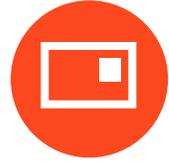


learn with homer



Correlation to the
Common Core State Standards

Common Core ELA Standards | Kindergarten

Before building Learn with Homer, the Homer leadership team served as senior advisors to Student Achievement Partners: the creators of the Common Core Literacy Standards. Therefore, the groundbreaking Learn with Homer program was specifically designed to help children achieve the standards established by the Common Core.

The Common Core skills addressed by lessons and activities in the Learn with Homer app are laid out below.

Reading Standards: Foundational Skills   			
Print Concepts			
1. Demonstrate understanding of the organization and basic features of print.			
a. Follow words from left to right, top to bottom, and page by page.	X		X
b. Recognize that spoken words are represented in written language by specific sequences of letters.	X	X	X
c. Understand that words are separated by spaces in print.	X	X	X
d. Recognize and name all upper- and lowercase letters of the alphabet.	X	X	
Phonological Awareness			
2. Demonstrate understanding of spoken words, syllables, & sounds (phonemes).			
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	X	X	
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	X		
Phonics and Word Recognition			
3. 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 for each consonant.	X	X	X
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	X	X	X
c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	X	X	X
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	X		
Fluency			
4. Read emergent-reader texts with purpose and understanding.	X		



Common Core ELA Standards | Kindergarten

Reading Standards for Literature



Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.	X	X	X
3. With prompting and support, identify characters, settings, and major events in a story.	X	X	X

Craft and Structure

4. Ask and answer questions about unknown words in a text.	X		
6. Recognize common types of texts (e.g., storybooks, poems).	X	X	X

Integration of Knowledge and Ideas

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).		X	X
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Reading Standards for Informational Text



Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.	X	X
2. With prompting and support, identify the main topic and retell key details of a text.	X	X
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	X	X

Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text.	X	
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Integration of Knowledge and Ideas

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).	X	
8. With prompting and support, identify the reasons an author gives to support points in a text.	X	
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).	X	X



Common Core ELA Standards | Kindergarten

Writing Standards



Text Types and Purposes

1. 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., My favorite book is . . .).	X	
2. 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.	X	
3. 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.	X	X

Production and Distribution

6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.		X
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Speaking and Listening Standards



Comprehension and Collaboration

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.	X	X	X	X	
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Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	X	X	X	X	X
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	X	X	X	X	X
6. Speak audibly and express thoughts, feelings, and ideas clearly.	X	X	X		X



Common Core ELA Standards | Kindergarten

Language Standards			
  			
Conventions of Standard English			
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
a. Print many upper- and lowercase letters.		X	X
b. Use frequently occurring nouns and verbs.	X	X	X
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	X	X	X
d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	X	X	
e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	X	X	X
f. Produce and expand complete sentences in shared language activities.		X	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
b. Recognize and name end punctuation.	X	X	
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).		X	
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships	X	X	X

Language Standards			
   			
Vocabulary Acquisition and Use			
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.			
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	X		X
b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	X		X
5. 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.		X	X
c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).		X	X
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		X	X

