

# STANDARDS CROSSWALK FOR English Language Arts - Kindergarten DRAFT

Reading Standards for Literature - Kindergarten			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
Key Ideas and Details			
1.	<b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.	<p><b>R1H.K.a-b</b> Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text:</p> <ul style="list-style-type: none"> <li>a. answer basic comprehension questions</li> <li>b. question to clarify</li> </ul> <p><b>R2C.K.a-b</b> Use details from text, with assistance, to</p> <ul style="list-style-type: none"> <li>a. locate names of author and illustrator</li> <li>b. and apply information in the title and pictures</li> </ul>	<b>R1H.K.a-b / R2C.K.a-b</b> Aligns to multiple GLEs
2.	<b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.	<p><b>R1H.K.c</b> Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text:</p> <ul style="list-style-type: none"> <li>c. retell</li> </ul>	<b>R1H.K.c</b> Direct alignment
3.	<b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.	<p><b>R2C.K.a-c</b> Use details from text to identify story elements in shared reading and read-alouds with assistance:</p> <ul style="list-style-type: none"> <li>a. main characters</li> <li>b. problem(s)/events</li> <li>c. setting</li> </ul>	<b>R2C.K.a-c</b> Direct alignment

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Reading Standards for Literature – Kindergarten -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
<b>Craft and Structure</b>			
4.	<b>RL.K.4</b> Ask and answer questions about unknown words in a text.	<b>R1E.K</b> Develop vocabulary by listening to and discussing unknown words in stories.	<b>R1E.K</b> Direct alignment (The word “discussing” in the GLE implies asking and answering questions.)
5.	<b>RL.K.5</b> Recognize common types of texts (e.g., storybooks, poems)	<b>[R2A.3.b]</b> <b>[Use grade level text to</b> b. <b>locate and recognize the features of fiction, poetry, and drama]</b>	<b>[R2A.3.b]</b> <b>No alignment</b> <b>(The GLE first appears in grade 3)</b>
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	<b>R2A.K.a</b> Use details from text, with assistance, to a. locate names of author and illustrator	<b>R2A.K.a</b> Partial alignment (The CCR Anchor Standard requires the definition of the role that the author and illustrator play in telling the story, while the GLE requires only identification of the author and illustrator.)

# STANDARDS CROSSWALK FOR English Language Arts - Kindergarten DRAFT

Reading Standards for Literature – Kindergarten -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
<b>Integration of Knowledge and Ideas</b>			
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)	<b>R2A.K.b</b> Use details from text to: b. apply information in title and pictures	<b>R2A.K.b</b> Partial alignment (The CCR Anchor Standard is more specific than the GLE.)
8.	(Not applicable to literature)		
9.	<b>RL.K.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<b>R1I.K.a</b> Identify connections, with assistance, between a. text to text (text ideas---similarities and differences in fiction and nonfiction works)	<b>R1I.K.a</b> Direct alignment
<b>Range of Reading and Level of Text Complexity</b>			
10.	<b>RL.K.10</b> Actively engage in group reading activities with purpose and understanding.	<b>R2B.K</b> Participate in read-aloud experiences involving rhythm, rhyme, alliteration, and repeating line or phrase	<b>R2B.K</b> Partial alignment (The GLE has a different focus for the group activities.)

# STANDARDS CROSSWALK FOR English Language Arts - Kindergarten DRAFT

Reading Standards for Informational Text – Kindergarten			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
Key Ideas and Details			
1.	<b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.	<b>R1H.K.a-b</b> Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text: a. answer basic comprehension questions b. question to clarify	<b>R1H.K.a-b, R3C.K.a-c</b> Aligns to multiple GLEs
		<b>R3C.K.a-c</b> In response to text and with assistance, a. ask questions to clarify meaning b. answer questions c. recognize important information and identify supporting details	
2.	<b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.	<b>R3C.K.c</b> In response to text and with assistance, c. recognize important information and identify supporting details.	<b>R3C.K.c/ R1H.K.c</b> Aligns to multiple GLEs
		<b>R1H.K.c</b> Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text: c. retell	
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.	<b>[R3C.3.g]</b> <b>[Use details from text to compare and contrast]</b> g. <b>compare and contrast]</b>	<b>[R3C.3.g]</b> <b>No alignment</b> <b>(The GLE first appears in grade 3)</b>

