Maine English Language Arts and Literacy Standards

# Kindergarten

**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** L.1

- **a. Use frequently occurring nouns and verbs.** L.1.K.A
- **b. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).** L.1.K.B
- **c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).** L.1.K.C
- **d. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).** L.1.K.D
- **e. Produce and expand complete sentences in shared language activities.** L.1.K.E

**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.K.A
- **b. Recognize and name end punctuation.** L.2.K.B
- **c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).** L.2.K.C
- **d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.** L.2.K.D

**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.** L.3

**L.3.K Use knowledge of language and its conventions when speaking or listening.** L.3.K

**Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as ap de meaning of unknown**

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**L.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.** L.4.K

- a. 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.K.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. L.4.K.B

**and multiple-meaning words and phrases from grade level content.** L.4

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**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.** L.5

**L.5.K** **With guidance and support from adults, explore word relationships and nuances in word meanings.** L.5.K

a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. L.5.K.A

b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). L.5.K.B

c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). L.5.K.C

d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. L.5.K.D

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**Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.** L.6

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

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**Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.** SL.1

**SL.1.K** **Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.** SL.1.K

a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.1.K.A

b. Continue a conversation through multiple exchanges. SL.1.K.B

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**Integrate and evaluate information presented in**

**for**

**of**

a. **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.2.K.A

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| use of evidence and rhetoric. SL.2 | b. Ask and answer questions in order to seek help, gather information, or clarify something that is not understood. SL.2.K.B |
| Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate. SL.3 | a. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. SL.3.K.A |
| | b. Add drawings or other visual displays to descriptions as desired to provide additional detail. SL.3.K.B |
| Adapt speech to a variety of contexts, audiences, and communicative tasks. SL.4 | SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly. SL.4.K |
| Demonstrate understanding of the organization and basic features of print. R.1 | a. Follow words from left to right, top to bottom, and page by page. R.1.K.A |
| | b. Recognize that spoken words are represented in written language by specific sequences of letters. R.1.K.B |
| | c. Understand that words are separated by spaces in print. R.1.K.C |
| | d. Recognize and name all upper- and lowercase letters of the alphabet. R.1.K.D |
| Demonstrate understanding of words, syllables, and sounds (phonemes). R.2 | a. Recognize and produce rhyming words. R.2.K.A |
| | b. Count, pronounce, blend, and segment syllables in spoken words. R.2.K.B |
| | c. Blend and segment onsets and rimes of single-syllable spoken words. R.2.K.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/.) R.2.K.D |
| | e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. R.2.K.E |
| Know and apply grade-level phonics and word analysis skills when decoding words. R.3 | a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. R.3.K.A |
| | Associate the long and short sounds with common spellings (graphemes) for the five major vowels. R.3.K.B |

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| | **c.** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). R.3.K.C |
| | **d.** Distinguish between similarly spelled words by identifying the sounds of the letters that differ. R.3.K.D |
| **Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.** R.4 | **R.4.K** Ask and answer questions with prompting and support about who, what, when, where, and how. R.4.K |
| **Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.** R.5 | **a.** Retell familiar texts with prompting and support, including details about who, what, when, where, and how. R.5.K.A |
| | **b.** Retell key details of texts with prompting and support, including the main topic. R.5.K.B |
| **Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** R.6 | **a.** With prompting and support, identify characters, settings, and major events in a story. R.6.K.A |
| | **b.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. R.6.K.B |
| **Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** R.7 | **R.7.K** With prompting and support, ask and answer questions about unknown words in a text. R.7.K |
| **Analyze the structure of various texts, including how the features and components relate to ea wh** | **a.** Identify texts that tell stories. R.8.K.A |
| | **b.** Identify texts that provide information. R.8.K.B |

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| **Assess how perspective or purpose shapes the content and style of a text.** R.9 | **a.** With prompting and support, name the author and illustrator of a story and define the role of each in telling the texts. R.9.K.A |
| | **b.** With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. R.9.K.B |
| **Evaluate the argument and specific claims in various texts.** R.10 | **R.10.K** With prompting and support, identify the reasons an author or character gives to support points in a text. R.10.K |
| **Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).** R.11 | **a.** With prompting and support, describe the relationship between illustrations and the text. R.11.K.A |
| | **b.** With prompting and support, compare and contrast the experiences of characters in two or more familiar texts. R.11.K.B |
| | **c.** With prompting and support, describe the relationship between the text and what person, place, thing, or idea the illustration depicts. R.11.K.C |
| | **d.** With prompting and support, compare and contrast two texts on the same topic. R.11.K.D |
| **Read with sufficient accuracy and fluency to support comprehension** R.12 | **R.12.K** Read emergent-reader texts with purpose and understanding. R.12.K |
| **Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.** W.1 | **a.** Investigate questions by participating in shared research and writing projects. W.1.K.A |
| | **b.** Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults. W.1.K.B |
| **Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of tec** | **a.** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W.2.K.A |
| | **b.** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including peer collaboration. W.2.K.B |

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**Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose** W.3

**a.** **Print many upper- and lowercase letters.** W.3.K.A

**b.** **Use a combination of drawing and writing to communicate a topic.** W.3.K.B