____ . <b>The setting is</b> ____ . ____ (character) <b>was in the</b> ____ . (pr.phrase). ____ <b>is</b> ____, ____ <b>and</b> ____ (ADJ). <b>The setting in</b> ____ <b>is not like the setting in</b> ____ . ____ <b>and</b> ____ <b>describe</b> ____ <b>because</b> ____ . ____ <b>did/not</b> ____ <b>because</b> ____ <b>was</b> ____ .
St. 4	<b>RL.K.4</b> Ask and answer questions about unknown words in a text.	Ask and Answer Questions about unknown words	a. Ask and Answer b. Defining (conceptualize nouns, verbs & adjectives)	<b>Question</b> did, are, will, am is, can (use in verb phrases) <b>Define</b> is, a, are, tells, shows that, describes, explains, has, example of	<b>Question</b> Students learn to understand and generate oral and written language with: verbs and verb phrases in questions. <b>Define</b> Students will learn to define concrete and abstract objects and concepts with correct nouns, pronouns, and adjectives.	<b>What is a</b> ____? <b>A</b> ____ <b>is a</b> ____ . <b>A</b> ____ <b>is</b> ____ . <b>Did</b> ____, ____? <b>Yes</b> ____ <b>did</b> ____ . <b>The</b> ____ (sing. noun) <b>is</b> ____ (ADJ). ____ <b>tells</b> ____ . <b>I am</b> ____ . <b>Are you</b> ____? <b>Yes, I am</b> ____ . <b>The</b> ____ (noun) <b>tells that</b> ____ . <b>The poem has</b> ____ <b>and</b> ____ <b>words</b> . <b>EA</b> ____ <b>is an example of</b> ____ (rhyme, beats, alliteration). <b>The phrase</b> ____ <b>shows that</b> ____ (character) <b>is</b> ____ (ADJ). <b>In the text</b> ____ (phrase/words) <b>is/ are repeated because</b> ____ . <b>Are you going</b> ____? <b>I am going</b> ____ .
St. 5	<b>RL.K.5</b> Recognize common types of texts (e.g., storybooks, poems).	Recognizing Text Types	Description (of text types)	<b>Describe</b> is, a, can, has, are, and, in, but, is not, because, frequently	<b>Describe</b> Students understand and generate oral and written language with descriptive details that support genre types (poems, storybooks, fairy-tales, etc...).	____ <b>is a</b> ____ . ____ <b>can</b> ____ . ____ <b>is</b> ____ (ing). <b>The book</b> ____ <b>has</b> ____ . <b>There are</b> ____ <b>and</b> ____ <b>in</b> ____ . ____ <b>and</b> ____ <b>are alike because</b> ____ . <b>The book</b> ____ <b>is informational, but the book</b> ____ <b>is not</b> . <b>These stories are</b> ____ (type of story) <b>because</b> ____ . <b>Books about</b> ____ <b>are frequently</b> ____ . <b>The story</b> ____ <b>reminds me of a</b> ____ <b>because</b> ____ .
St. 6	<b>RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Explain/Infer about Author and Illustrator Roles	Explaining/Inferring	<b>Explain/Infer (begins Early Intermediate)</b> in the, of the, verb forms: -ed, adverbs of manner: -ly, As I came, had/had none, but, did/didn't	<b>Explain/Infer</b> Students use verb forms, declarative sentences, more complex sentences and adverbs of manner.	n/a <b>The</b> ____ (illustration subject) <b>is in the</b> ____ (prepositional phrase). <b>The author/illustrator</b> ____ <b>about</b> ____ . <b>The (author/illustrator)</b> ____ (verb) <b>at the</b> ____ . <b>The (author/illustrator)</b> ____ <b>but the (author/illustrator)</b> ____ . <b>The illustrator shows</b> ____ <b>about the part of the text that</b> ____ .
