



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

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

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)
	<b>RL.K.9</b> With prompting and support, <b>compare and contrast the adventures and experiences of characters in familiar stories.</b>	<b>RI.K.9</b> With prompting and support, <b>identify basic similarities in and differences between two texts on the same topic</b> (e.g., in illustrations, descriptions, or procedures).		<b>RF.K.3b</b> Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	(W.K.9 begins in grade 4)	<b>L.K.4a</b> 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> ).  <b>L.K.4b</b> 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 >	<b>RL.K.10</b> Actively engage in group reading activities with purpose and understanding.	<b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.		<b>RF.K.3c</b> 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)	<b>L.K.5</b> With guidance and support from adults, <b>explore word relationships and nuances in word meanings.</b>  <b>L.K.5a</b> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	
				<b>RF.K.3d</b> 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. <b>L.K.5b</b> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	
			Fluency >	<b>RF.K.4</b> Read emergent-reader texts with purpose and understanding.		<b>L.K.5c</b> Identify real-life connections between words and their use (e.g., note places at school that are colorful).	
						<b>L.K.5d</b> 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.	
						<b>L.K.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	