

Kindergarten Standards Checklist

Reading Literature Standards							
Key Ideas and Details							
P	RL.K.1	With <i>prompting</i> and <i>support</i> , <i>ask</i> and <i>answer</i> questions about <i>key details</i> in a text.					
P	RL.K.2	With <i>prompting</i> and <i>support</i> , <i>retell</i> familiar stories, including <i>key details</i> .					
	RL.K.3	With <i>prompting</i> and <i>support</i> , <i>identify characters</i> , <i>settings</i> and <i>major events</i> in a story.					
Craft & Structure							
	RL.K.4	<i>Ask</i> and <i>answer questions</i> about <i>unknown words</i> in a text.					
	RL.K.5	<i>Recognize</i> common <i>types</i> of text (e.g., storybooks, poems).					
	RL.K.6	With <i>prompting</i> and <i>support</i> , <i>name the author and illustrator</i> of a story and <i>define the role</i> of each in telling the story.					
Integration of Knowledge and Ideas							
	RL.K.7	With <i>prompting</i> and <i>support</i> , <i>describe</i> the <i>relationship</i> between <i>illustrations and the story</i> in which they appear (e.g., <i>what moment in a story an illustration depicts</i>).					
	RL.K.9	With <i>prompting</i> and <i>support</i> , <i>compare and contrast</i> the adventures and <i>experiences of characters</i> in familiar stories.					
Range of Reading and Level of Text Complexity							
	RL.K.10	Actively <i>engage</i> in-group <i>reading</i> activities with <i>purpose and understanding</i> .					

Reading Informational Text							
Key Ideas and Details							
P	RI.K.1	With <i>prompting</i> and <i>support</i> , <i>ask</i> and <i>answer</i> questions about <i>key details</i> in a text.					
P	RI.K.2	With <i>prompting</i> and <i>support</i> , <i>identify</i> the <i>main topic</i> and <i>retell key details</i> of a text.					
	RI.K.3	With <i>prompting</i> and <i>support</i> , <i>describe the connection</i> between two <i>individuals, events, ideas</i> , or pieces of <i>information</i> in a text.					
Craft & Structure							
	RI.K.4	With <i>prompting</i> and <i>support</i> , <i>ask and answer questions</i> about <i>unknown words</i> in a text.					
	RI.K.5	<i>Identify</i> the <i>front cover</i> , <i>back cover</i> , and <i>title page</i> of a book.					
	RI.K.6	<i>Name</i> the <i>author</i> and <i>illustrator</i> of a text and <i>define the role</i> of each in presenting the ideas or information in a text.					
Integration of Knowledge and Ideas							
	RI.K.7	With <i>prompting</i> and <i>support</i> , <i>describe</i> the <i>relationship</i> between <i>illustrations and the text</i> in which they appear (e.g., <i>what person, place, thing, or idea in the text an illustration depicts</i>).					
	RI.K.8	With <i>prompting</i> and <i>support</i> , <i>identify</i> the <i>reasons</i> an author gives <i>to support points</i> in a text.					
	RI.K.9	With <i>prompting</i> and <i>support</i> , <i>identify</i> basic <i>similarities</i> in <i>and differences between two texts</i> on the same topic (e.g., in illustrations, descriptions, or procedures).					
Range of Reading and Level of Text Complexity							
	RI.K.10	Actively <i>engage</i> in-group <i>reading</i> activities with <i>purpose and understanding</i> .					

Kindergarten Standards Checklist

Writing Standards

Key Ideas and Details

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>).						
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.						
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.						

Production and Distribution of Writing

W.K.5	With guidance and support from adults, respond to questions and suggestions from peers, and add details to strengthen writing as needed.						
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.						

Research to Build and Present Knowledge

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).						
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question .						

Speaking and Listening Standards

Comprehension and Collaboration

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 .						

Comprehension and Collaboration

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.						
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.						

Presentation of Knowledge and Ideas

SL.K.4	Describe familiar people, places, things, and events , and, with prompting and support, provide additional detail .						
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.						
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly .						



Reading Foundational Skills

Print Concepts

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.							

Phonological Awareness

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.							
		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 .							

Phonics and Word Recognition

P	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.							

Fluency

	RF.K.4	Read emergent—reader texts with purpose and understanding .							
--	---------------	---	--	--	--	--	--	--	--

Language Standards

Conventions of Standard English

P	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.							

Conventions of Standard English

P	L.K.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 .							

Kindergarten Standards Checklist

	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.						
Vocabulary Acquisition and Use							
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .						
	a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).						
	b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un- pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.						
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.						
	a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.						
	b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).						
	c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).						
	d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, 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.						

