



**Kindergarten Individual Development Survey (KIDS)  
Correspondence to Illinois Learning Standards:  
Language and Literacy Development (LLD) and  
the Common Core State Standards for English Language Arts in Kindergarten**

There are many commonalities between the structure of the KIDS<sup>1</sup> and the organization of the Common Core State Standards (CCSS) for English Language Arts (ELA) in Kindergarten. Although some KIDS domain elements do not coincide with the CCSS for ELA and, likewise, a number of CCSS for ELA standards are not directly addressed in the KIDS, there is significant overlap in the way each addresses young children’s development. The following tables show the correspondence between the KIDS Measures and the CCSS for ELA standards.

**Overview of Correspondence between KIDS Measures in the LLD Domain and the Common Core State Standards for English Language Arts in Kindergarten**

LLD Measures	Reading Standards for Literature	Reading Standards for Informational Text	Reading Standards: Foundational Skills	Writing Standards	Speaking and Listening Standards	Language Standards
LLD 1*						
LLD 2*						
LLD 3					X	X
LLD 4					X	
LLD 5	X	X	X	X		X
LLD 6	X	X			X	X
LLD 7		X	X			
LLD 8			X			
LLD 9			X			X
LLD 10				X		X

\*LLD 1 and LLD 2 focus on foundational receptive language skills and do not require the production of language as an indicator of understanding language. The CCSS for ELA does not explicitly call out receptive language without reference to productive language. Overall, the KIDS is not as granular in the specification of knowledge and skills compared to the CCSS for ELA. For example, the Language Standards related to Vocabulary Acquisition and Use address both understanding and production of language, and children acquire vocabulary in the context of conversations or through interaction with texts. Rating LLD 1 and LLD 2 is important for two reasons: KIDS is psychometrically valid at the domain level and, for the purposes of curriculum planning and supporting individual children’s learning and development, teachers should have information regarding children’s receptive language.

<sup>1</sup> Desired Results Developmental Profile-Kindergarten for the Kindergarten Individual Development Survey



**Correspondence between the KIDS Instrument and the Common Core State Standards for English Language Arts in Kindergarten**

KIDS Measure	Common Core State Standards (CCSS) for English Language Arts (ELA) in Kindergarten	Measure Corresponds with CCSS for ELA in the Following Ways:
<p><b>LLD 1: Understanding of Language (Receptive)</b></p> <p><b>Definition:</b> Child understands increasingly complex communication and language.</p>	<p>LLD 1 and LLD 2 focus on foundational receptive language skills and do not require the production of language as an indicator of understanding language. The CCSS for ELA does not explicitly call out receptive language without reference to productive language. Overall, the KIDS is not as granular in the specification of knowledge and skills compared to the CCSS for ELA. For example, the Language Standards related to Vocabulary Acquisition and Use address both understanding and production of language, and children acquire vocabulary in the context of conversations or through interaction with texts. Rating LLD 1 and LLD 2 is important for two reasons: KIDS is psychometrically valid at the domain level and, for the purposes of curriculum planning and supporting individual children’s learning and development, teachers should have information regarding children’s receptive language.</p>	
<p><b>LLD 2: Responsiveness to Language</b></p> <p><b>Definition:</b> Child communicates or acts in response to language and responds to increasingly complex language.</p>		
<p><b>LLD 3: Communication and use of Language (Expressive)</b></p> <p><b>Definition:</b> Child’s communication develops from nonverbal communication to using language with increasingly complex words and sentences.</p>	<p><b><u>SPEAKING AND LISTENING STANDARDS</u></b></p> <p><b>Presentation of Knowledge and Ideas 4</b></p> <p>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p><b><u>SPEAKING AND LISTENING STANDARDS</u></b></p> <p>Child is able to use complex sentences structures and grammar to describe familiar people, places, things, and events <b>(4)</b>.</p>
<p><b>LLD 3: Communication and use of Language (Expressive) (cont.)</b></p> <p><b>Definition:</b> Child’s communication develops from nonverbal communication to using</p>	<p><b><u>LANGUAGE STANDARDS</u></b></p> <p><b>Conventions of Standard English 1</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when</p>	<p><b><u>LANGUAGE STANDARDS</u></b></p> <p>Child uses frequently occurring nouns and verbs in their speech <b>(1.b)</b>.</p> <p>Child uses frequently occurring nouns orally</p>



