

Kindergarten

Reading Foundational Skills RF

Print Concepts

- 1 Demonstrate understanding of the organization and basic features of print to aid in comprehension. RF.K.1
 - a Follow words from left to right, top to bottom and page by page. RF.K.1.A
 - b Recognize that spoken words are represented in written language by specific sequences of letters (graphemes). RF.K.1.B
 - c Recognize that words are separated by spaces in print. RF.K.1.C
 - d Recognize and name all upper- and lowercase letters of the alphabet. RF.K.1.D
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1. Phonological Awareness RF.K.1

- 2 Demonstrate understanding of spoken words, syllables and sounds (phonemes). RF.K.2
 - a Recognize and orally produce rhyming words. RF.K.2.A
 - b Count, pronounce, blend and segment syllables in spoken words. RF.K.2.B
 - c Blend and segment onsets and rimes of single-syllable spoken words. RF.K.2.C
 - d Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words. RF.K.2.D
 - e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. RF.K.2.E
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Phonics and Word Recognition

- 3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words. RF.K.3
 - a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds (phonemes) for each consonant. RF.K.3.A
 - b Associate the long and short sounds (phonemes) with common spellings (graphemes) for the five major vowels. RF.K.3.B
 - c Distinguish between similarly spelled words by analyzing the phoneme-grapheme correspondence. RF.K.3.C
 - d Decode consonant-vowel-consonant (CVC) words. RF.K.3.D
 - e Encode consonant-vowel-consonant (CVC) words. RF.K.3.E
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Fluency

- 4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. **RF.K.4**
 - a Read decodable text with purpose and understanding. **RF.K.4.A**
 - b Read irregularly spelled high-frequency words with automaticity and accuracy. **RF.K.4.B**
 - c Read common high-frequency words with automaticity. **RF.K.4.C**
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Reading Standards for Literature **RL**

Key Ideas and Details

- 1 With prompting and support, ask and answer explicit questions about key ideas and details and make logical inferences to construct meaning from the text. **RL.K.1**
 - 2 With prompting and support, orally recognize key details from a literary text to demonstrate understanding of the lesson in the story. **RL.K.2**
 - 3 With prompting and support, identify characters, settings and major events in a story in order to make meaning of the story development. **RL.K.3**
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Craft and Structure

- 4 With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **RL.K.4**
 - 5 With prompting and support, identify structures of common literary text (e.g., stories, poems and dramas). **RL.K.5**
 - 6 With prompting and support, identify the author and illustrator of a story and explain how each tells the story. **RL.K.6**
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Integration of Knowledge and Ideas

- 7 With prompting and support, describe the relationship between illustrations and the story in which they appear. **RL.K.7**
 - 8 Not applicable to literature **RL.K.8**
 - 9 With prompting and support, compare and contrast the adventures and experiences of characters in stories. **RL.K.9**
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Range of Reading and Level of Text Complexity

- 10 With prompting and support through listening comprehension, routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand grade-appropriate, complex literary text. **RL.K.10**
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Reading Standards for Informational Text **RI**

Key Ideas and Details

- 1 With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text. **RI.K.1**
- 2 With prompting and support, orally recognize key details from an informational text to demonstrate understanding of the central idea of a text. **RI.K.2**

- 3 With prompting and support, identify the individuals, events, ideas or pieces of information presented over the course of a text. **RI.K.3**

Craft and Structure

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

Integration of Knowledge and Ideas

- 7 With prompting and support, describe the relationship between visuals and the text. **RI.K.7**
- 8 With prompting and support, identify the claim and the reasons an author gives to support claims in a text. **RI.K.8**
- 9 With prompting and support, identify information from two or more texts on similar themes or topics. **RI.K.9**

Range of Reading and Level of Text Complexity

- 10 With prompting and support through listening comprehension, routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand grade-appropriate, complex informational text. **RI.K.10**

Handwriting **HW**

Handwriting

- 1 Print all upper- and lowercase letters and numerals. **HW.K.1**

Composition **C**

Text Types and Purpose

- 1 Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. **C.K.1**
 - a With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. **C.K.1.A**
 - b Introduce the topic. **C.K.1.B**
 - c Provide reasons with details to support the opinion. **C.K.1.C**
 - d Use grade-appropriate transitions to connect sentences. **C.K.1.D**
 - e Provide a concluding idea. **C.K.1.E**
 - f With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. **C.K.1.F**

- 2 Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic. **C.K.2**
 - a With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. **C.K.2.A**
 - b Introduce the topic. **C.K.2.B**
 - c Supply information to develop the topic. **C.K.2.C**
 - d Use grade-appropriate conjunctions to develop text structure within sentences. **C.K.2.D**
 - e Use grade-appropriate transitions to combine sentences within a paragraph (or piece). **C.K.2.E**
 - f Provide a concluding idea. **C.K.2.F**
 - g With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. **C.K.2.G**
- 3 Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. **C.K.3**
 - a With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. **C.K.3.A**
 - b Recount a single event. **C.K.3.B**
 - c Include details which describe actions, thoughts and/or emotions. **C.K.3.C**
 - d Create a sense of closure. **C.K.3.D**
 - e With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. **C.K.3.E**

Production and Distribution

- 4 With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers. **C.K.4**

Research to Build and Present Knowledge

- 5 With guidance and support, participate in shared research and writing projects. **C.K.5**
- 6 With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions. **C.K.6**

Range of Writing

- 7 Begins in grade 3 **C.K.7**

- 1 When writing or speaking, demonstrate appropriate use of: **L.K.1**
 - a common nouns and verbs. **L.K.1.A**
 - b regular plural nouns by orally adding /s/ or /es/. **L.K.1.B**
 - c interrogative sentences using who, what, where, when, why and how. **L.K.1.C**
 - d sentences using common prepositions. **L.K.1.D**
 - e complete sentences. **L.K.1.E**
 - 2 When writing: **L.K.2**
 - a Capitalize the first word in a sentence and the pronoun I. **L.K.2.A**
 - b Recognize and name end punctuation. **L.K.2.B**
 - c Write a grapheme for most consonant and short-vowel phonemes. **L.K.2.C**
 - d Spell consonant-vowel-consonant (CVC) words, and attempt to spell simple words drawing on knowledge of phoneme-grapheme correspondences. **L.K.2.D**
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Knowledge of Language

- 3 Begins in grade 2 **L.K.3**
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Vocabulary Acquisition and Use

- 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. **L.K.4**
 - a Identify homophones. **L.K.4.A**
 - b Identify common affixes and how they change the meaning of a word. **L.K.4.B**
 - c Use words and phrases acquired through conversations, reading and being read to and responding to texts. **L.K.4.C**
- 5 With guidance and support from adults, explore word relationships and nuances in word meanings. **L.K.5**
 - a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. **L.K.5.A**
 - b Demonstrate an understanding of verbs and adjectives and their antonyms. **L.K.5.B**
 - c Demonstrate an understanding of verbs and adjectives and their synonyms. **L.K.5.C**