

Kindergarten

Reading: Students read, comprehend, interpret, analyze, and appreciate multimodal texts from a broad range of genres, cultures, and mediums in the context of grade-level content to understand themselves, others, and the world. Genres include fiction, poetry, nonfiction, and a variety of genres beyond these categories. Standards 2, 3, and 4 are prioritized. [R](#)

Foundational Skills

- 1** Students know and apply the basic features of print and how it is organized. [ELA.K.R.1](#)
 - a** Distinguish pictures from letters and words in a print-rich environment. [ELA.K.R.1.A](#)
 - b** Follow a text from top to bottom, left to right, and page by page. [ELA.K.R.1.B](#)
 - c** Identify front and back covers, titles, and the title page of printed books. [ELA.K.R.1.C](#)
 - d** Tell how the text/visual features represent and/or add to the written text's meaning. [ELA.K.R.1.D](#)
- 2** Students demonstrate how sounds, syllables, words, and pauses function in spoken language (phonological awareness). [ELA.K.R.2](#)
 - a** Recognize, pronounce, separate, blend, and count the syllables in spoken words. [ELA.K.R.2.A](#)
 - b** Recognize, isolate, and/or blend initial, medial, and final sounds in CVC words. [ELA.K.R.2.B](#)
 - c** Blend and segment onsets and rimes of single syllable spoken words. [ELA.K.R.2.C](#)
 - d** Recognize and produce rhyming words. [ELA.K.R.2.D](#)
 - e** Recognize and produce words with the same initial sound (alliteration). [ELA.K.R.2.E](#)
 - f** Add and/or substitute individual spoken sounds (phonemes) in simple words to form new words. [ELA.K.R.2.F](#)
 - g** Identify and separate individual words within spoken phrases and sentences. [ELA.K.R.2.G](#)

- 3 Students decode words accurately by applying grade-level phonics and word analysis skills. [ELA.K.R.3](#)
- a Recognize and name all lower- and upper-case letters. [ELA.K.R.3.A](#)
 - b Produce the corresponding sound for each consonant and each short vowel. [ELA.K.R.3.B](#)
 - c Produce the short vowel sounds with common CVC spellings in closed syllables. [ELA.K.R.3.C](#)
 - d Decode simple CVC words using letter sound correspondence (e.g., “bat,” “log”). [ELA.K.R.3.D](#)
 - e Recognize and read common high frequency words (e.g., “me,” “the,” “go,” “is”). [ELA.K.R.3.E](#)
 - f Read simple decodable sentences with emerging fluency. [ELA.K.R.3.F](#)
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Comprehending and Interpreting Texts

- 4 Students comprehend and interpret texts during shared reading, read aloud, and independent reading, using knowledge of print, language, and text features to make meaning. [ELA.K.R.4](#)
- a Preview the text by noting author, illustrator, title, and images. [ELA.K.R.4.A](#)
 - b Use personal connections to make meaning of the text. [ELA.K.R.4.B](#)
 - c Make and revise predictions before and during a read aloud. [ELA.K.R.4.C](#)
 - d Ask and answer questions about a text’s topic, characters, setting, and/ or major events [ELA.K.R.4.D](#)
 - e Tell how pictures and words help readers understand emotions, characters, actions, places, or information. [ELA.K.R.4.E](#)
 - f Retell familiar stories in their own words and/or say what they learned from a text. Analyzing, Evaluating and Using Texts [ELA.K.R.4.F](#)
- 5 Students analyze texts by making connections between texts, authors, readers, and the world. [ELA.K.R.5](#)
- a Tell what pictures or words in a text make them think, feel, or wonder. [ELA.K.R.5.A](#)
 - b Tell what a story is mostly about and make a personal connection to it. [ELA.K.R.5.B](#)
 - c Compare and/or contrast characters, settings, or key ideas in two or more texts. [ELA.K.R.5.C](#)
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Writing: Students compose multimodal texts through drawing, visually representing, dictating, and writing in a variety of genres for a range of communicative

Writing Purposes and Products

situations in the context of grade level content. Standards 1 and 3 are prioritized. W

- 1** Students compose multimodal texts through shared and independent writing activities in a variety of genres for a variety of purposes. ELA.K.W.1
 - a** Compose in order to describe experiences, ideas, and imaginings. ELA.K.W.1.A
 - b** Compose in order to inform others about their observations and explanations of the world. ELA.K.W.1.B
 - c** Compose in order to express their opinions and/or preferences. ELA.K.W.1.C
 - d** Compose in order to tell the story of a single event or several loosely connected events. ELA.K.W.1.D

Plan and Draft

- 2** Students plan and complete shared and independent writing projects. ELA.K.W.2
 - a** Connect the task to their interests or experiences. ELA.K.W.2.A
 - b** Recognize that writing shares ideas with a reader or listener. ELA.K.W.2.B
 - c** Identify steps to complete the project or task. ELA.K.W.2.C
- 3** Students draft content, using tools effectively. ELA.K.W.3
 - a** Identify topics and generate ideas. ELA.K.W.3.A
 - b** Tell information about a single topic. ELA.K.W.3.B
 - c** Tell an opinion and/or preference. ELA.K.W.3.C
 - d** Use language to persuade others with feelings and reasons. ELA.K.W.3.D
 - e** Tell story events in order. ELA.K.W.3.E
 - f** Add labels to drawings and diagrams. ELA.K.W.3.F