KIDS Measure	Common Core State Standards (CCSS) for English Language Arts (ELA) in Kindergarten	Measure Corresponds with CCSS for ELA in the Following Ways:
<p>language with increasingly complex words and sentences.</p>	<p>writing or speaking.</p> <p><b>b.</b> Use frequently occurring nouns and verbs.  <b>c.</b> Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).  <b>f.</b> Produce and expand complete sentences in shared language activities.</p> <p><b>Vocabulary Acquisition and Use 4</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p><b>b.</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.</p>	<p>by adding endings (e.g., <i>s/ or /es</i>) <b>(1.c)</b>.</p> <p>Child communicates in complete sentences and uses grammar and words that are deemed “adult-like” <b>(1.f)</b>.</p> <p>Child is able to discuss event in the past tense <b>(4.b)</b>.</p>
<p><b>LLD 3: Communication and use of Language (Expressive) (cont.)</b></p> <p><b>Definition:</b> Child’s communication develops from nonverbal communication to using</p>	<p><b><u>LANGUAGE STANDARDS (cont.)</u></b></p> <p><b>Vocabulary Acquisition and Use 5</b></p> <p>With guidance and support from adults, explore word relationships and nuances in</p>	<p><b><u>LANGUAGE STANDARDS (cont.)</u></b></p> <p>Child uses language in complex ways <b>(5.b-5.d)</b>.</p>



KIDS Measure	Common Core State Standards (CCSS) for English Language Arts (ELA) in Kindergarten	Measure Corresponds with CCSS for ELA in the Following Ways:
<p>language with increasingly complex words and sentences.</p>	<p>word meanings.</p> <p><b>b.</b> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p><b>c.</b> Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p><b>d.</b> Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>	
<p><b>LLD 4: Reciprocal communication and Conversation</b></p> <p><b>Definition:</b> Child engages in back-and-forth communication that develops into increasingly extended conversations.</p>	<p><b><u>SPEAKING AND LISTENING STANDARDS</u></b></p> <p><b>Comprehension and Collaboration 1</b></p> <p>Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>a.</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	<p><b><u>SPEAKING AND LISTENING STANDARDS</u></b></p> <p>Child is able to participate and collaborate in various conversations with diverse peers and adults <b>(1.a)</b>.</p>
<p><b>LLD 4: Reciprocal communication and Conversation (cont.)</b></p> <p><b>Definition:</b> Child engages in back-and-forth communication that develops into</p>	<p><b><u>SPEAKING AND LISTENING STANDARDS (cont.)</u></b></p> <p><b>Comprehension and Collaboration 1 (cont.)</b></p> <p><b>b.</b> Continue a conversation through multiple</p>	<p><b><u>SPEAKING AND LISTENING STANDARDS (cont.)</u></b></p> <p>Child is able to participate and collaborate in various conversations with diverse peers and</p>



