Ohio English Language Arts

Kindergarten

Reading Literature RL

1 **When presented with a read-aloud, ask and answer questions about key details in a literary text (e.g., story, drama, poem).** RL.K.1

2 **When presented with a read-aloud, retell stories from literary texts, including key details.** RL.K.2

3 **When presented with a read-aloud:** RL.K.3

- a Name the character(s) and setting(s). RL.K.3.A
- b List major events in a literary text. RL.K.3.B

4 **When presented with a read-aloud, ask and answer questions to determine the meaning of unknown or essential vocabulary words in a literary text.** RL.K.4

5 **When presented with a read-aloud:** RL.K.5

- a Identify the type of literary text; and RL.K.5.A
- b Show understanding of print concepts by naming the front and back covers and pointing to the title page. RL.K.5.B

6 **When presented with a read-aloud, locate the author and illustrator and describe how each contributes to telling the story in a literary text.** RL.K.6

7 **When presented with a read-aloud, describe the information that illustrations show or help explain in a literary text (e.g., what moment in a story is depicted by an illustration).** RL.K.7

8 **(Not applicable to literature)** RL.K.8

9 **When presented with a read-aloud, compare and/or contrast the adventures and experiences of characters in literary texts.** RL.K.9

10 **When presented with a read-aloud, utilize background knowledge and draw on previous experiences to understand a literary text.** RL.K.10

Reading Informational RI

1 **When presented with a read-aloud, ask and answer questions about key details in an informational text (e.g., historical, scientific, or technical text).** RI.K.1

2 **When presented with a read-aloud, retell facts and ideas from an informational ext, including the main topic and key details.** RI.K.2

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3 **When presented with a read-aloud, identify the connection between two individuals, events, or ideas in an informational text.** RI.K.3

4 **When presented with a read-aloud, ask and answer questions to determine the meaning of unknown or essential vocabulary words in an informational text.** RI.K.4

5 **When presented with a read-aloud, show understanding of print concepts by naming the front and back covers and pointing to the title page.** RI.K.5

6 **When presented with a read-aloud, locate the author and illustrator and describe how each contributes to presenting facts and ideas in an informational text.** RI.K.6

7 **When presented with a read-aloud, describe the information that titles, headings, and illustrations provide in informational text.** RI.K.7

8 **(Begins in grade 1)** RI.K.8

9 **With adult support, identify similarities and differences in information, illustrations, or features of two informational texts on the same topic.** RI.K.9

10 **With scaffolding provided, use background knowledge and draw on previous experiences to understand an informational text read aloud.** RI.K.10

Reading Foundations RF

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

2 **Recognize and produce the sound structures of spoken words, including syllables and phonemes (sounds), with automaticity:** RF.K.2

- a Recognize and produce rhyming words. RF.K.2.A
- b Count, blend and segment up to three syllables in spoken words with automaticity. RF.K.2.B
- c Identify and segment onsets and rimes in single-syllable spoken words with automaticity. RF.K.2.C
- d Isolate, identify, and articulate the initial, medial and final phoneme in words containing three phonemes with automaticity. RF.K.2.D
- e Segment single-syllable words containing three to four phonemes into individual sounds with automaticity. RF.K.2.E
- f Blend three to four phonemes to make a one-syllable word with automaticity. RF.K.2.F

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

- a Name the letters of the alphabet in order. RF.K.3.A
- b Identify, name, and write all lowercase letters with automaticity. RF.K.3.B
- c Identify, name, and write all uppercase letters with automaticity. RF.K.3.C
- d When given a phoneme, identify, name, and write the corresponding grapheme RF.K.3.D
  1. Short vowels RF.K.3.D.1
  2. Consonants RF.K.3.D.2
  3. Consonant digraphs RF.K.3.D.3
- e Decode words aligned with phonics patterns in scope and sequence of adopted HQIM , such as: RF.K.3.E
  1. a, e, i, o and u with short vowel sounds (CVC) RF.K.3.E.1
  2. Long vowel sounds associated with single letters (open syllables in one-syllable words) RF.K.3.E.2
  3. Consonant digraph sh, ch, th, RF.K.3.E.3
  4. Most common consonant sounds b, c, d, f, g, h, j, k, l, m, n, p, q(u), r, s, t, v, w, x, y, z RF.K.3.E.4
  5. Welded/glued sounds (-ang, -ing, -ong, -ung, -ank, -ink, -onk, -unk, - an, -am, -all) RF.K.3.E.5
- f Read common high-frequency words with automaticity, aligned with the adopted HQIM, such as: RF.K.3.F
  1. Phonetically regular words RF.K.3.F.1
  2. Partially regular words RF.K.3.F.2
  3. Irregular words RF.K.3.F.3

