**Napa Valley Unified School District**

**Common Core Standards**

**Grade K – Reading and Speaking & Listening Standards On-A-Page**

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| **Reading Literature** | **Reading Information** | **Speaking & Listening** |
| **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**   1. Ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 for additional expectations.) CA 2. Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text). CA 3. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.   **Integration of Knowledge and Ideas**   1. 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). 2. (Not applicable to literature) 3. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.   **Range of Reading and Level of Text Complexity**  10. Actively engage in group reading activities with purpose and understanding.   1. Activate prior knowledge related to the information and events in texts. CA 2. Use illustrations and context to make predictions about text. CA | **Key Ideas and Details**  1. With prompting and support, ask and answer questions about key details in a text.  2. With prompting and support, identify the main topic and retell key details of 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**   1. With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 additional expectations.) CA 2. Identify the front cover, back cover, and title page of a book. 3. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.   **Integration of Knowledge and Ideas**   1. 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). 2. With prompting and support, identify the reasons an author gives to support points in a text. 3. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).   **Range of Reading and Level of Text Complexity**  10. Actively engage in group reading activities with purpose and understanding.   1. Activate prior knowledge related to the information and events in texts. CA 2. Use illustrations and context to make predictions about text. CA | **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.   1. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 2. 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.   1. Understand and follow one- and two-step oral directions. CA 2. 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. |

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