KIDS Measure	Common Core State Standards (CCSS) for English Language Arts (ELA) in Kindergarten	Measure Corresponds with CCSS for ELA in the Following Ways:
<p>increasingly extended conversations.</p>	<p>exchanges.</p> <p><b>Comprehension and Collaboration 3</b></p> <p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>adults <b>(1.b)</b>.</p> <p>Child will ask questions to seek information <b>(3)</b>.</p>
<p><b>LLD 5: Interest in Literacy</b></p> <p><b>Definition:</b> Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways.</p>	<p><b><u>READING STANDARDS FOR LITERATURE</u></b></p> <p><b>Craft and Structure 4</b></p> <p>Ask and answer questions about unknown words in a text.</p> <p><b>Range of Reading and Level of Text Complexity 10</b></p> <p>Actively engage in group reading activities with purpose and understanding.</p> <p><b><u>READING STANDARDS FOR INFORMATIONAL TEXT</u></b></p> <p><b>Craft and Structure 4</b></p> <p>With prompting and support, ask and answer questions about unknown words in a text.</p>	<p><b><u>READING STANDARDS FOR LITERATURE</u></b></p> <p>Child initiates literacy activities to understand new or unfamiliar words in a text <b>(4)</b>.</p> <p>Child participates in group reading activities with purpose and comprehension <b>(10)</b>.</p> <p><b><u>READING STANDARDS FOR INFORMATIONAL TEXT</u></b></p> <p>Child initiates literacy activities to understand new or unfamiliar words in a text <b>(4)</b>.</p>
<p><b>LLD 5: Interest in Literacy (cont.)</b></p> <p><b>Definition:</b> Child shows interest in books, songs, rhymes, stories, and other literacy</p>	<p><b><u>READING STANDARDS FOR INFORMATIONAL TEXT (cont.)</u></b></p> <p><b>Range of Reading and Level of Text Complexity 10</b></p>	<p><b><u>READING STANDARDS FOR INFORMATIONAL TEXT (cont.)</u></b></p> <p>Child participates in group reading activities with different types of text and literacy activities related to them <b>(10)</b>.</p>



KIDS Measure	Common Core State Standards (CCSS) for English Language Arts (ELA) in Kindergarten	Measure Corresponds with CCSS for ELA in the Following Ways:
<p>activities in increasingly complex ways.</p>	<p>Actively engage in group reading activities with purpose and understanding.</p> <p><b><u>READING STANDARDS: FOUNDATIONAL SKILLS</u></b></p> <p><b>Print Concepts 1</b></p> <p>Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p><b>Fluency 4</b></p> <p>Read emergent-reader texts with purpose and understanding.</p> <p><b><u>WRITING STANDARDS</u></b></p> <p><b>Research to Build and Present Knowledge 8</b></p> <p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b><u>READING STANDARDS: FOUNDATIONAL SKILLS</u></b></p> <p>Child tracks words from page to page in text <b>(1.a)</b>.</p> <p>Child is able to read texts independently or through shared reading to research topics of interests <b>(4)</b>.</p> <p><b><u>WRITING STANDARDS</u></b></p> <p>Child is able to recall information and provide the source of the information to answer a question <b>(8)</b>.</p>
<p><b>LLD 5: Interest in Literacy (cont.)</b></p> <p><b>Definition:</b> Child shows interest in books, songs, rhymes, stories, and other literacy</p>	<p><b><u>LANGUAGE STANDARDS</u></b></p> <p><b>Vocabulary Acquisition and Use 4</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases</p>	<p><b><u>LANGUAGE STANDARDS</u></b></p> <p>Child understands new and unfamiliar words <b>(4.a)</b>.</p> <p>Child initiates literacy activities related to new</p>



