

READY! for Kindergarten™: Correlation to the Common Core State Standards



This document aligns the Common Core State Standards for **English Language Arts** (Kindergarten) with the *READY! for Kindergarten* Age Level Targets ©*.

Developmental Milestones and Targets Guide Parents

What should a typical five-year-old child be familiar with when he or she starts school? What can you expect to teach an infant during the first year? *READY! for Kindergarten™* uses child development milestones to break down skills by age so parents can guide their children in pre-kindergarten learning. No matter when you join the *READY!* program, we help you focus on the progression of interconnected skills your child needs from birth to five years.

We cover three broad categories in our *READY!* lessons

1. Language and Literacy
2. Math and Reasoning
3. Social and Emotional

Even 10 Minutes a Day, Every Day, Ensures Success

READY!'s early learning program encourages parents to view the targets with a fluid attitude. These child development targets are not to be learned in a week, but are development milestones to aim for in the year ahead. If a child excels in one area, but falls behind in another, we remind parents that children develop skills at different rates. One child may be eager to play number games and another may want to listen to books. Let the child set the pace, and let the targets be a guide. *READY!* emphasizes maintaining a positive learning environment and building social and emotional well-being over mastering skills.

Alignment with State Common Core Standards

The *READY! for Kindergarten* Age Level Targets focus on the early learning skills identified by research as having the highest correlation to success in school and align with the [Common Core State Standards Initiative](#) that 44 states have adopted. Educators appreciate that standards are being met; parents appreciate the simplicity and clearness of the targets.

Order [READY! for Kindergarten's Age Level Targets poster](#) © to learn about the 26 measurable skills.

Acknowledgement

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References

Kerr, N., Fielding, L., Easton, J., Halliday, S., & Kostorowski, T. (2011). *READY for Kindergarten*. Kennewick, WA: International Children's Reading Foundation.

National Governors Association Center for Best Practices, & Council of Chief State School Officers. (2010). *Common Core State Standards for English Language Arts*. Washington, DC: National Governors Association Center for Best Practices, & Council of Chief State School Officers.

READY! For Kindergarten

Correlation to the Common Core State Standards in English/Language Arts

Common Core State Standard - Kindergarten		READY! For Kindergarten Age Level Targets*
Reading Standards for Literature		
Key Ideas and Details	RL.1 With prompting and support, ask and answer questions about key details in a text.	8. Comprehending Books: I hear and see books read to me for 20 minutes a day. I can answer “Where is...” questions by pointing. (Ages 1-2)
	RL.2 With prompting and support, retell familiar stories, including key details.	8. Comprehending Books: I can retell the story with a beginning, middle and end. (Ages 4-5)
	RL.3 With prompting and support, identify characters, settings, and major events in a story.	8. Comprehending Books: I supply words and discuss characters during our 20 minute reading time. I answer “Why” questions. (Ages 2-3)
Craft and Structure	RL.4 Ask and answer questions about unknown words in a text.	11. Developing Verbal Skills: I ask and answer questions. (Ages 3-4)
	RL.5 Recognize common types of text (e.g., storybooks, poems).	8. Comprehending Books: I am read to 20 minutes a day. (All ages)
	RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	9. Knowing Print Concepts: I identify print concepts including author. (Ages 2-3)
Integration of Knowledge and Ideas	RL.7 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).	9. Knowing Print Concepts: I know print concepts including pictures help meaning. (Ages 3-4)
	RL.8 N/A	
	RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	8. Comprehending Books: I supply words and discuss characters during our 20 minute reading time. (Ages 2-3)
Range of Reading and Level of Text Complexity	RL.10 Actively engage in group reading activities with purpose and understanding.	8. Comprehending Books: I am read to 20 minutes a day. (All ages)

Reading Standards Informational Text		
Key Ideas and Details	RI.1 With prompting and support, ask and answer questions about key details in a text.	8. Comprehending Books: I hear and see books read to me for 20 minutes a day. I can answer “Where is” questions by pointing. (Ages 1-2)
	RI.2 With prompting and support, identify the main topic and retell key details of a text.	8. Comprehending Books: I can retell the story. (Ages 4-5)
	RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	8. Comprehending Books: I supply words and discuss characters during our 20 minute reading time. I answer “Why” questions. (Ages 2-3)
Craft and Structure	RI.4 With prompting and support, ask and answer questions about unknown words in a text.	8. Comprehending Books: I am read to 20 minutes a day. (All ages)
	RI.5 Identify the front cover, back cover, and title page of a book.	9. Knowing Print Concepts: I identify print concepts including cover and title. (Ages 2-3)
	RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	9. Knowing Print Concepts: I identify print concepts including author. (Ages 2-3)
Integration of Knowledge and Ideas	RI.7 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).	9. Knowing Print Concepts: I know print concepts, including pictures help meaning. (Ages 3-4)
	RI.8 With prompting and support, identify the reasons an author gives to support points in a text.	8. Comprehending Books: I am read to 20 minutes a day. (All ages)
	RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	8. Comprehending Books: I am read to 20 minutes a day. (All ages)
Range of Reading and Level of Text Complexity	RI.10 Actively engage in group reading activities with purpose and understanding.	8. Comprehending Books: I am read to 20 minutes a day. (All ages)

