

# Kindergarten Power Standards for English Language Arts

Power Standards include key recommendations from the National Reading Panel and skills required for norm referenced assessments “backward mapped” to grade kindergarten. For pacing and instruction of the CCSD Power Standards, please refer to the Guide for Benchmarks and the Curriculum Essentials Framework. At a minimum, students will maintain previously learned skills and attain the following:

| Strand             | NV     | CCSD Power Standard   |
|--------------------|--------|---|
| Word Analysis      | 1.K.1  | Demonstrate phonological awareness of spoken words: syllable awareness and onset and rime awareness. [1.1]  |
|                    | 1.K.2  | Demonstrate phonemic awareness of spoken words: matching, isolating, blending, segmenting, deleting, and substituting. [1.2]  |
|                    | 1.K.3  | Identify and name upper and lower case letters of the alphabet; identify letter-sound relationships; decode words in text using letter/sound relationships (CVC words). [1.3]     |
|                    | 1.K.4  | Build and comprehend vocabulary using pictures, symbols, and environmental print; sequence letters of the alphabet to understand alphabetic order. [1.4]                          |
|                    | 1.K.5  | Identify high frequency words to build fluency and comprehension. [1.5]   |
| Reading Strategies | 2.K.1  | Demonstrate concept of print (top/bottom, left/right, story sense), concept of word, and voice-to-print match; identify author, illustrator, cover, and title. [2.1]              |
|                    | 2.K.2  | Use during-reading strategies based on text and purpose to make predictions, identify key vocabulary, and make inferences with assistance. [2.2]                                  |
|                    | 2.K.3  | Use after-reading strategies based on text and purpose to recall details/facts and restate main ideas orally with assistance. [2.3]   |
|                    | 2.K.A1 | Retell beginning, middle, and end of familiar stories with assistance. [2.3]  |
| Literary Text      | 3.K.1  | Listen for and identify setting and sequence of events (beginning, middle, and end of familiar stories). [3.1]  |
|                    | 3.K.3  | Listen to and identify the main idea. [3.3]   |
|                    | 3.K.7  | Listen to, read, and discuss text from different cultures and time periods with assistance. [3.7]   |
|                    | 3.K.A1 | Respond to who, what, when, where, and why questions. [3.9]   |
| Expository Text    | 4.K.1  | Listen to and identify the purpose of and gain information from text features: illustrations, graphs, charts, and titles with assistance. [4.1]                                   |
|                    | 4.K.3  | Listen to and identify the topic; listen to and describe sequential order. [4.3]  |
|                    | 4.K.4  | Listen to, read, and discuss text from different cultures and time periods with assistance. [4.4]   |
|                    | 4.K.5  | Listen to and use information to answer specific questions. [4.5]   |
|                    | 4.K.7  | Listen to and follow pictorial and written directions to complete tasks with assistance. [4.7]  |
|                    | 4.K.A1 | Distinguish between statements and questions. [4.2]   |
| Effective Writing  | 5.K.1  | Use prewriting strategies and explore a topic to plan written work with assistance. [5.1]   |
|                    | 5.K.2  | Draw and communicate ideas in written form daily. [5.2]   |
|                    | 5.K.3  | Revise drafts for audience, ideas, and voice with assistance. [5.3]   |
|                    | 5.K.4  | Edit to ensure correct spelling and capitalization of first and last names. [5.4]   |
|                    | 5.K.5  | Edit for correct use of nouns with assistance. [5.5]  |
|                    | 5.K.6  | Edit for use of complete sentences with assistance. [5.6]   |
|                    | 5.K.7  | Create a final draft through writing, drawing, and/or dictation. [5.7]  |
|                    | 5.K.A1 | Form upper and lower case manuscript (ball and stick) letters using proper form and spacing. [5.7]  |
|                    | 5.K.A2 | Edit to ensure correct use of beginning and end punctuation. [5.4]  |
| Types of Writing   | 6.K.1  | Draw and write expository text to communicate. [6.1]  |
|                    | 6.K.2  | Draw and write narrative/descriptive text about familiar experiences and/or events. [6.2]   |
|                    | 6.K.4  | Draw and write responses to literary text. [6.4]  |
|                    | 6.K.5  | Draw and write responses to expository text. [6.5]  |
|                    | 6.K.9  | Discuss, write, and draw to formulate a question; record information from simple reference materials and technology; answer a research question; identify title and author. [6.9] |
| Listening          | 7.K.1  | Listen for a variety of purposes: gaining information, being entertained, and understanding directions. [7.1]   |
|                    | 7.K.2  | Listen and respond to oral communication. [7.2]   |
|                    | 7.K.3  | Expand vocabulary through listening. [7.3]  |
| Speaking           | 8.K.1  | Give directions to complete tasks with assistance; ask questions to clarify directions with assistance. [8.1]   |
|                    | 8.K.2  | Use precise language to describe feelings, experiences, observations, and ideas. [8.2]  |
|                    | 8.K.3  | Communicate personal experiences and retell stories; speak clearly with prosody. [8.3]  |
|                    | 8.K.4  | Participate in group discussions following the turn-taking process. [8.4]   |