



## Correlation of *Core Knowledge® Sequence* & Colorado Grade Level Expectations

Core Knowledge® Content (Language Arts-Kindergarten)	Colorado Grade Level Expectations (Kinder-Reading & Writing)
<b>I. Reading and Writing</b>	
<b>A. Book and Print Awareness</b>	
▪	K.1.A.1 tell a simple story with a beginning, middle, and end K.1.A.2 retell a known story in sequence K.6.B tell a simple story with a beginning, middle, and end
▪	K.1.B.2 understand directionality of print
▪	K.1.C.2 follow written text when the text is read aloud K.1.B.3 focus on word after word in sequence (voice-print match)
<b>B. Phonemic Awareness</b>	
▪	K.1.C.1 recognize patterns of sound in oral language (i.e., rhyming words)
▪	
▪	
▪	
▪	
▪	K.1.B.4 use pictures to predict print K.1.C.3 hear and repeat initial sounds in words
<b>C. Decoding and Encoding</b>	
▪	
<b>D. Reading and Language Comprehension</b>	
▪	
▪	K.6.A identify and compare characters, settings, and events in story or picture K.2.A relate a narrative, creative story, or other communication by drawing, telling, and writing
▪	
▪	K.1.B.5 realize that print carries meaning K.6.A identify and compare characters, settings, and events in story or picture
<b>E. Writing and Spelling</b>	
▪	K.1.D.1 know letters in their names K.1.D.2 know own name in print
▪	K.1.D.4 recognize the difference between lower and upper case letters K.3.C copy the 26 letters of the alphabet
▪	K.2.C create a message by drawing, telling, and/or emergent writing K.3.A spell simple words K.3.B apply letter/sound relationships as emergent writers K.5.A create a message by drawing, telling, and/or emergent writing
<b>II. Poetry</b>	
<b>A. Mother Goose and Other Traditional Poems</b>	
▪	K.1.C.1 recognize patterns of sound in oral language (i.e., rhyming words)

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<b>B. Other Poems, Old and New</b>	
▪	K.1.C.1 recognize patterns of sound in oral language (i.e., rhyming words)
<b>III. Fiction</b>	
<u>Teachers:</u> While the following works make up a strong core of literature, the content of the language arts includes not only stories, fables, and poems, but also well-practiced, operational knowledge of how written symbols represent sounds, and how those sounds and symbols convey meaning. Thus, the stories specified below are meant to complement, not to replace, materials designed to help children practice decoding skills (see above, I. Reading and Writing). The following works constitute a core of stories for this grade. In kindergarten, these stories are meant to be read-aloud selections. Expose children to many more stories, including classic picture books and read-aloud books. (In schools, teachers across grade levels should communicate their choices in order to avoid undue repetition.) Children should also be exposed to non-fiction prose: biographies, books on science and history, books on art and music, etc. And, children should be given opportunities to tell and write their own stories.	K.2.B create a narrative by drawing, telling, and/or emergent writing
<b>A. Stories</b>	
▪	K.6.A identify and compare characters, settings, and events in story or picture
<b>B. Aesop's Fables</b>	
▪	K.6.A identify and compare characters, settings, and events in story or picture
<b>C. American Folk Heroes and Tall Tales</b>	
▪	K.6.A identify and compare characters, settings, and events in story or picture
<b>D. Literary Terms</b>	
▪	
<b>IV. Sayings and Phrases</b>	
Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i>	Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i> , but can be covered in other areas
This can be covered in many other areas	K.1.B.1 handle books correctly
This can be covered in many other areas	K.1.D.3 recognize the difference between numerals and letters