English Language Arts: Kindergarten

Reading: Literature RL

1 With prompting and support, answer questions about key details in a story. LC.RL.K.1

2a With prompting and support, retell a favorite story, including key details. LC.RL.K.2A

2b With prompting and support, sequence a set of events in a familiar story. LC.RL.K.2B

2c With prompting and support, identify the beginning, middle, and ending of a familiar story. LC.RL.K.2C

2d Retell a familiar story (e.g., What was the story about?). LC.RL.K.2D

3a With prompting and support, identify characters in a story. LC.RL.K.3A

3b With prompting and support, identify major events (e.g., problem or solution) in a story. LC.RL.K.3B

3c With prompting and support, show how characters interacted in a story. LC.RL.K.3C

3d With prompting and support, identify a setting in a story. LC.RL.K.3D

4a Ask questions about unknown words in a text. LC.RL.K.4A

4b Answer questions about unknown words in a text. LC.RL.K.4B

5a Answer questions about reading such as "Why do we read? What do we read?" LC.RL.K.5A

5b Recognize common types of text. LC.RL.K.5B

6a With prompting and support, identify the author of a familiar story (e.g., Show me the author, Show me who wrote the book). LC.RL.K.6A

6b With prompting and support, define the role of the author. LC.RL.K.6B

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With prompting and support, identify the illustrator. LC.RL.K.6C

	6d With prompting and support, define the role of the illustrator. LC.RL.K.6D
	7a With prompting and support, identify illustrations to aid comprehension. LC.RL.K.7A
	7b With prompting and support, identify the relationship between an illustration and the story. LC.RL.K.7B
	9 With prompting and support, compare and contrast (i.e., find something the same and something different) between familiar stories. LC.RL.K.9
	10a Answer questions about reading such as "Why do we read? What do we read?" LC.RL.K.10A
	10b Choose a literary text or poems to read and reread, listen to, or view for leisure purposes. LC.RL.K.10B
	10c Engage in group reading of stories or poems by sharing something learned or something enjoyed. LC.RL.K.10C
Reading: Informational Text RI	**1** With prompting and support, answer questions about key details in a text. LC.RI.K.1
	2a Discuss key details and main topic of a preferred text. LC.RI.K.2A
	2b With prompting and support identify the main topic. LC.RI.K.2B
	2c With prompting and support, retell/identify key details in a text. LC.RI.K.2C
	3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. LC.RI.K.3
	4a Ask questions about unknown words in a text. LC.RI.K.4A
	4b Answer questions about unknown words in a text. LC.RI.K.4B
	5a Distinguish front of book from back of book. LC.RI.K.5A
	5b Identify the title of an informational text or the title page. LC.RI.K.5B
	5c Identify the title of a story or poem or the title page. LC.RI.K.5C
	6 Identify the author's purpose in an informational text. LC.RI.K.6
	7a Identify a labeled photo or diagram or graphic from within an informational text. LC.RI.K.7A
	7b With prompting and support, interpret the information provided in photos or diagrams or graphics and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). LC.RI.K.7B

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	8 With prompting and support, identify the facts an author gives to support points in a text. LC.RI.K.8
	9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., imaginary or real bear; photo versus illustration of something not real). LC.RI.K.9
	10a Choose an informational text to read and reread, listen to, or view for leisure or informational purposes (e.g., to answer questions; understand the world around them). LC.RI.K.10A
	10b Engage in group reading of informational text by sharing something learned or something enjoyed. LC.RI.K.10B
Reading: Foundational Skills RF	**1a** During shared reading activities, point to text from top to bottom of page and left to right. LC.RF.K.1A
	1b During shared reading activities, indicate need to turn the page for continued reading. LC.RF.K.1B
	1c Distinguish individual letters from words. LC.RF.K.1C
	1d Identify familiar written words when spoken (e.g., Show me the word "Tony"). LC.RF.K.1D
	1e Recognize that words are separated by spaces in print. LC.RF.K.1E
	1f Identify or name uppercase letters of the alphabet. LC.RF.K.1F
	2a Recognize rhyming words. LC.RF.K.2A
	2b Produce rhyming words. LC.RF.K.2B
	2c Count syllables in spoken words. LC.RF.K.2C
	2d Blend and segment onsets and rimes of single-syllable spoken words. LC.RF.K.2D
	2e Blend and segment syllables in spoken words. LC.RF.K.2E
	2f Isolate initial sounds in consonant-vowel-consonant (CVC) words (not including blends). LC.RF.K.2F
	2g Isolate final sounds in consonant-vowel-consonant (CVC) words (not including blends). LC.RF.K.2G
	2h Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. LC.RF.K.2H
	3a Recognize the primary sound(s) for each consonant. LC.RF.K.3A

