Hawaii English Language Arts

Kindergarten

Reading Foundations

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 Understand that words are separated by spaces in print. K.RF.1.C
- d Recognize and name all upper- and lowercase letters of the alphabet. K.RF.1.D
- e Recognize the distinguishing features of a sentence: K.RF.1.E
  - 1 First word capitalization K.RF.1.E.1
  - 2 Ending punctuation K.RF.1.E.2

Phonological Awareness

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

- a Recognize and count individual words in a spoken sentence. K.RF.2.A
- b Recognize and produce rhyming words. K.RF.2.B
- c Count, pronounce, blend, and segment syllables in multisyllabic words. K.RF.2.C
- d Blend and segment onsets and rimes of single-syllable spoken words. K.RF.2.D
- e Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in 3-phoneme (consonant-vowel-consonant, or CVC) words, not including those ending with /l/, /r/, or /x/. K.RF.2.E
- f Blend and segment 2- and 3-phoneme words including long and short vowel sounds, diphthongs, and digraphs. K.RF.2.F
- g Distinguish long from short vowel sounds in spoken single-syllable words. K.RF.2.G

Phonics and Word Recognition

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3 Know and apply grade-level phonics and word analysis skills to read: K.RF.3

a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound for each consonant, and all 5 vowels. K.RF.3.A

b Associate the long and short sounds with common spellings (graphemes) for the 5 major vowels (closed and open syllables). K.RF.3.B

c Accurately read regularly spelled one-syllable words in isolation and in text, including: K.RF.3.C

1 Vowel-Consonant (VC) K.RF.3.C.1

2 CVC K.RF.3.C.2

3 CV K.RF.3.C.3

4 All of the above word types with digraphs sh, ch, and th K.RF.3.C.4

d Read common grade-appropriate decodable and irregularly-spelled high-frequency words by sight (e.g., can, the, of, to, you, she, my, is, are, do, does). K.RF.3.D

Fluency

4 Demonstrate emergent fluency through: K.RF.4

a Fluent letter and sound identification K.RF.4.A

b Fluent decoding of taught phonics patterns in single words K.RF.4.B

c Fluent decoding of taught phonics patterns in connected decodable text K.RF.4.C

Reading Informational

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/central 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,determine the meaning of words and phrases in a text relevant to a kindergarten topic or subject area. K.RI.4

5 Identify the front cover, back cover, and title page of a book. K.RI.5

6 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

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With prompting and support, describe the relationship between visual aids and the text in which they appear (e.g., what person, place, thing, or idea in the text a visual aid 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 Actively engage in group reading activities with purpose and understanding. K.RI.10

Reading 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 Describe story elements: K.RL.3

- a With prompting and support, identify characters and their feelings, settings, major events (plot), problems, and solutions in a story. K.RL.3.A

Craft and Structure

4 With prompting and support, determine the meaning of words and phrases as they are used in a text. K.RL.4

5 Recognize common types of texts (e.g., storybooks, poems). K.RL.5

6 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

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 Actively engage in group reading activities with purpose and understanding. K.RL.10

Writing Foundations

Handwriting, Spelling, and Sentence Formation

1 Demonstrate and apply correct handwriting skills: K.WF.1

- a Write upper- and lowercase manuscript letters using correct letter formation with guidance and support. K.WF.1.A
- b Write left to right using appropriate spacing between words. K.WF.1.B

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2 Know and apply phonics and word analysis skills when encoding words: K.WF.2

a Write a letter or letters for consonant and short vowel sounds. K.WF.2.A

b Represent phonemes in simple words, using letter-sound relationships, including phonetic spellings of unknown words. K.WF.2.B

c Spell common, regular, single-syllable words: K.WF.2.C

1 VC (Vowel-Consonant) (e.g., at, in) K.WF.2.C.1

2 CVC (Consonant-Vowel-Consonant) (e.g., pet, mud) words K.WF.2.C.2

d Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words. K.WF.2.D

3 Demonstrate command of the conventions of English when writing simple sentences: K.WF.3

a Produce and expand complete sentences. K.WF.3.A

b Recognize and name end punctuation. K.WF.3.B

c Capitalize the first word in a sentence and the pronoun I. K.WF.3.C

Writing

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 about the topic or book. K.W.1

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. K.W.2

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. K.W.3

Production and Distribution of Writing

4 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. K.W.4

5 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. K.W.5

Research to Build and Present Knowledge

6 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.6

a With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. K.W.6.A

Speaking and Listening

Comprehension and Collaboration

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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 and 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 With prompting and support, adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing on a full range of linguistic skills. K.SL.5

Language

Conventions of English

1 Demonstrate command of the conventions of English grammar and usage when reading, 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 (Addressed in Writing Foundations) K.L.2

Vocabulary Acquisition and Use

3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content: K.L.3

a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). K.L.3.A

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. K.L.3.B

Skip to main content

4 With guidance and support from adults, explore word relationships and nuances in word meanings: K.L.4

a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. K.L.4.A

b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). K.L.4.B

c Identify real-life connections between words and their use (e.g., note places at school that are colorful). K.L.4.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.4.D

5 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. K.L.5