St. 7	<b>RL.K.7</b> 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).	Comparing Illustrations to Text	a. Compare (relationships) b. Describe Comparison	<b>Compare</b> when, is like, was/were he/she + present verb, both, is, about <b>Describe</b> is, a, can, has, are, and, in, but, is not, because, frequently	<b>Compare</b> Students will compare using adjectives and conjunctions in sentences. <b>Describe</b> Students will understand and generate oral and written language with descriptions about illustrations and its relationship to text.	<b>Point to</b> ____ . ____ <b>is</b> ____ . <b>Is</b> ____ <b>or</b> ____? <b>The setting was</b> ____ . <b>They were</b> ____ . <b>He/She (present verb)</b> ____ . <b>The picture of</b> ____ <b>is about</b> ____ . ____ <b>and</b> ____ <b>are</b> ____ . ____ (subject) ____ (verb) ____ (adj.) <b>is</b> ____ <b>in the picture/text</b> . <b>Both the</b> ____ <b>and</b> ____ <b>tell/explain about</b> ____ . <b>The illustration of</b> ____ <b>is the same as</b> ____ <b>in the text</b> . <b>The picture of</b> ____ <b>is like the text because</b> ____ . <b>An example of how</b> ____ <b>is similar to</b> ____ <b>is</b> ____ .
St. 8	<b>RL.K.8</b> (Not applicable to literature)	N/A	N/A	N/A	N/A	N/A
St. 9	<b>RL.K.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Compare and Contrast characters experiences	Compare and Contrast (experiences)	<b>Compare and Contrast</b> has, is, are, than, (er-est), and, both, but, similar, because, different, is, compared to, by comparison of..	<b>Compare and Contrast</b> Students will learn to understand and generate complex sentence structure with specific comparative language using adjectives and conjunctions and appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives.	<b>The book has</b> ____ . <b>The (character)</b> ____ <b>is</b> ____ . ____ <b>are</b> ____ . <b>The (character)</b> ____ <b>is</b> ____ (er) <b>than</b> ____ . ____ <b>is the</b> ____ (est). ____ (character) <b>and</b> ____ <b>are both</b> ____ . ____ <b>is</b> ____ (same/different) <b>than</b> ____ . <b>They are different because</b> ____ <b>and</b> ____ . ____ <b>and</b> ____ (characters) <b>are similar/different because</b> ____ . ____ <b>is</b> ____ <b>compared to a</b> ____ . <b>An example is</b> ____ . <b>In both stories</b> ____ <b>and</b> ____ <b>were</b> ____ .
St. 10	<b>RL.K.10</b> Actively engage in group reading activities with purpose and understanding.	Common Core Standard Ten is unique in that it states that all grades K - 12 are expected to end the year reading and comprehending literature at the high end of the grade complexity band independently and proficiently. It is the culmination and integration of all literacy standards for each grade. The key is staying on topic within and across each grade.				

**Kindergarten ELA, CCSS Informational Text Standards with English Language Development Functions and Forms. English Language Proficiency and the Common Core Reading Standards**

St. #	CCSS Reading Literacy Standard	Topic (standard) Goal	ELD Function (purpose)	General Academic Language (forms)	English Language Proficiency Target	Sentence Frames (Beginning, early intermediate, intermediate, early advanced and advanced).
St. 1	<b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.	Ask and Answer Questions about Key Details	Ask and Answer Questions	<b>Question</b> did, are, will, am is, can (use in verb phrases)	<b>Question</b> Students learn to understand and generate oral and written language with: verbs and verb phrases in questions.	<b>Did</b> ____, ____? <b>Yes</b> ____ <b>did</b> ____. <b>I am</b> ____ . <b>Are you</b> ____? <b>Yes</b> , I am ____. <b>Who</b> ____? <b>Did you</b> ____? <b>When is</b> ____, ____? <b>How will</b> ____? <b>Are you going</b> ____? <b>I am going</b> ____.
St. 2	<b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.	Identify (determine) Main Topic  Retell Key Details	a. Identify (determine, name, describe)  b. Retell and Relating Past Events	<b>Identify</b> pronouns + is/are and, have/has/had, adjectives and nouns + is/are/were <b>Retell</b> was, were, ----ing yesterday/last, ----ed, first, last, finally, has/have/been,----ing, since/for	<b>Identify</b> Students will use adjectives, verbs and prepositional phrases to identify main topic. <b>Retell</b> Students learn to understand and generate oral and written language with past tense verbs.	<b>Is the</b> ____ (noun) ____ or ____ (adj)? <b>Point to the</b> ____. <b>The</b> ____ (main idea) <b>is</b> ____ . <b>The</b> ____ (event) <b>was</b> ____ (describe). <b>A</b> ____ <b>has</b> ____ . ____ <b>has/have</b> ____ . <b>My/your</b> ____ <b>is</b> ____ . <b>The</b> ____ (subject) <b>is</b> ____ and ____ (-ing). <b>The</b> ____ (details) <b>are usually about</b> ____ . ____ <b>are important because</b> ____ . ____ (details) <b>tell about</b> ____ (main topic) <b>when</b> ____ .
