Louisiana English Language Arts

Kindergarten

Reading Standards for Literature: The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. RL

Key Ideas and Details

1 With prompting and support, ask and respond to questions about key details in a text. RL.1

2 With prompting and support, retell familiar stories, including key details. RL.2

3 With prompting and support, identify characters, settings, and major events in a story. RL.3

Craft and Structure

4 With prompting and support, ask and respond to questions about unknown words in a text. RL.4

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

6 With prompting and support, define the role of the author and the illustrator in presenting a story. RL.6

Integration of Knowledge and Ideas

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

8 Not applicable to literature - Standard 8 specifically addresses arguments of nonfiction text. This standard is present in the Reading Standards for Informational Texts. RL.8

9 With prompting and support, compare and contrast the experiences of characters in familiar stories. RL.9

Range of Reading and Level of Text Complexity

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

Reading Standards for Informational Text RI

Key Ideas and Details

1 With prompting and support, ask and respond to questions about key details in a text. RI.1

2 With prompting and support, identify the main topic and retell key details of a text. RI.2

3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.3

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raft and Structure

4 With prompting and support, ask and respond to questions about unknown words in a text. RI.4

5 Identify various text features of the front and back cover of a book. RI.5

6 With prompting and support, define the role of the author and the illustrator in presenting the ideas or information in a text. RI.6

Integration of Knowledge and Ideas

7 With prompting and support, make connections between the illustrations and the text. RI.7

8 With prompting and support, identify the reasons an author gives to support points in a text. RI.8

9 With prompting and support, identify similarities and differences between two texts on the same topic. RI.9

Range of Reading and Level of Text Complexity

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

Reading Standards for Foundational Skills: These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good rea les concepts than struggling

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Print Concepts

1 Demonstrate understanding of the organization and basic features of print. RF.1

a Recognize that spoken words are represented in written language by specific sequences of letters. (Prerequisite standard from Pre-K) RF.1.A

b Track words from left to right, top to bottom, and page by page. RF.1.B

c Understand that words are separated by spaces in print. RF.1.C

d Identify and name all upper- and lowercase letters of the alphabet. RF.1.D

e Locate words on a page. RF.1.E

f Distinguish between letters and words. RF.1.F

g Recognize features of a sentence, including capitalization, words separated by spaces, and ending punctuation. RF.1.G

h Accurately form all uppercase and lowercase letters using appropriate directionality as it relates to the routine and steps involved in letter formation. RF.1.H

Phonological Awareness

readers will. The point is to teach students what they need to learn and not what they already know — to discern when particular children or activities warrant more or less attention. Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow. RF

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

- a Recognize and produce rhyming words. (Prerequisite standard from Pre-K) RF.2.A
- b Count, pronounce, blend, and segment syllables in spoken words. (Prerequisite standard from Pre-K) RF.2.B
- c Blend and segment onsets and rimes of single-syllable spoken words. RF.2.C
- d Segment and blend phonemes in single-syllable spoken words. RF.2.D
- e 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.2.E
- f Add, delete, or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. RF.2.F

Phonics and Word Recognition

3 Know and apply grade-appropriate phonics and word analysis skills in decoding words. RF.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.3.A
- b Associate the long and short sounds with common spellings (graphemes) for the five major vowels. RF.3.B
- c Read grade-appropriate, regular and irregular words with known spellings or spelling patterns with automaticity. RF.3.C
- d Distinguish between similarly spelled words by identifying the sounds of the letters that differ. RF.3.D
- e Encode CVC words. RF.3.E

Fluency

4 Read grade-level decodable texts with accuracy, automaticity, and understanding. RF.4

Writing Standards: The following standards for writing offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their wr de sophistication in all

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Text Types and Purposes

1 Use a combination of drawing, dictating, and/or writing to express opinions about a topic or text with at least one supporting reason. W.1

2 Use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.2

3 Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order. W.3

roduction and Distribution of Writing

aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. W

4 (Begins in grade 2) W.4

5 With guidance and support, orally respond to questions and suggestions from adults and peers and add details to strengthen drawings, dictations, and/or written expression as needed. W.5

6 With guidance and support from adults, explore a variety of digital tools by participating in the production of a published work. W.6

Research to Build and Present Knowledge

7 With guidance and support from adults, participate in shared research and writing projects. W.7

8 With guidance and support from adults, use information from experiences or and gather additional information from provided sources to answer a question. W.8

9 (Begins in grade 4) W.9

Range of Writing

10 (Begins in grade 3) W.10

Speaking and Listening Standards: The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. SL

Comprehension and Collaboration

1 Engage in collaborative discussions about grade-level topics and texts with peers and adults in a variety of group settings. SL.1

- a Follow agreed-upon rules for discussions (e.g., actively listening to others and taking turns speaking about the topics and texts under discussion). SL.1.A
- b Continue a conversation through at least two relevant exchanges. SL.1.B

2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and responding to questions about key details and requesting clarification if something is not understood. SL.2

3 Ask and respond to questions about what a speaker says to seek help, information, or clarification. SL.3

Presentation of Knowledge and Ideas

4 With prompting and support, provide additional details when describing familiar people, places, things, and events. SL.4

5 Provide additional details of given descriptions by adding drawings or other visual displays. SL.5

6 Speak clearly and at an understandable pace to express thoughts, feelings, and ideas effectively. SL.6

Language Standards: The following standards offer a focus for ins he stu

Conventions of Standard English

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mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. L

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, verbs, and prepositions. L.1.B
- c Form regular plural nouns orally by adding /s/ or /es/. L.1.C
- d Understand and use question words (interrogatives). L.1.D
- e Produce and expand complete sentences in shared language activities. L.1.E

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 (graphemes) for most consonant and short-vowel sounds (phonemes). L.2.C
- d Encode simple words phonetically, drawing on knowledge of sound-letter relationships. L.2.D

Knowledge of Language

3 (Begins in grade 2) L.3

Vocabulary Acquisition and Use

4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content. L.4

- a With guidance and support, identify new meanings for familiar words and apply them accurately. L.4.A
- b With guidance and support, use the most frequently occurring inflections as a clue to the meaning of unknown word affixes. 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 to gain a better understanding of the concepts the categories represent. L.5.A
- b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their synonyms and antonyms. L.5.B
- c Identify real-life connections between words and their use. L.5.C
- d Distinguish shades of meaning among verbs by 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 read-alouds, when communicating about texts. L.6