KIDS Measure	Common Core State Standards (CCSS) for English Language Arts (ELA) in Kindergarten	Measure Corresponds with CCSS for ELA in the Following Ways:
<p>activities in increasingly complex ways.</p>	<p>based on <i>kindergarten reading and content</i>.</p> <p><b>a.</b> 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>).</p> <p><b>Vocabulary Acquisition and Use 6</b></p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>words integrated <b>(6)</b>.</p>
<p><b>LLD 6: Comprehension of Age-Appropriate Text</b></p> <p><b>Definition:</b> Child develops capacity to understand details and ideas from age-appropriate text presented by adults.</p>	<p><b><u>READING STANDARDS FOR LITERATURE</u></b></p> <p><b>Key Ideas and Details 1</b></p> <p>With prompting and support, ask and answer questions about key details in a text.</p> <p><b>Key Ideas and Details 2</b></p> <p>With prompting and support, retell familiar stories, including key details.</p> <p><b>Integration of knowledge and Ideas 9</b></p> <p>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p><b><u>READING STANDARDS FOR LITERATURE</u></b></p> <p>Child is able to understand key ideas and details in text presented by adults <b>(1)</b>.</p> <p>Child is able to understand key ideas and details in text presented by adults <b>(2)</b>.</p> <p>Child compares people, objects, or events in informational or narrative texts <b>(9)</b>.</p>
<p><b>LLD 6: Comprehension of Age-Appropriate Text (cont.)</b></p> <p><b>Definition:</b> Child develops capacity to understand details and ideas from age-</p>	<p><b><u>READING STANDARDS FOR LITERATURE (cont.)</u></b></p> <p><b>Range of Reading and Level of Text Complexity 10</b></p>	<p><b><u>READING STANDARDS FOR LITERATURE (cont.)</u></b></p> <p>Child participates in group reading activities with different types of text and literacy</p>



KIDS Measure	Common Core State Standards (CCSS) for English Language Arts (ELA) in Kindergarten	Measure Corresponds with CCSS for ELA in the Following Ways:
<p>appropriate text presented by adults.</p>	<p>Actively engage in group reading activities with purpose and understanding.</p> <p><b><u>READING STANDARDS FOR INFORMATIONAL TEXT</u></b></p> <p><b>Key Ideas and Details 1</b></p> <p>With prompting and support, ask and answer questions about key details in a text.</p> <p><b>Key Ideas and Details 2</b></p> <p>With prompting and support, identify the main topic and retell key details of a text.</p> <p><b>Key Ideas and Details 3</b></p> <p>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>Integration of Knowledge and Ideas 8</b></p> <p>With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p>activities related to them <b>(10)</b>.</p> <p><b><u>READING STANDARDS FOR INFORMATIONAL TEXT</u></b></p> <p>Child is able to answer questions about details in informational text <b>(1)</b>.</p> <p>Child demonstrates the ability to identify the main ideas in a text <b>(2)</b>.</p> <p>Child understands the relationship between individuals, events, and ideas <b>(3)</b>.</p> <p>Child is able to summarize and make inferences about the text <b>(8)</b>.</p>
<p><b>LLD 6: Comprehension of Age-Appropriate Text (cont.)</b></p> <p><b>Definition:</b> Child develops capacity to understand details and ideas from age-</p>	<p><b><u>READING STANDARDS FOR INFORMATIONAL TEXT (cont.)</u></b></p> <p><b>Integration of Knowledge and Ideas 9</b></p> <p>With prompting and support, identify basic</p>	<p><b><u>READING STANDARDS FOR INFORMATIONAL TEXT (cont.)</u></b></p> <p>Child is able to compare people, objects or events in informational or narrative text <b>(9)</b>.</p>





KIDS Measure	Common Core State Standards (CCSS) for English Language Arts (ELA) in Kindergarten	Measure Corresponds with CCSS for ELA in the Following Ways:
<p>appropriate text presented by adults.</p>	<p>similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>Range of Reading and Level of Text Complexity 10</b></p> <p>Actively engage in group reading activities with purpose and understanding.</p> <p><b><u>SPEAKING AND LISTENING STANDARDS</u></b></p> <p><b>Comprehension and Collaboration 2</b></p> <p>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.</p> <p><b><u>LANGUAGE STANDARDS</u></b></p> <p><b>Vocabulary Acquisition and Use 6</b></p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Child participates in group reading activities with different types of text and literacy activities related to them <b>(10)</b>.</p> <p><b><u>SPEAKING AND LISTENING STANDARDS</u></b></p> <p>Child seeks to understand the information in a text that is read aloud by asking or answering questions <b>(2)</b>.</p> <p><b><u>LANGUAGE STANDARDS</u></b></p> <p>Child acquires language through daily activities with others <b>(6)</b>.</p>
<p><b>LLD 7: Concepts About Print</b></p> <p><b>Definition:</b> Child shows an increasing understanding of the conventions and physical organization of print material and</p>	<p><b><u>READING STANDARDS FOR INFORMATIONAL TEXT</u></b></p> <p><b>Craft and Structure 5</b></p> <p>Identify the front cover, back cover, and title</p>	<p><b><u>READING STANDARDS FOR INFORMATIONAL TEXT</u></b></p> <p>Child is aware of the technical aspects of print (i.e., front and back covers of text) <b>(5)</b>.</p>