Revise and Edit

- 5** Students discuss their writings or drawings with others. ELA.K.W.5

Share and Publish

- 6** Students share and publish compositions for known and trusted audiences. ELA.K.W.6

Speaking, Listening, and Digital Forums: Students engage in and learn from collaborative discussions, presentations, and public speaking for a range of communicative situations in the context of grade-level content. Standard 1 is prioritized. SLDF

Discussion

- 1 Students listen, respond respectfully, and contribute during discussions. [ELA.K.SLDF.1](#)
 - a Identify expectations for engaging with and including other participants. [ELA.K.SLDF.1.A](#)
 - b Use words and phrases that describe the people, places, things, events, information, and emotions they are referring to with details. [ELA.K.SLDF.1.B](#)
 - c Draw on experience, observation, and prior learning to answer questions. [ELA.K.SLDF.1.C](#)
 - d Connect statements to others' contributions to propel conversation. [ELA.K.SLDF.1.D](#)
 - e Identify when clarification is needed for something they did not understand and/or restate what they heard others say. [ELA.K.SLDF.1.E](#)
 - f Answer questions to clarify something others did not understand. [ELA.K.SLDF.1.F](#)

Collaboration

- 2 Students collaborate on projects and tasks. [ELA.K.SLDF.2](#)
 - a Identify expectations, changing them when needed. [ELA.K.SLDF.2.A](#)
 - b Contribute towards the shared goal. [ELA.K.SLDF.2.B](#)
 - c Communicate to support the group and/or deal with concerns. [ELA.K.SLDF.2.C](#)

Public Speaking and Presentations

- 3 Students express experiences, positions, ideas, findings, and creative work. [ELA.K.SLDF.3](#)
 - a Identify topics from the situation, experience, imagination, reading, group research, media, conversations, and/or products from ELA.K.W.1. [ELA.K.SLDF.3.A](#)
 - b Develop content by considering what they want to communicate within the situation. [ELA.K.SLDF.3.B](#)
 - c Use images and/or multimedia artifacts in presentations to clarify content. [ELA.K.SLDF.3.C](#)

Voice

- 4 Students determine how to present themselves and their ideas in different contexts. [ELA.K.SLDF.4](#)
 - a Share their thoughts, feelings, and ideas using words, actions, or other communication that reflects who they are. [ELA.K.SLDF.4.A](#)
 - b Determine what they want to share and why. [ELA.K.SLDF.4.B](#)
- 5 Students use an audible voice, gesture, and pacing to illuminate the content [ELA.K.SLDF.5](#)

speak and write clearly, and to comprehend more fully when reading, listening, or viewing. Standards 2, 3, and 5 are prioritized. L

- 1 Students notice when and why language is used differently at school, at home, and with peers. [ELA.K.L.1](#)
 - a Notice that people may use different words or ways of speaking in different settings. [ELA.K.L.1.A](#)
 - b Identify words or phrases used at school, at home, or with peers. [ELA.K.L.1.B](#)

Structure and Functions of English

- 2 Students produce and expand sentences in conversations and writing about experiences, events, and ideas. [ELA.K.L.2](#)
 - a Produce simple complete sentences. [ELA.K.L.2.A](#)
 - b Expand sentences by adding details or information. [ELA.K.L.2.B](#)
- 3 Students determine the meaning of and use words and phrases acquired through conversations, reading, and being read to. [ELA.K.L.3](#)
 - a Use context, conversation, visuals, and questions to clarify the meaning of unfamiliar words and phrases. [ELA.K.L.3.A](#)
 - b Understand and use high-frequency nouns, verbs, prepositions, and question words. [ELA.K.L.3.B](#)
 - c Form regular plural nouns orally. [ELA.K.L.3.C](#)
- 4 Students explore relationships among words and meaning in the context of conversations, reading, and writing about experiences, events, and ideas. [ELA.K.L.4](#)
 - a Sort common objects into categories to identify connections between words and their meanings. [ELA.K.L.4.A](#)
 - b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. [ELA.K.L.4.B](#)
 - c Distinguish and express shades of meaning among verbs with descriptions or movements. [ELA.K.L.4.C](#)

Foundational Written Language (Encoding and Transcription)

- 5 Students develop foundational writing skills to record their ideas using letters, words, and sentences. [ELA.K.L.5](#)
 - a Form lower- and upper-case letters legibly and write with appropriate spacing. [ELA.K.L.5.A](#)
 - b Spell words using sound-letter correspondences. [ELA.K.L.5.B](#)
 - c Capitalize sentence beginnings and the pronoun I. [ELA.K.L.5.C](#)
 - d Use a period or question mark to end simple sentences. [ELA.K.L.5.D](#)
 - e Develop automaticity in spelling and handwriting and/or other modalities to support written expression. [ELA.K.L.5.E](#)

Research and Media Literacy: Students ask questions, seek answers

Research and Inquiry

from a variety of sources, and use or share their learning. Standard 1 is prioritized. [RML](#)

- 1** Students engage in research and inquiry by asking questions and seeking answers from provided information sources, independently and collaboratively. [ELA.K.RML.1](#)
 - a** Ask questions about a provided topic or things that make them curious. [ELA.K.RML.1.A](#)
 - b** Generate ideas for where they might find answers to their questions, including talking to people about the topic. [ELA.K.RML.1.B](#)
 - c** Explore a variety of information sources on a single topic. [ELA.K.RML.1.C](#)
 - d** Identify information that answers their questions. [ELA.K.RML.1.D](#)
 - e** Use and/or share new learning. [ELA.K.RML.1.E](#)