



Key Foundations by Hatch™ and Illinois Kindergarten Standards Alignment



STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading	Key Foundations by Hatch™
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details	
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details. Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading	
LEARNING STANDARD / DISCIPLINE		Craft and Structure	
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration	
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	All Key Foundations™ Activities
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	All Key Foundations™ Activities
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature	
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details	
DESCRIPTOR / CONTENT DISCIPLINE	RL.K.1	With prompting and support, ask and answer questions about key details in a text.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
DESCRIPTOR / CONTENT DISCIPLINE	RL.K.2	With prompting and support, retell familiar stories, including key details.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
DESCRIPTOR / CONTENT DISCIPLINE	RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
LEARNING STANDARD / DISCIPLINE		Craft and Structure	
DESCRIPTOR / CONTENT DISCIPLINE	RL.K.4	Ask and answer questions about unknown words in a text.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
DESCRIPTOR / CONTENT DISCIPLINE	RL.K.5	Recognize common types of texts (e.g., storybooks, poems).	

DESCRIPTOR / CONTENT DISCIPLINE	RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature	
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas	
DESCRIPTOR / CONTENT DISCIPLINE	RL.K.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).	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity	
DESCRIPTOR / CONTENT DISCIPLINE	RL.K.10	Actively engage in group reading activities with purpose and understanding.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text	
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details	
DESCRIPTOR / CONTENT DISCIPLINE	RI.K.1	With prompting and support, ask and answer questions about key details in a text.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
DESCRIPTOR / CONTENT DISCIPLINE	RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
DESCRIPTOR / CONTENT DISCIPLINE	RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
LEARNING STANDARD / DISCIPLINE		Craft and Structure	
DESCRIPTOR / CONTENT DISCIPLINE	RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
DESCRIPTOR / CONTENT DISCIPLINE	RI.K.5	Identify the front cover, back cover, and title page of a book.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
DESCRIPTOR / CONTENT DISCIPLINE	RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas	
DESCRIPTOR / CONTENT DISCIPLINE	RI.K.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).	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity	
DESCRIPTOR / CONTENT DISCIPLINE	RI.K.10	Actively engage in group reading activities with purpose and understanding.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills	
LEARNING STANDARD / DISCIPLINE		Print Concepts	
DESCRIPTOR / CONTENT DISCIPLINE	RF.K.1	Demonstrate understanding of the organization and basic features of print.	

STANDARD	RF.K.1.a	Follow words from left to right, top to bottom, and page by page.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
STANDARD	RF.K.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
STANDARD	RF.K.1.c	Understand that words are separated by spaces in print.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
STANDARD	RF.K.1.d	Recognize and name all upper- and lowercase letters of the alphabet.	
LEARNING STANDARD / DISCIPLINE		Phonological Awareness	
DESCRIPTOR / CONTENT DISCIPLINE		RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
STANDARD	RF.K.2.a	Recognize and produce rhyming words.	Games 21-24: Children practice matching pairs that rhyme, finding one word in a set of three words that does not rhyme, completing a sentence with a rhyming word, and thinking of a group of rhyming words. Games 25-28: Children practice blending two word parts (onset and rime) together to pronounce a word, blending individual sounds to pronounce a word, blending sounds to produce words that rhyme, and blending sounds together to make words and to sort words by their initial sounds.
STANDARD	RF.K.2.b	Count, pronounce, blend, and segment syllables in spoken words.	Games 29-32: Children practice breaking words into individual sounds, segmenting and counting the sounds in words to find another card with the same number of sounds, segmenting and counting the sounds in words to find the word that has a different number of sounds, and segmenting words into sounds and sorting them into groups according to the number of sounds in each word. Games 25-28: Children practice blending two word parts (onset and rime) together to pronounce a word, blending individual sounds to pronounce a word, blending sounds to produce words that rhyme, and blending sounds together to make words and to sort words by their initial sounds.
STANDARD	RF.K.2.c	Blend and segment onsets and rimes of single-syllable spoken words.	Games 29-32: Children practice breaking words into individual sounds, segmenting and counting the sounds in words to find another card with the same number of sounds, segmenting and counting the sounds in words to find the word that has a different number of sounds, and segmenting words into sounds and sorting them into groups according to the number of sounds in each word.
STANDARD	RF.K.2.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/.)	
STANDARD	RF.K.2.e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	
LEARNING STANDARD / DISCIPLINE		Phonics and Word Recognition	
DESCRIPTOR / CONTENT DISCIPLINE		RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.	

