Arizona English Language Arts

# Grade K

Adopted 2016

## Reading Standards for Literature

### Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text. K.RL.1
2. With prompting and support, retell familiar stories, including key details. K.RL.2
3. With prompting and support, identify characters, settings, and major events in a story. K.RL.3

### Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text. K.RL.4
5. Recognize common types of texts (e.g., storybooks, poems); identify the front cover, back cover, and title of a book. K.RL.5
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. K.RL.6

### 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). K.RL.7
8. (Not applicable to literature) K.RL.8
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. K.RL.9

### Range of Reading and Level of Text Complexity

10. With prompting and support, actively engage in group reading activities with purpose and understanding. K.RL.10

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

### Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text. K.RI.4
5. Recognize common types of informational text; identify the front cover, back cover, and title page of a book. K.RI.5
6. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. K.RI.6

### 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). K.RI.7
8. With prompting and support, identify the reasons an author gives to support points in a text. K.RI.8
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). K.RI.9

### Range of Reading and Level of Text Complexity

10. With prompting and support, actively engage in group reading activities with purpose and understanding. K.RI.10

## Reading Standards: Foundational Skills

### Print Concepts

1. Demonstrate understanding of the organization and basic features of print. K.RF.1
   a. Follow words from left to right, top to bottom, and page by page. K.RF.1.A
   b. Recognize that spoken words are represented in written language by specific sequences of letters. K.RF.1.B
   c. Identify that a sentence is made up of a group of words. K.RF.1.C
   d. Recognize the difference between a letter and a printed word. K.RF.1.D
   e. Understand that words are separated by spaces in print. K.RF.1.E
   f. Recognize and name all upper and lowercase letters of the alphabet. K.RF.1.F

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### honological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). K.RF.2

   a. Identify and produce sounds (phonemes) in a spoken word. K.RF.2.A

   b. Recognize and produce rhyming words. K.RF.2.B

   c. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Blend spoken phonemes to form one-syllable words (e.g., /m/ /a/ /n/). K.RF.2.C

   d. Isolate and pronounce the initial, medial vowel (long and short vowels), and final sounds (phonemes) in three-phoneme words. (This does not include CVCs (Consonant-Vowel-Consonant) ending with /l/, /r/, or /x/.) K.RF.2.D

   e. Add, substitute, and delete individual phonemes in simple, one-syllable words to make new words. K.RF.2.E

**Phonics and Word Recognition**

3. Know and apply phonics and word analysis skills in decoding words. K.RF.3

   a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels. K.RF.3.A

   b. Decode regularly spelled closed-syllable words. K.RF.3.B

   c. Read 50 common high-frequency words by sight from a research-based word list. K.RF.3.C

   d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. K.RF.3.D

**Fluency**

4. Read emergent-reader texts with purpose and understanding. K.RF.4

## Writing Standards

**Text Types and Purposes**

1. With guidance and support from adults, 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…). K.W.1

2. With guidance and support from adults, 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. K.W.2

3. With guidance and support from adults, 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. K.W.3

**roduction and Distribution of Writing**

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4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above). K.W.4
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. K.W.5
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. K.W.6

**Research to Build and Present Knowledge**

7. With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). K.W.7
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. K.W.8
9. (Begins in grade 4) K.W.9

**Range of Writing**

10. (Begins in grade 3) K.W.10

**Writing Standards: Foundational Skills**

**Sound-letter basics and Handwriting**

1. Demonstrate and apply handwriting skills. K.WF.1
   a. Match upper and lower case manuscript letters. K.WF.1.A
   b. Write upper and lower manuscript letters, with reference to a model. K.WF.1.B
   c. Write left to right using appropriate spacing between words. K.WF.1.C
2. Demonstrate and apply sound-letter concepts. K.WF.2
   a. Segment all the phonemes in two and three-phoneme syllables and represent those phonemes with letters. K.WF.2.A
   b. Write the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel. K.WF.2.B

**Spelling**

3. Know and apply phonics and word analysis skills when encoding words. K.WF.3
   a. Represent phonemes in simple words, using letter-sound relationships. K.WF.3.A
   b. Write or select an initial or final consonant when a medial vowel is provided. K.WF.3.B
   c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds. K.WF.3.C
   d. Accurately write grade-level appropriate words, as found in a research-based word list. K.WF.3.D
   e. Attempt phonetic spelling of unknown words. K.WF.3.E

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## Speaking and Listening Standards

### Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. K.SL.1
   a. Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion). K.SL.1.A
   b. Continue a conversation through multiple exchanges. K.SL.1.B
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. K.SL.2
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. K.SL.3

### Presentation of Knowledge and Ideas

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

## Language Standards

### Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. K.L.1
   a. Use frequently occurring nouns and verbs. K.L.1.A
   b. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). K.L.1.B
   c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). K.L.1.C
   d. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). K.L.1.D
   e. Produce and expand complete sentences in shared language activities. K.L.1.E
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. K.L.2
   a. Capitalize the first word in a sentence and the pronoun I. K.L.2.A
   b. Recognize and name end punctuation. K.L.2.B

### Knowledge of Language

3. (Begins in grade 2) K.L.3

### Vocabulary Acquisition and Use

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(Begins in grade 1) K.L.4

5. With guidance and support from adults, explore word relationships and nuances in word meanings. K.L.5

    a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. K.L.5.A

    b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms. K.L.5.B

    c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). K.L.5.C

    d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. K.L.5.D

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. K.L.6