Foundational Skills		
Print Concepts	RF.1.a. Follows words from left to right, top to bottom, and page by page.	9. Knowing Print Concepts: I know print concepts including reading moves from left to right and top to bottom, left page is followed by right page. (Ages 4-5)
	RF1b. Recognize that spoken words are represented in written language by specific sequences of letters.	9. Knowing Print Concepts: I know print concepts including print represents spoken words (Ages 3-4) and letter groups make words. (Ages 4-5)
	RF 1c. Understand that words are separated by spaces in print.	9. Knowing Print Concepts: I know print concepts including letter groups make words. (Ages 4-5)
	RF 1d. Recognize and name all upper- and lowercase letters of the alphabet.	3. Matching Letter Shapes: I correctly match letters. (All ages) 2. Naming Letter Shapes: I identify and name 12-15 lowercase letters, including those in my first name.
Phonological Awareness	RF 2a. Recognize and produce rhyming words.	7. Saying Sounds in Words: I say words that rhyme. (Ages 4-5)
	RF 2b. Count, pronounce, blend, and segment syllables in spoken words.	7. Saying Sounds in Words: I clap syllables independently. (Ages 4-5)
	RF 2c. Blend and segment onsets and rimes of single-syllable spoken words.	7. Saying Sounds in Words: I identify the beginning sounds of words. (Ages 4-5)
	RF 2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (cvc) words. (Not /l/, /r/ or /x/)	7. Saying Sounds in Words: I identify the beginning sounds of words. (Ages 4-5)
	RF 2e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	7. Saying Sounds in Words: I make up nonsense rhymes. (Ages 3-4)
Phonics	RF 3a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	6. Saying Letter Sounds: I say the sounds of 12-15 letters, including those in my first name. (Ages 4-5)
	RF 3b. Associate the long and short sounds with common spellings for the five major vowels.	6. Saying Letter Sounds: I say the sounds of 12-15 letters, including those in my first name. (Ages 4-5)
	RF 3c. Read common high-frequency words by sight.	4. Recognizing Sight Words: I recognize the meaning of labels on 10 objects in my home. (Ages 4-5)
	RF 3d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	7. Saying Sounds in Words: I identify the beginning sounds of words. (Ages 4-5)
Fluency	RF 4. Read emergent-reader texts with purpose and understanding.	8. Comprehending Books: I am read to 20 minutes a day. (All ages)

Writing		
Text Types and Purposes	W1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion.	<p>15. Copying and Tracing: I copy, trace and/or draw letters, numbers and two-dimensional shapes. (all ages)</p> <p>9. Knowing Print Concepts: I know print concepts. (all ages)</p> <p>12. Printing First Name: I may print my first name using upper and lowercase letters.</p>
	W2. 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.	<p>15. Copying and Tracing: I copy, trace and/or draw letters, numbers and two-dimensional shapes. (all ages)</p> <p>9. Knowing Print Concepts: I know print concepts. (all ages)</p>
	W3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	<p>15. Copying and Tracing: I copy, trace and/or draw letters, numbers and two-dimensional shapes. (all ages)</p> <p>9. Knowing Print Concepts: I know print concepts. (all ages)</p> <p>8. Comprehending Books: I make up a different plot or ending. I can retell a story. (Ages 4-5)</p>
Production and Distribution of Writing	W5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<p>15. Copying and Tracing: I copy, trace and/or draw letters, numbers and two-dimensional shapes. (all ages)</p> <p>9. Knowing Print Concepts: I know print concepts. (all ages)</p>
	W6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<p>15. Copying and Tracing: I copy, trace and/or draw letters, numbers and two-dimensional shapes. (all ages)</p> <p>9. Knowing Print Concepts: I know print concepts. (all ages)</p>
Research to Build and Present Knowledge	W7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.)	<p>15. Copying and Tracing: I copy, trace and/or draw letters, numbers and two-dimensional shapes. (all ages)</p> <p>9. Knowing Print Concepts: I know print concepts. (all ages)</p> <p>8. Comprehending Books: I am read to 20 minutes a day. (all ages)</p>
	W8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<p>15. Copying and Tracing: I copy, trace and/or draw letters, numbers and two-dimensional shapes. (all ages)</p> <p>9. Knowing Print Concepts: I know print concepts. (all ages)</p> <p>8. Comprehending Books: I am read to 20 minutes a day. (all ages)</p>