# STANDARDS CROSSWALK FOR English Language Arts - Kindergarten DRAFT

Reading Standards for Informational Text – Kindergarten -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
<b>Craft and Structure</b>			
4.	<b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text	<b>R1E.K</b> Develop vocabulary by listening to and discussing unknown words in stories.	<b>R1E.K</b> Direct alignment (The word “discussing” in the GLE implies asking and answering questions.)
5.	<b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.	No alignment	
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.	<b>R3A.K</b> Develop an awareness that text and pictures provide information	<b>R3A.K</b> Partial alignment (The CCR Anchor Standard is more specific. The GLE does not specifically address author or illustrator.)
<b>Integration of Knowledge and Ideas</b>			
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)	<b>R3A.K</b> Develop an awareness that text and pictures provide information	<b>R3A.K</b> Partial alignment (The CCR Anchor Standard is more specific than the GLE.)
8.	<b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text	<b>[R3C.3.i]</b> i. <b>[identify author’s purpose for writing text]</b>	<b>[R3C.3.i]</b> <b>No alignment</b> <b>(The GLE first appears in grade 3)</b>
9.	<b>RI.K.9</b> With prompting and support, identify basic similarities between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)	<b>R1I.K.a</b> Identify connections, with assistance, between a. text to text (text ideas---similarities and differences in fiction and nonfiction works)	<b>R1I.K.a</b> Direct alignment

# STANDARDS CROSSWALK FOR English Language Arts - Kindergarten DRAFT

Reading Standards for Informational Text – Kindergarten -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
Range of Reading and Level of Text Complexity			
10.	<b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.	No alignment	

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# STANDARDS CROSSWALK FOR English Language Arts - Kindergarten DRAFT

Reading Standards: Foundational Skills – Kindergarten			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
<b>Print Concepts</b>			
1.	<b>RF.K.1.a-d</b> Demonstrate understanding of the organization and basic features of print.		
	a. Follow words from left to right, top to bottom, and page by page.	<b>R1A.K.a</b> Demonstrate basic concepts of print: a. directionality left to right, return sweep, top and bottom.	<b>R1C.K.a</b> Direct alignment
	b. Recognize that spoken words are represented in written language by specific sequences of letters.	<b>R1C.K.b</b> Develop alphabetic and phonics knowledge: b. say sounds associated with letters	<b>R1C.K.b</b> Direct alignment
	c. Understand that words are separated by spaces in print	<b>R1A.K.c</b> Demonstrate basic concepts of print: c. word by word matching	<b>R1A.K.c</b> Direct alignment
	d. Recognize and name all upper-and lowercase letters of the alphabet	<b>R1A.K.a</b> Develop alphabetic and phonics knowledge: a. identify letters	<b>R1A.K.a</b> Direct alignment

# STANDARDS CROSSWALK FOR English Language Arts - Kindergarten DRAFT

Reading Standards: Foundational Skills – Kindergarten -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
<b>Phonological Awareness</b>			
2.	<b>RF.K.2.a-e</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
	a. Recognize and produce rhyming words.	<b>R1B.K.a,c</b> Develop ability to recognize sounds (phonemes) in words (phonemic awareness): a. recognize rhyming words c. hear and say onset and rime	<b>R1B.K.a,c</b> Direct alignment
	b. Count, pronounce, blend, and segment syllables in spoken words.	<b>R1B.K.c</b> Develop ability to recognize sounds (phonemes) in words (phonemic awareness): c. hear and say onset and rime	<b>R1B.K.c</b> Partial alignment (The CCR Anchor Standard requires students to "count.")
	c. Blend and segment onsets and rimes of single-syllable spoken words.	No alignment	
	d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC words). <i>*(This does not include CVCs ending with /l/, /r/, or /x/.)</i>	<b>R1B.K.d</b> Develop ability to recognize sounds (phonemes) in words (phonemic awareness): d. hear and say spoken phonemes	<b>R1B.K.d</b> Partial alignment (The CCR Anchor Standard requires students to isolate sounds.)
	e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<b>R1B.K.d</b> Develop ability to recognize sounds (phonemes) in words (phonemic awareness): d. hear and say spoken phonemes	<b>R1B.K.d</b> Partial alignment (The CCR Anchor Standard requires students to "add or substitute.")