KIDS Measure	Common Core State Standards (CCSS) for English Language Arts (ELA) in Kindergarten	Measure Corresponds with CCSS for ELA in the Following Ways:
<p>that print carries meaning.</p>	<p>page of a book.</p> <p><b><u>READING STANDARDS: FOUNDATIONAL SKILLS</u></b></p> <p><b>Print Concepts 1</b></p> <p>Demonstrate understanding of the organization and basic features of print.</p> <p><b>a.</b> Follow words from left to right, top to bottom, and page by page.</p> <p><b>b.</b> Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p><b><u>READING STANDARDS: FOUNDATIONAL SKILLS</u></b></p> <p>Child tracks words from right to left and top to bottom in text <b>(1.a)</b>.</p> <p>Child shows understanding that spoken words represent sequences of letters <b>(1.b)</b>.</p>
<p><b>LLD 8: Phonological Awareness</b></p> <p><b>Definition:</b> Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate</p>	<p><b><u>READING STANDARDS: FOUNDATIONAL SKILLS</u></b></p> <p><b>Phonological Awareness 2</b></p> <p>Demonstrate understanding of spoken words,</p>	<p><b><u>READING STANDARDS: FOUNDATIONAL SKILLS</u></b></p> <p>Child is able to rhyme, blend segmented words into syllables, segment and blend the onset of words, isolate vowels in words, and</p>



KIDS Measure	Common Core State Standards (CCSS) for English Language Arts (ELA) in Kindergarten	Measure Corresponds with CCSS for ELA in the Following Ways:
<p>them in language.</p>	<p>syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>a. Recognize and produce rhyming words.</li> <li>b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>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/.)</li> <li>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>	<p>add or substitute individual sounds to make new words <b>(2.a-2.e)</b>.</p>
<p><b>LLD 9: Letter and Word Knowledge</b></p> <p><b>Definition:</b> Child shows increasing awareness of letters in the environment and their relationship to sound, and increasing</p>	<p><b><u>READING STANDARDS: FOUNDATIONAL SKILLS</u></b></p> <p><b>Print Concepts 1</b></p> <p>Demonstrate understanding of the</p>	<p><b><u>READING STANDARDS: FOUNDATIONAL SKILLS</u></b></p> <p>Child is able to recognize and name all upper and lowercase letters of the alphabet <b>(1.d)</b>.</p>



KIDS Measure	Common Core State Standards (CCSS) for English Language Arts (ELA) in Kindergarten	Measure Corresponds with CCSS for ELA in the Following Ways:
<p>understanding that letters make up words.</p>	<p>organization and basic features of print.</p> <p><b>d.</b> Recognize and name all upper- and lowercase letters of the alphabet.</p> <p><b>Phonics and Word Recognition 3</b></p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>a.</b> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p><b>b.</b> Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p><b>c.</b> Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p><b>d.</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>Child can produce the sound of most constant in the alphabet <b>(3.a)</b>.</p> <p>Child identifies both short and long vowel sounds and the letters that represent them <b>(3.b)</b>.</p> <p>Child is able to read high frequency words <b>(3.c)</b>.</p> <p>Child is able to distinguish between similarly spelled words by letter sound differences <b>(3.d)</b>.</p>
<p><b>LLD 9: Letter and Word Knowledge (cont.)</b></p> <p><b>Definition:</b> Child shows increasing awareness of letters in the environment and their relationship to sound, and increasing</p>	<p><b><u>LANGUAGE STANDARDS</u></b></p> <p><b>Conventions of Standard English 1</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when</p>	<p><b><u>LANGUAGE STANDARDS</u></b></p> <p>Child communicates in complete sentences and uses grammar and words that are</p>