St. 3	<b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Compare & Contrast (individuals, events, ideas or information)  Describe connections	a. Compare and Contrast  b. Describe	<b>Compare and Contrast</b> subject/verb/adjective, but ____, er, est, conjunctions ____ has __but, so, and, yet, like, in the same way <b>Describe</b> (story elements) pronouns + is/are and, have/has/had, adjectives and nouns + is/are/were	<b>Compare and Contrast</b> Students will be able to use adjective and conjunctions to <u>compare</u> individuals, events, ideas or information in a text. <b>Describe (story elements)</b> Students will learn to describe story elements using descriptive language	<b>Teachers asks students to point or say simple words to describe parts of story elements (events, ideas, characters).</b> ____ <b>have</b> ____ . ____ <b>is</b> ____ (use to describe). ____ <b>and</b> ____ <b>are alike</b> . ____ <b>is different than</b> ____ . <b>Both</b> ____ <b>and</b> ____ <b>have</b> ____ . ____ <b>is like</b> ____ <b>because</b> ____ . ____ <b>has</b> ____ <b>and</b> ____ <b>has</b> ____ <b>too</b> . ____ <b>is similar too</b> ____ . ____ <b>and</b> ____ <b>are the same because</b> ____ . <b>The difference between</b> ____ <b>and</b> ____ <b>is</b> ____ .
St. 4	<b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text.	Ask and Answer Questions about Unknown Words  Attempt defining words	a. Ask and Answer Questions  b. Defining (conceptualizing nouns, verbs and adjectives)	<b>Question</b> did, are, will, am is, can (use in verb phrases) <b>Define</b> is, a, are, tells, shows that, describes, explains, has, example of	<b>Question</b> Students learn to understand and generate oral and written language with: verbs and verb phrases in questions. <b>Define</b> Students will learn to define concrete and abstract objects and concepts with correct nouns, pronouns, and adjectives.	<b>What is a</b> __? <b>A</b> __ <b>is a</b> ____ . <b>A</b> ____ <b>is</b> ____ . <b>The</b> ____ (sing. noun) <b>is</b> ____ (ADJ). ____ <b>tells</b> ____ . <b>The</b> ____ (noun) <b>tells that</b> ____ . <b>The poem/story has</b> ____ <b>and</b> ____ <b>words</b> . ____ <b>is a word that tells/shows</b> ____ . ____ <b>is an example of a</b> ____ <b>word</b> . <b>In the story, (phrase/words) is/ are repeated because</b> ____ . ____ (word/phrase) <b>is talking/referring to</b> ____ <b>as shown in</b> ____ .
St. 5	<b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.	Identify Parts of a Book	Classification (words, phrases, sentences assigned to an object or category)	<b>Classify</b> goes, with, here, there, because, and articles (is, a, are, etc..) words (or prefix or suffix) that is with a noun to indicate the type of reference being made by the noun.	<b>Classify</b> Students will be able to use articles with objects to associate categories to which things belong (in this case textual features). Classification can be supported with the language of description or location of objects (prepositional phrases).	<b>is</b> ____ <b>the title, or is</b> ____ <b>the title?</b> <b>Show me</b> ____ <b>on the</b> ____ (title, cover, book pages). <b>The cover is on the</b> ____ <b>of a book, because</b> ____ . <b>On page</b> ____ <b>I read about</b> ____ . ____ <b>and</b> ____ <b>are both</b> ____ (purpose). <b>The title</b> ____ <b>goes with</b> ____ <b>because</b> ____ . <b>The reason</b> ____ <b>has</b> ____ <b>is to</b> ____ .