Speaking and Listening		
Comprehension and Collaboration	SL1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	10. Hearing Spoken Words: I hear my parents speak to me 30 times an hour. (all ages) 11. Developing Verbal Skills: I speak using complete sentences with few inaccuracies. (Ages 4-5)
	SL 1a. Follow agreed upon rules for discussions.	11. Developing Verbal Skills: I speak using complete sentences with few inaccuracies. (Ages 4-5) 24. Following Directions: I obey simple rules.
	SL 1b. Continue a conversation through multiple exchanges.	10. Hearing Spoken Words: I hear my parents speak to me 30 times an hour. (all ages) 11. Developing Verbal Skills: I speak using complete sentences with few inaccuracies. (Ages 4-5)
	SL 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.	10. Hearing Spoken Words: I hear my parents speak to me 30 times an hour. (all ages) 11. Developing Verbal Skills: I speak using complete sentences with few inaccuracies. (Ages 4-5)
	SL 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	8. Comprehending Books: I answer “Where is..?” (Ages 1-2), “Why” (Ages 2-3) questions. I give 3-4 word answers for “What and How” questions. (Ages 3-4)
Presentation of Knowledge and Ideas	SL 4. Describe familiar people, places, things, and events, with prompting and support, provide additional detail.	11. Developing Verbal Skills: I speak using complete sentences with few inaccuracies. (Ages 4-5).
	SL 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	17. Naming Colors: I know 12 colors. (Ages 4-5) 15. Copying and Tracing: I copy, trace and/or draw letters, numbers and two-dimensional shapes. (all ages) 12. Printing First Name: I may print my first name using upper and lowercase letters. (Ages 4-5)
	SL 6. Speak audibly and express thoughts, feelings, and ideas clearly.	11. Developing Verbal Skills: I speak using complete sentences with few inaccuracies. (Ages 4-5)

Language Standards		
Conventions of Standard English	L.1.a.. Print many upper and lowercase letters	12. Printing First Name: I may print my first name using upper and lowercase letters.
	L.1.b. Use frequently occurring nouns and verbs.	11. Developing Verbal Skills: I speak using complete sentences with few inaccuracies. I understand 4,000-5,000 words. (Ages 4-5)
	L.1.c. Form regular plural nouns orally by adding /s/.	11. Developing Verbal Skills: I speak using complete sentences with few inaccuracies. I understand 4,000-5,000 words. (Ages 4-5)
	L.1.d. Understand and use question words	8. Comprehending Books: I answer “Where is..?” (Ages 1-2), “Why” (Ages 2-3) questions. I give 3-4 word answers for “What and How” questions. (Ages 3-4)
	L.1.e. Use the most frequently occurring prepositions (to, from, in, out, off, for, of, by, with)	21. Spatial Relationships: I know 30 prepositions.
	L.1.f. Produce and expand complete sentences in shared language activities.	11. Developing Verbal Skills: I speak using complete sentences with few inaccuracies. (Ages 4-5)
	L.2.a. Capitalize the first word in a sentence and the pronoun I.	
	L.2.b. Recognize and name end punctuation.	9. Knowing Print Concepts: I know print concepts including punctuation makes sentences. (Ages 4-5)
	L.2.c. Write a letter or letters for most consonant and short-vowel sounds.	
	L.2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	
	L.3. Begins in Grade 2	
Vocabulary Acquisition and Use	L. 4.a. Identify new meanings for familiar words and apply them correctly.	11. Developing Verbal Skills: I repeat new words correctly. (Ages 4-5)
	L.4.b. Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.	
	L.5.a Sort common objects into categories	18. Sorting Items: I name and sort objects by color, shape and size. (Ages 4-5)
	L.5.b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites	11. Developing Verbal Skills: I understand 4,000-5,000 words. (Ages 4-5)
	L.5.c. Identify real-life connections between words and their use.	11. Developing Verbal Skills: I understand 4,000-5,000 words. (Ages 4-5)
	L.5.d. Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.	11. Developing Verbal Skills: I understand 4,000-5,000 words. (Ages 4-5)
	L.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	11. Developing Verbal Skills: I understand 4,000-5,000 words. (Ages 4-5) 10. Hearing Spoken Words: I hear my parents speak to me 30 times an hour. (all ages) 8. Comprehending Books: I am read to 20 minutes a day. (All ages)