

Kindergarten Power Standards

Power Standards	
P RLK.1	With prompting and support , ask and answer questions about key details in a text.
P RL.K.2	With prompting and support , retell familiar stories, including key details .
P RI.K.1	With prompting and support , ask and answer questions about key details in a text.
P RI.K.2	With prompting and support , identify the main topic and retell key details of a text.
P 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>).
P 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.
P 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.
P W.K.5	With guidance and support from adults, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
P SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
	a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns with care speaking about the topics and texts under discussion).
	b. Continue a conversation through multiple exchanges .
P RF.K.1	Demonstrate understanding of the organization and basic features of print :
	a. Follow words from left to right, top to bottom, and page by page.
	b. Recognize that spoken words are represented in written language by specific sequences of letters .
	c. Understand that words are separated by spaces in print.
	d. Recognize and name all upper and lowercase letters of the alphabet.
P RF.K.2	Demonstrate understanding of spoken words, syllables , and sounds (phonemes).
	a. Recognize and produce rhyming words .
	b. Count, pronounce, blend , and segment syllables in spoken words.
	c. Blend and segment onsets and rimes of single-syllable spoken words.

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	d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words (This does not include CVC words ending with /l/, /r/, or /x/.)
	e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words .
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
	a. 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. Associate the long and short sounds with common spellings (graphemes) for the five major vowels .
	c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).
	d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking .
	a. With guidance and support, identify and write many upper- & lowercase letters , including those in the student's name .
	b. Use frequently occurring nouns and verbs .
	c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).
	d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).
	e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).
	f. Produce and expand complete sentences in shared language activities.
LK.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	a. Capitalize the first word in a sentence and the pronoun <i>I</i> .
	b. Recognize and name end punctuation .
	c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
	d. Spell simple words phonetically , drawing on knowledge of sound--letter relationships.