# STANDARDS CROSSWALK FOR English Language Arts - Kindergarten DRAFT

Reading Standards: Foundational Skills – Kindergarten -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
<b>Phonics and Word Recognition</b>			
3.	<b>RF.K.3.a-d</b> Know and apply grade-level phonics and word analysis skills in decoding words.		
	a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound s for each consonant.	<b>R1C.K.b</b> Develop alphabet and phonics knowledge: b. say sounds associated with letters	<b>R1C.K.b</b> Direct alignment
	b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	No alignment	
	c. Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	<b>R1D.K.a</b> Read simple text a. containing a small bank of high frequency words	<b>R1D.K.a</b> Direct alignment
	d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	No alignment	
<b>Fluency</b>			
4.	<b>RF.K.4</b> Read emergent-reader texts with purpose and understanding.	<b>R1D.K.a</b> Read simple text a. containing a small bank of high-frequency words	<b>R1D.K.a</b> Partial alignment (The CC Anchor Standard is more specific. The GLEs do not state reading for a purpose until grade 1. Reading for understanding is implied.)

# STANDARDS CROSSWALK FOR English Language Arts - Kindergarten DRAFT

Writing Standards – Kindergarten			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
Text Types and Purposes			
1.	<b>W.K.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i> )	<b>W3A.K.a</b> a. Plan and write stories and ideas (through pictures and words) using narrative, descriptive, expository, and/or persuasive features.	<b>W3A.K.a</b> Direct alignment (The CCR Anchor Standard is more specific than the GLE concerning the components of persuasive text.)
2.	<b>W.K.2</b> 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.	<b>W3A.K.a</b> a. Plan and write stories and ideas (through pictures and words) using narrative, descriptive, expository, and/or persuasive features.	<b>W3A.K.a</b> Direct alignment (The words, expository text, in the GLE are synonymous for informative/explanatory text in the CCR Anchor Standard.)
3.	<b>W.K.3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events in the order in which they occurred, and provide a reaction to what happened.	<b>W3A.K.a</b> a. Plan and write stories and ideas (through pictures and words) using narrative, descriptive, expository, and/or persuasive features.	<b>W3A.K.a</b> Direct alignment (The CCR Anchor Standard is a description of narrative writing.)

# STANDARDS CROSSWALK FOR English Language Arts - Kindergarten DRAFT

Writing Standards – Kindergarten -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
<b>Production and Distribution of Writing</b>			
4.		(Begins in grade 3)	
5.	<b>W.K.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<b>[W1A.1.d]</b> <b>[Follow a writing process to:</b> d. <b>revise]</b>	<b>[W1A.1.d]</b> <b>No alignment</b> <b>(The GLE first appears in grade 1)</b>
6.	<b>W.K.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>ICTL5A.K</b> Record relevant information, with assistance, in at least one format (e.g., writing, pictures, audio recordings, photos)	<b>ICTL5A.K/ICTL1B.K</b> Aligns to multiple GLEs
		<b>ICTL1B.K</b> Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work	
<b>Research to Build and Present Knowledge</b>			
7.	<b>W.K.7</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	No alignment	
8.	<b>W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>ICTL2B.K.a</b> Share what is known about a topic	<b>ICTL2B.K.a/ ICTL5B.K</b> Aligns to multiple GLEs
		<b>ICTL5B.K</b> Construct new knowledge based on information gathered from a variety of sources.	
9.		(Begins in grade 4)	
<b>Range of Writing</b>			
10.		(Begins in grade 3)	

# STANDARDS CROSSWALK FOR English Language Arts - Kindergarten DRAFT

Speaking and Listening Standards – Kindergarten			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
<b>Comprehension and Collaboration</b>			
1.	<p><b>SL.K.1.a-b</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and large groups.</p> <p>a. Follows agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p>	<p><b>LS1B.K</b> Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions) with teacher assistance.</p>	<p><b>LS.1B.K</b> Partial alignment (The CCR Anchor Standard is more specific than the GLE.)</p>
2.	<p><b>SL.K.2</b> Confirm understanding of a text read aloud or information presented orally through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p><b>R1H.K.a-b</b> Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text:</p> <p>a. answer basic comprehension questions</p> <p>b. question to clarify</p>	<p><b>R1H.K.a-b</b> Direct alignment</p>
3.	<p><b>SL.K.3</b> Ask and answer questions in order to seek help, get information or clarify something that is not understood.</p>	<p><b>R1H.K.a-b</b> Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text:</p> <p>a. answer basic comprehension questions</p> <p>b. question to clarify</p>	<p><b>R1H.K.a-b</b> Partial alignment (The CCR Anchor Standard is mainly in reference to discussion while the GLE is in reference to reading.)</p>