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	3b Produce the primary sound(s) for each consonant. LC.RF.K.3B
	3c Identify the long and short vowel sounds in common spellings for the five major vowel sounds. LC.RF.K.3C
	3d Read common kindergarten high frequency words by sight. LC.RF.K.3D
	3e Identify the sound that differs between two similarly spelled words. LC.RF.K.3E
	4 Participate in reading emergent-reader texts. LC.RF.K.4
Writing W	**1a** Write, draw, or dictate the topic they are communicating about. LC.W.K.1A
	1b Write, draw, or dictate the name of a book of interest. LC.W.K.1B
	1c Produce a statement which states an opinion or preference about the topic or book of interest. LC.W.K.1C
	2a With prompting and support, create an informative/explanatory permanent product (e.g., select/generate words to form a sentence or two) which names the topic they are communicating about and supplies some information about the topic. LC.W.K.2A
	2b Describe information gained from a stimulus (e.g., text, event, photo, etc.). LC.W.K.2B
	3a Generate story ideas in response to a stimulus (e.g., event, photo, text, daily writing log). LC.W.K.3A
	3b Write, dictate, or draw about an event. LC.W.K.3B
	3c Organize the details of an event in the order in which they occurred. LC.W.K.3C
	5a With guidance and support from adults, use feedback to strengthen permanent products (e.g., add a drawing or detail). LC.W.K.5A
	6 With guidance and support from adults, explore a variety of digital tools to produce and publish permanent products, including collaborating with peers. LC.W.K.6
	7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). LC.W.K.7
	8a With guidance and support from adults, recall information from experiences to answer a question. LC.W.K.8A
	8b Identify various sources (e.g., word wall, book talks, visuals/images, Internet) that can be used to gather information or to answer a question (e.g., "How do we find out?"). LC.W.K.8B

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	8c	**Use provided illustrations or visual displays to gain information on a topic.** LC.W.K.8C
	8d	**With guidance and support from adults, gather information (e.g., highlight in text, quote or paraphrase from discussion) from provided sources to answer a question.** LC.W.K.8D
Speaking & Listening SL	1	**Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).** LC.SL.K.1
	2a	**With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by requesting clarification if something is not understood.** LC.SL.K.2A
	2b	**Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details.** LC.SL.K.2B
	3	**Ask and answer questions in order to seek help, get information, or clarify something that is not understood.** LC.SL.K.3
	4a	**Describe familiar people, places, things, and a single event or series of events.** LC.SL.K.4A
	4b	**With prompting and support, provide additional details to describe familiar people, places, things, and events.** LC.SL.K.4B
	4c	**Describe factual information about familiar people, places, things, and events.** LC.SL.K.4C
	5	**Use drawings or visual displays to add detail to written products or oral discussions.** LC.SL.K.5
	6	**Share information from a selected permanent product or a favorite text.** LC.SL.K.6
Language L	1a	**Produce many upper- and lowercase letters.** LC.L.K.1A
	1b	**Use high frequency nouns when communicating.** LC.L.K.1B
	1c	**Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).** LC.L.K.1C
	1d	**Produce complete sentences in shared language activities.** LC.L.K.1D
	2a	**Capitalize the first word in a sentence and the pronoun "I".** LC.L.K.2A
	2b	**Produce a letter or letters for most consonant and short-vowel sounds (phonemes).** LC.L.K.2B

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4a **Identify new meanings for familiar words.** LC.L.K.4A

4b **Identify an affix or inflectional ending for a frequently occurring word.** LC.L.K.4B

4c **Identify the meaning of common inflections and affixes. LC.L.K.4d Use meanings of common inflections and affixes as a clue to the meaning of an unknown word.** LC.L.K.4C

5a **With guidance and support from adults, sort objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.** LC.L.K.5A

5b **With guidance and support from adults, match the opposites for frequently used verbs and adjectives.** LC.L.K.5B

5c **With guidance and support from adults, use newly acquired words in real-life context.** LC.L.K.5C

6a **Use words and phrases acquired through conversations, reading and being read to, and responding to texts.** LC.L.K.6A