Word games: Children practice building knowledge and vocabulary, blending syllables, matching letters and sounds, describing, comparing, categorizing, and creating.

Sound Hunt: Children practice finding sounds in names and then finding those same sounds in words.

STANDARD	RF.K.3.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.	<p>Letter Hunt: Children practice linking sounds to letters, recognizing letters of the alphabet, and writing or printing letters.</p> <p>Alphabet Bops 1 and 2: Children practice reading and chanting a rhyming alphabet book; identifying and naming uppercase and lowercase letters; and associating a sound (or sounds) with letters, including long vowel sounds.</p> <p>Games 41-45: Children practice identifying and matching the long and short vowel sounds in words. "</p> <p>Games 41-45: Children practice identifying and matching the long and short vowel sounds in words.</p>
STANDARD	RF.K.3.b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	<p>Letter Hunt: Children practice linking sounds to letters, recognizing letters of the alphabet, and writing or printing letters.</p>
STANDARD	RF.K.3.c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	<p>Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.</p>
STANDARD	RF.K.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	

LEARNING STANDARD / DISCIPLINE		Fluency	
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DESCRIPTOR / CONTENT DISCIPLINE	RF.K.4	Read emergent-reader texts with purpose and understanding.	<p>Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.</p>
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STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards	
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LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration	
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DESCRIPTOR / CONTENT DISCIPLINE	SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	
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STANDARD	SL.K.1.a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	All Key Foundations™ Activities
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STANDARD	SL.K.1.b	Continue a conversation through multiple exchanges.	All Key Foundations™ Activities
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LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas	
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DESCRIPTOR / CONTENT DISCIPLINE

SL.K.4

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.

Games 5-8: Children practice describing animals, everyday things, and food in different ways and describing everyday things we use and saying what makes them work.

Games 9-12: Children practice describing and comparing living things that have similar and different qualities, comparing animals by size and generating a variety of words to describe their sizes, and considering what is the same and what is different in a group of cards and choosing the odd one out.

Games 13-16: Children practice comparing and grouping living things according to shared qualities, comparing and grouping nonliving things according to shared qualities, finding what is different about one card in a set of three cards that share some of the same qualities, and discussing the qualities of a group of picture cards and naming one reason why they could belong in the same group.

Cue cards: Teachers can use cue cards to help children organize their thoughts to describe, compare, categorize, discuss, and express their knowledge of things in the environment. Additionally, cue cards include games that help children associate sounds with letters, clap syllables, and practice rhyming. "

STATE GOAL / DISCIPLINARY CONCEPT		Language Standards	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English	
DESCRIPTOR / CONTENT DISCIPLINE	L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
STANDARD	L.K.1.a	Print many upper- and lowercase letters.	Letter formation activities: Children first imitate, then copy, and then draw/print uppercase and lowercase letters and numbers.
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use	
DESCRIPTOR / CONTENT DISCIPLINE	L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	

STANDARD

L.K.5.a

Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.

Games 5-8: Children practice describing animals, everyday things, and food in different ways and describing everyday things we use and saying what makes them work.

Games 9-12: Children practice describing and comparing living things that have similar and different qualities, comparing animals by size and generating a variety of words to describe their sizes, and considering what is the same and what is different in a group of cards and choosing the odd one out.

Games 13-16: Children practice comparing and grouping living things according to shared qualities, comparing and grouping nonliving things according to shared qualities, finding what is different about one card in a set of three cards that share some of the same qualities, and discussing the qualities of a group of picture cards and naming one reason why they could belong in the same group.

Cue cards: Teachers can use cue cards to help children organize their thoughts to describe, compare, categorize, discuss, and express their knowledge of things in the environment. Additionally, cue cards include games that help children associate sounds with letters, clap syllables, and practice rhyming. "

STATE GOAL / DISCIPLINARY CONCEPT	IL.K.MD.	Measurement and Data	
LEARNING STANDARD / DISCIPLINE		Classify objects and count the number of objects in each category.	

DESCRIPTOR / CONTENT DISCIPLINE

CC.K.MD.3.

Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Games 13-16: Children practice comparing and grouping living things according to shared qualities, comparing and grouping nonliving things according to shared qualities, finding what is different about one card in a set of three cards that share some of the same qualities, and discussing the qualities of a group of picture cards and naming one reason why they could belong in the same group.