KIDS Measure	Common Core State Standards (CCSS) for English Language Arts (ELA) in Kindergarten	Measure Corresponds with CCSS for ELA in the Following Ways:
<p>understanding that letters make up words.</p>	<p>writing or speaking.</p> <p><b>f.</b> Produce and expand complete sentences in shared language activities.</p>	<p>deemed “adult-like” <b>(1.f)</b>.</p>
<p><b>LLD 10: Emergent Writing</b></p> <p><b>Definition:</b> Child shows increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning.</p>	<p><b><u>WRITING STANDARDS</u></b></p> <p><b>Text Types and Purposes 2</b></p> <p>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> <p><b>Text Types and Purposes 3</b></p> <p>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>	<p><b><u>WRITING STANDARDS</u></b></p> <p>Child is able to compose explanatory sentences and paragraphs to describe, inform, and offer explanation about a topic <b>(2)</b>.</p> <p>Child is able to compose explanatory sentences and paragraphs to describe, inform, and offer explanation about an event <b>(3)</b>.</p>
<p><b>LLD 10: Emergent Writing (cont.)</b></p> <p><b>Definition:</b> Child shows increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning.</p>	<p><b><u>LANGUAGE STANDARDS</u></b></p> <p><b>Conventions of Standard English 2</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation,</p>	<p><b><u>LANGUAGE STANDARDS</u></b></p> <p>Child is able to write words and compose simple sentences <b>(2.a-2.d)</b>.</p>



KIDS Measure	Common Core State Standards (CCSS) for English Language Arts (ELA) in Kindergarten	Measure Corresponds with CCSS for ELA in the Following Ways:
	<p>and spelling when writing.</p> <ul style="list-style-type: none"><li><b>a.</b> Capitalize the first word in a sentence and the pronoun <i>I</i>.</li><li><b>b.</b> Recognize and name end punctuation.</li><li><b>c.</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li><li><b>d.</b> Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li></ul>	



**Learning Standard(s) not addressed by KIDS Domain**

- Reading Standards for Literature: Key Ideas 3
- Reading Standards for Literature: Craft and Structure 5 & 6
- Reading Standards for Literature: Integration of Knowledge and Ideas 7
- Reading Standards for Informational Text: Craft and Structure 6
- Reading Standards for Informational Text: Integration of Knowledge and Ideas 7
- Reading Standards Foundational Skills: Print Concepts 1.c
- Writing: Text Types and Purposes 1
- Writing: Production and Distribution of Writings 5 & 6
- Writing: Research to Build and Present Knowledge 7
- Speaking and Listening Standards: Presentation of Knowledge and Ideas 5 & 6
- Language Standards: Conventions of Standard English 1.a, 1.d & 1.e
- Language Standards: Vocabulary Acquisition and Use 5.a

*Notes from expert:*

The KIDS was constructed to identify knowledge and skills that progressively develop in children at younger ages than those included in the CCSS ELA Standards. The current body of research indicates that children in this younger age group demonstrate their learning and development in an integrated way. Consequently, the KIDS measures focus on key areas of early learning and development in each domain, but not as exhaustively as a set of standards would. Given the breadth of knowledge and skills covered by the CCSS ELA Standards, an assessment instrument such as the KIDS is designed to measure a carefully selected set of key knowledge and skills. In other words, the KIDS broadly covers the most salient knowledge and skills in the language and literacy domain and corresponds to a sample of the key content in the CCSS ELA Standards.