

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 text, 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](#)
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- 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](#)
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- 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](#)
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- 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](#)
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- 7 When presented with a read-aloud, describe the information that titles, headings, and illustrations provide in informational text.** [RI.K.7](#)
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- 8 (Begins in grade 1)** [RI.K.8](#)
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- 9 With adult support, identify similarities and differences in information, illustrations, or features of two informational texts on the same topic.** [RI.K.9](#)
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- 10 With scaffolding provided, use background knowledge and draw on previous experiences to understand an informational text read aloud.** [RI.K.10](#)
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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](#)
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- 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](#)

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
 - e Appropriate line placement; and WF.K.1.E
 - f Appropriate pencil grip. WF.K.1.F

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

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- 3 Ask questions to seek help, information, or clarification of a given topic or task.** [SL.K.3](#)
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- 4 With adult support, expand oral descriptions of familiar people, places, things, and events by adding relevant details.** [SL.K.4](#)
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- 5 Use pictures, objects, or visual tools to enhance ideas, thoughts, and feelings so others can understand them.** [SL.K.5](#)
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- 6 Produce basic thoughts, ideas, and feelings using kernel sentences with a subject and a verb.** [SL.K.6](#)
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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](#)
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- 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](#)
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- 3 (Begins in Grade 2)** [L.K.3](#)
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- 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](#)
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- 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**