

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

- 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

- 7 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**

- 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

- 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**

- 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**