Louisiana English Language Arts

Grade K

Adopted 2019

Reading Standards for Literature

Key Ideas and Details

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

Craft and Structure

4. Ask and answer questions about unknown words in a text. RL.K.4
5. Recognize common types of texts (e.g., storybooks, poems). RL.K.5
6. With prompting and support, define the role of the author and the illustrator of a story in telling the story. RL.K.6

Integration of Knowledge and Ideas

7. With prompting and support, make connections between the illustrations in the story and the text. 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 familiar stories. RL.K.9

Range of Reading and Level of Text Complexity

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

Reading Standards for Informational Text

Key Ideas and Details

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

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raft 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, define the role of the author and the illustrator of a text and present the ideas or information in a text. RI.K.6

Integration of Knowledge and Ideas

7. With prompting and support, make connections between the illustrations and the text. RI.K.7
8. With prompting and support, identify the reason(s) an author gives to support point(s) in a text. RI.K.8
9. With prompting and support, identify similarities and differences between two texts on the same topic. RI.K.9

Range of Reading and Level of Text Complexity

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

Reading Standards for Foundational Skills

Print Concepts

1. Demonstrate understanding of the organization and basic features of print. 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. RF.K.1.B
   c. Understand 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

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2
   a. Recognize and 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 (consonant-vowel-consonant, or CVC) words.(This does not include CVCs ending with /l/, /r/, or /x/.) RF.K.2.D
   e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. RF.K.2.E

Phonics and Word Recognition

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

   a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. RF.K.3.A

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

   c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). RF.K.3.C

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

Fluency

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

Writing Standards

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 or preference about the topic or book (e.g., My favorite book is . . .). W.K.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. W.K.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. W.K.3

Production and Distribution of Writing

4. Begins in grade 3. W.K.4
5. With guidance and support, orally respond to questions and suggestions from adults and peers and add details to strengthen writing as needed. W.K.5
6. With guidance and support from adults and peers, explore a variety of digital tools in participating in a production of a published writing. W.K.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). W.K.7
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.K.8

   Begins in grade 4. W.K.9

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ange of Writing

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

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. 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). SL.K.1.A
   b. Continue a conversation through multiple exchanges. SL.K.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. SL.K.2
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SL.K.3

Presentation of Knowledge and Ideas

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

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. L.1
   a. Print many upper- and lowercase letters. L.1.A
   b. Use frequently occurring nouns and verbs. L.1.B
   c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). L.1.C
   d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). L.1.D
   e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). L.1.E
   f. Produce and expand complete sentences in shared language activities. L.1.F

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2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.2
    a. Capitalize the first word in a sentence and the pronoun I. L.2.A
    b. Recognize and name end punctuation. L.2.B
    c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). L.2.C
    d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. L.2.D

Knowledge of Language

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

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.4
    a. With guidance and support, identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). L.4.A
    b. With guidance and support, 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. L.4.B
5. With guidance and support from adults, explore word relationships and nuances in word meanings. L.5
    a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. L.5.A
    b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). L.5.B
    c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). 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. L.5.D
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. L.6