4 **Read aloud decodable, controlled texts containing previously taught patterns with accuracy, automaticity, and appropriate expression to gain meaning from text.** RF.K.4

Writing Foundations WF

1 **Print all lowercase and most uppercase graphemes (letter/letters) independently, accurately, and with automaticity. Demonstrate this through:** WF.K.1

- a Correct letter strokes; WF.K.1.A
- b Correct letter formation; WF.K.1.B
- c Accurate letter placement within words; WF.K.1.C
- d Proper directionality (top to bottom, left to right); WF.K.1.D
- Appropriate line placement; and WF.K.1.E
- Appropriate pencil grip. WF.K.1.F

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2 **When given a word of up to three phonemes, encode and print words independently and accurately.** WF.K.2

3 **Print a simple sentence independently and accurately using grade-appropriate orthographic patterns, rules and highfrequency words with:** WF.K.3

- a Correct capitalization (beginning word, proper nouns, the pronoun “I”); WF.K.3.A
- b Appropriate spacing; and WF.K.3.B
- c Correct ending punctuation (e.g., period, question mark, exclamation point). WF.K.3.C

Writing W

1 **Use drawing, dictation, and/or writing to express an opinion about a given topic or book.** W.K.1

2 **Use drawing, dictation, and/or writing to compose informative or explanatory pieces about a given topic.** W.K.2

3 **Use drawing, dictation, and/or writing to narrate a single event or a sequence of events.** W.K.3

4 **(Begins in Grade 3)** W.K.4

5 **With adult support, respond to questions and suggestions, adding details to strengthen ideas in writing.** W.K.5

6 **With adult support, explore a variety of tools to produce and publish writing, including in collaboration with peers.** W.K.6

7 **With adult support, recall information from experiences or gather information from provided sources to answer a question.** W.K.7

8 **With adult support, engage in collaborative research or writing projects that build language, vocabulary, and foundational writing skills around a given topic or theme.** W.K.8

9 **(Begins in Grade 4)** W.K.9

10 **(Begins in Grade 3)** W.K.10

Speaking and Listening SL

1 **Participate in discussions about kindergarten topics in pairs, small groups, or whole-class settings, following agreed-upon rules:** SL.K.1

- a Listen to others and take turns speaking during discussions. SL.K.1.A
- b Keep the conversation going through several exchanges. SL.K.1.B
- c Stay focused by talking about the topic or text under discussion. SL.K.1.C

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nswer questions about key details of a text, conversation, or other media to emonstrate understanding. SL.K.2

3 **Ask questions to seek help, information, or clarification of a given topic or task.** SL.K.3

4 **With adult support, expand oral descriptions of familiar people, places, things, and events by adding relevant details.** SL.K.4

5 **Use pictures, objects, or visual tools to enhance ideas, thoughts, and feelings so others can understand them.** SL.K.5

6 **Produce basic thoughts, ideas, and feelings using kernel sentences with a subject and a verb.** SL.K.6

Language L

1 **Know and apply the conventions of formal American English grammar and usage when communicating.** L.K.1

- a Use frequently occurring nouns and verbs. L.K.1.A
- b Communicate regular plural nouns by adding “s” or “es” (e.g., dog, dogs, wish, wishes). L.K.1.B
- c Understand and use interrogatives. L.K.1.C
- d Use the most frequently occurring prepositions. L.K.1.D
- e Produce and expand kernel sentences in shared language activities. L.K.1.E

2 **Recognize the conventions of formal American English capitalization and punctuation when communicating thoughts and ideas.** L.K.2

- a Capitalize the first word in a sentence and the pronoun “I.” L.K.2.A
- b Name end punctuation. L.K.2.B

3 **(Begins in Grade 2)** L.K.3

4 **When presented with a read-aloud or engaging in discussion, determine the meaning of new and multiple-meaning words.** L.K.4

- a Demonstrate understanding of new and multiple-meaning words or phrases by using them in sentences, acting them out, or drawing pictures. L.K.4.A
- b Use the most frequently occurring inflections and affixes (e.g., -s, -es, -ed, -ing, re-, un-) as a clue to the meaning of an unknown word. L.K.4.B

5 **Explore word relationships and nuances in word meanings.** L.K.5

- a Categorize objects or pictures to understand how they relate to a common concept or topic (e.g., food, colors). L.K.5.A
- b Demonstrate understanding of frequently occurring verbs and adjectives by matching them to their antonyms. L.K.5.B
- c Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. L.K.5.C

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6 **Apply previously taught vocabulary in a given context by demonstrating connections between words and their use (e.g., note places at school that are colorful).** L.K.6