## STANDARDS CROSSWALK FOR English Language Arts - Kindergarten DRAFT

Speaking and Listening Standards – Kindergarten -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
<b>Presentation of Knowledge and Ideas</b>			
4.	<b>SL.K.4</b> Describe familiar people, places, things, and events, and with support, provide additional detail.	No alignment	
5.	<b>SL.K.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.	No alignment	
6.	<b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.	<b>LS2A.K</b> When sharing ideas or experiences <ul style="list-style-type: none"> <li>• speak audibly</li> <li>• use age-appropriate vocabulary</li> </ul>	<b>LS2A.K</b> Direct alignment

# STANDARDS CROSSWALK FOR English Language Arts - Kindergarten DRAFT

Language Standards – Kindergarten			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
<b>Conventions of Standard English</b>			
1.	<b>L.K.1.a-f</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
	a. Print many upper-and lower case letters	<b>W2E.K.a</b> In written text: a. form letters using correct pathway of movement (letter formation.)	<b>W2E.K.a</b> Direct alignment
	b. use frequently occurring nouns and verbs.	<b>[W2E.1.d]</b> <b>[In written text</b> d. <b>use naming words (nouns) and action words (verbs) correctly]</b>	<b>[W2E.1.d]</b> <b>No alignment</b> <b>(The GLE first appears in grade 1)</b>
	c. form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ).		No alignment
	d. understand and use question words (interrogatives ) (e.g., <i>who, what, where, when, why, how</i> ).	<b>ICTL2B.K.b</b> Recognize that questions are a form of communicating and information need (understand correct uses of who, what, when, where, why, how)	<b>ICTL2B.K.b</b> Direct alignment
	e. use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, by, with</i> ).		No alignment
	f. produce and expand complete sentences in shared language activities.		No alignment

# STANDARDS CROSSWALK FOR English Language Arts - Kindergarten DRAFT

Language Standards – Kindergarten -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
<b>Conventions of Standard English</b>			
2.	<b>L.K.2.a-d</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
	a. Capitalize the first word in a sentence and the pronoun <i>I</i> .	<b>[W2E.1.b]</b> <b>[In written text</b> b. <b>capitalize names of people and beginning words of sentences]</b>	<b>[W2E.1.b]</b> <b>No alignment</b> <b>(The GLE first appears in grade 1)</b>
	b. Recognize and name end punctuation.	<b>W2E.K.c</b> In written text c. Use ending punctuation in written text, with assistance	<b>W2E.K.c</b> Partial alignment (The CCR Anchor Standard requires recognizing and naming the end punctuation, while the GLE requires usage.)
	c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	<b>R1C.K.c</b> Develop alphabet and phonics knowledge: c. write letter that goes with consonant sound	<b>R1C.K.c</b> Partial alignment (The CCR Anchor Standard requires writing letters for short vowel sounds, while the GLE requires writing sounds only for consonants.)
	d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	<b>W2E.K.d</b> In written text d. use correct spelling of own first and last names, semi-phonetic spelling, spelling strategies	<b>W2E.K.d</b> Partial alignment (The CCR Anchor Standards requires phonetic spelling, while the GLE requires only <i>semi</i> -phonetic spelling.)
<b>Knowledge of Language</b>			
3.		(Begins in grade 2)	

# STANDARDS CROSSWALK FOR English Language Arts - Kindergarten DRAFT

Language Standards – Kindergarten -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
<b>Vocabulary Acquisition and Use</b>			
4.	<b>L.K.4.a-b</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .		
	a. identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> )	No alignment	
	b. use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i> ) as a clue to the meaning of an unknown word	<b>[R1E.4.a]</b> <b>[Develop vocabulary through text, using root words and affixes]</b>	<b>[R1E.4.a]</b> <b>No alignment</b> <b>(The GLE first appears in grade 4)</b>
5.	<b>L.K.5.a-d</b> With guidance and support from adults, explore word relationships and nuances in word meanings.		
	a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	No alignment	
	b. demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	No alignment	
	c. Identify real life connections between words and their use (e.g., note places at school that are colorful).	No alignment	
	d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	No alignment	

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Language Standards – Kindergarten -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
<b>Vocabulary Acquisition and Use</b>			
6.	<p><b>L.K.6</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p><b>R1E.K</b> Develop vocabulary by listening to and discussing unknown words in stories</p>	<p><b>R1E.K</b> Partial Alignment (The CCR Anchor Standard is more specific than the GLE, and requires specific knowledge of spatial and temporal relationships.)</p>

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