



Strands>	Reading: Literature (RL.K.x)	Reading: Informational Text (RI.K.x)		Reading: Foundational Skills (RF.K.x)	Writing: (W.K.x)	Language (L.K.x)	Speaking & Listening (SL.K.x)
Key Ideas and Details >	RL.K.1 With prompting and support, ask and answer questions about key details in a text.	RI.K.1 With prompting and support, ask and answer questions about key details in a text.	Print Concepts >	RF.K.1 Demonstrate understanding of the organization and basic features of print. RF.K.1a Follow words from left to right, top to bottom, and page by page. RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.	W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).	L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.K.1a Print many upper- and lowercase letters.	SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
	RL.K.2 With prompting and support, retell familiar stories, including key details.	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.		RF.K.1c Understand that words are separated by spaces in print. RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.	W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	L.K.1b Use frequently occurring nouns and verbs. L.K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).	SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Phonological Awareness >	RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2a Recognize and produce rhyming words.	W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	L.K.1d Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	SL.K.1b Continue a conversation through multiple exchanges.
Craft and Structure >	RL.K.4 Ask and answer questions about unknown words in a text.	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.		RF.K.2b Count, pronounce, blend, and segment syllables in spoken words. RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	(W.K.4 begins in grade 3)	L.K.1e Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). L.K.1f Produce and expand complete sentences in shared language activities.	SL.K.2 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.

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	RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	RI.K.5 Identify the front cover, back cover, and title page of a book.		RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. ¹ (This does not include CVCs ending with /l/, /r/, or /x/.)	W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
	RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.		RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	L.K.2a Capitalize the first word in a sentence and the pronoun "I". L.K.2b Recognize and name end punctuation. L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).	SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
Integration of Knowledge and Ideas >	RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Phonics & Word Recognition >	RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.	W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
	(RL.K.8 not applicable to literature)	RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.		RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	(L.K.3 begins in grade 2). L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

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	RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	(W.K.9 begins in grade 4)	L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>). L.K.4b Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i>) as a clue to the meaning of an unknown word.	
Range of Reading and Level of Text Complexity >	RL.K.10 Actively engage in group reading activities with purpose and understanding.	RI.K.10 Actively engage in group reading activities with purpose and understanding.		RF.K.3c Read common high-frequency words by sight (e.g., <i>the</i> , <i>of</i> , <i>to</i> , <i>you</i> , <i>she</i> , <i>my</i> , <i>is</i> , <i>are</i> , <i>do</i> , <i>does</i>).	(W.K.10 begins in grade 3)	L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	
				RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.		The following Language standards are stretched across two columns to conserve space. L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	
			Fluency >	RF.K.4 Read emergent-reader texts with purpose and understanding.		L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).	
						L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i>) by acting out the meanings.	
						L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	