St. 6	<b>RI.K.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Comparing Author and Illustrator Roles	a. Comparing (roles) b. Author and Illustrator (explaining ideas)	<b>Compare</b> when, is like, was/were he/she + present verb, both, is, about <b>Explain</b> -ed, -ing verb forms, came-come, sang-sing (irregular verb forms), -y, -ly adverbs of manner, is, are (declarative sentences).	<b>Compare</b> Students will compare using adjectives and conjunctions in sentences. <b>Explain</b> Students will learn to develop and use explanations using appropriate verb forms, declarative and complex sentences and adverbs of manner.	____ <b>is the author</b> . ____ <b>is the illustrator</b> . <b>The author/illustrator tells/shows</b> ____ . ____ (author/illustrator) <b>describes/explains</b> ____ . <b>The author</b> ____ <b>and the illustrator</b> ____ . <b>The author</b> ____ (ed). <b>The illustrator is</b> ____ (ing). <b>The author</b> ____ (ed/ing) <b>but the illustrator</b> ____ (ing/ed). <b>When the author</b> ____ <b>it explained</b> ____ . <b>The illustrator</b> ____ (-y,-ly) <b>but the author</b> ____ .
St. 7	<b>RI.K.7</b> 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).	Comparing Illustrations to Text  Describing Relationships	a. Comparing and Contrasting  b. Describing	<b>Compare and Contrast</b> subject/verb/adjective, but ____, er, est, conjunctions ____ has __but, so, and, yet, like, in the same way <b>Description</b> pronouns + is/are and, have/has, adjectives and nouns + is/are/were, have/has/had	<b>Compare and Contrast</b> Students will be able to use adjective and conjunctions to compare relationships between illustrations and the text. <b>Description</b> Students generate oral and written language with nouns, pronouns and adjectives (to describe relationships).	____ <b>is not</b> ____ . ____ <b>is</b> ____ . ____ <b>has</b> ____ <b>but</b> ____ <b>has</b> ____ . <b>Both</b> ____ <b>and</b> ____ <b>have/are</b> ____ <b>but</b> ____ <b>has</b> ____ . ____ <b>in the text is illustrated</b> ____ . ____ <b>has</b> ____ , <b>but</b> ____ <b>doesn't have</b> ____ . ____ <b>is like</b> ____ <b>because</b> ____ . <b>At first the illustrations show</b> ____ <b>but at the end they show</b> ____ . <b>Illustrations are</b> ____ <b>but text is</b> ____ <b>because</b> ____ .
St. 8	<b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.	Author's Purpose	Concluding Author's Purpose	<b>Conclusion</b> Making <u>conclusions</u> /drawing "reasons" begins at intermediate level of ELP. Adjective comparatives with conjunctions: although, because, that, with past tense verbs: -ed, was - then, with passive voice: was, were, had, have been, and with idiomatic phrases: bigger than a ____	<b>Conclusion</b> Students will be able to use comparative adjectives with past tense verbs, conjunctions and idiomatic phrases and passive voice.	<b>n/a n/a</b> <b>At first</b> ____ <b>and then</b> ____ . <b>In the beginning</b> ____ , ____ (ed) <b>then</b> ____ . <b>The author said</b> ____ <b>because</b> ____ . <b>Since</b> ____ , ____ (-ed/was) <b>then</b> ____ . <b>I can conclude that</b> ____ . <b>The author</b> ____ <b>because</b> ____ . <b>If</b> ____ <b>then</b> ____ . <b>Although</b> ____ <b>was</b> ____ , ____ <b>have been</b> ____ . <b>The author</b> ____ <b>is because</b> ____ . <b>An example of this is</b> ____ .
St. 9	<b>RI.K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Compare and Contrast Story Elements between Two Texts	Compare and Contrast (two texts)	<b>Compare and Contrast</b> has, is ,are ,than, (er-est),and, both, but, same, because, different, is __ compared to __, does/does not	<b>Compare and Contrast</b> Students will learn to understand and generate complex sentence structures with specific comparative language using adjectives and conjunctions and appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives.	<b>The picture is</b> ____ . <b>I see a</b> ____ . <b>This</b> ____ <b>is -er/est</b> . <b>This</b> ____ <b>is -er/est</b> . <b>Both</b> ____ <b>and</b> ____ <b>have</b> ____ . ____ <b>is about</b> ____ <b>but</b> ____ <b>is about</b> ____ . <b>They are different because</b> ____ <b>has</b> ____ <b>but</b> ____ <b>does not have</b> ____ . ____ <b>is described</b> ____ <b>but</b> ____ <b>is not</b> . <b>Both</b> ____ <b>and</b> ____ <b>are</b> ____ (adj).
St. 10	<b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.	Common Core Standard Ten is unique in that it states that all grades K - 12 are expected to end the year reading and comprehending literature at the high end of the grade complexity band independently and proficiently. It is the culmination and integration of all literacy standards for each grade. The key is staying on topic within and across each grade.				