

# Kindergarten

## Reading Literature Standards

### Key Ideas and Details

- 1 With prompting and support, ask and answer questions about key details in a text. [RL.K.1](#)
- 2 With prompting and support, retell familiar stories, including key details. [RL.K.2](#)
- 3 With prompting and support, identify characters, settings, and major events in a story. [RL.K.3](#)

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### Craft and Structure

- 4 Ask and answer questions about unknown words in a text. [RL.K.4](#)
- 5 Recognize common types of texts (e.g., storybooks, poems). [RL.K.5](#)
- 6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. [RL.K.6](#)

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### Integration of Knowledge and Ideas

- 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). [RL.K.7](#)
- 8 (Not applicable to literature) [RL.K.8](#)
- 9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. [RL.K.9](#)

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### Range of Reading and Level of Text Complexity

- 10 Actively engage in-group reading activities with purpose and understanding. [RL.K.10](#)

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## Reading Informational Text Standards

### Key Ideas and Details

- 1 With prompting and support, ask and answer questions about key ideas in a text. [RI.K.1](#)
- 2 With prompting and support, identify the main topic and retell key details of a text. [RI.K.2](#)
- 3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. [RI.K.3](#)

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### Craft and Structure

- 4 With prompting and support, ask and answer questions about unknown words in a text. **RI.K.4**
- 5 Identify the front cover, back cover, and title page of a book. **RI.K.5**
- 6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. **RI.K.6**

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### Integration of Knowledge and Ideas

- 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). **RI.K.7**
- 8 With prompting and support, identify the reasons an author gives to support points in a text. **RI.K.8**
- 9 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). **RI.K.9**

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### Range of Reading and Level of Text Complexity

- 10 Actively engage in-group reading activities with purpose and understanding. **RI.K.10**

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## Reading Foundational Skills Standards

### Print Concepts

- 1 Demonstrate understanding of the organization and basic features of print. **RF.K.1**
  - a Follow words from left to right, top to bottom, and page by page. **RF.K.1.A**
  - b Recognize that spoken words are represented in written language by specific sequences of letters. **RF.K.1.B**
  - c Understand that words are separated by spaces in print. **RF.K.1.C**
  - d Recognize and name all upper- and lowercase letters of the alphabet. **RF.K.1.D**

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### Phonological Awareness

- 2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **RF.K.2**
  - a Recognize and produce rhyming words. **RF.K.2.A**
  - b Count, pronounce, blend, and segment syllables in spoken words. **RF.K.2.B**
  - c Blend and segment onsets and rimes of single-syllable spoken words. **RF.K.2.C**
  - 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 CVCs ending with /l/, /r/, or /x/.) **RF.K.2.D**
  - e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **RF.K.2.E**

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## Phonics and Word Recognition

- 3 Know and apply grade-level phonics and word analysis skills in decoding words. **RF.K.3**
    - a Demonstrate basic knowledge of one-to-one letter- sound correspondences by producing the primary or many of the most frequent sound for each consonant. **RF.K.3.A**
    - b Associate the long and short sounds with common spellings (graphemes) for the five major vowels. **RF.K.3.B**
    - c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). **RF.K.3.C**
    - d Distinguish between similarly spelled words by identifying the sounds of the letters that differ. **RF.K.3.D**
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## Fluency

- 4 Read emergent-reader texts with purpose and understanding. **RF.K.4**
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## Writing Standards

### Text Types and Purposes

- 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., My favorite book is...). **W.K.1**
  - 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.2**
  - 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. **W.K.3**
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### Production and Distribution of Writing

- 4 (Begins in grade 3) **W.K.4**
  - 5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. **W.K.5**
  - 6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. **W.K.6**
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### Research to Build and Present Knowledge

- 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.7**
- 8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **W.K.8**
- 9 (Begins in grade 4.) **W.K.9**

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## Range of Writing

10 (Begins in Grade 3.) [W.K.10](#)

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## Speaking and Listening Standards

### Comprehension and Collaboration

- 1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [SL.K.1](#)
    - a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). [SL.K.1.A](#)
    - b Continue a conversation through multiple exchanges. [SL.K.1.B](#)
  - 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.2](#)
  - 3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. [SL.K.3](#)
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### Presentation of Knowledge and Ideas

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

### Contents of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.K.1**
  - a Print many upper- and lowercase letters. **L.K.1.A**
  - b Use frequently occurring nouns and verbs. **L.K.1.B**
  - c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). **L.K.1.C**
  - d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). **L.K.1.D**
  - e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). **L.K.1.E**
  - f Produce and expand complete sentences in shared language activities. **L.K.1.F**
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.K.2**
  - a Capitalize the first word in a sentence and the pronoun I. **L.K.2.A**
  - b Recognize and name end punctuation. **L.K.2.B**
  - c Write a letter or letters for most consonant and short-vowel sounds (phonemes). **L.K.2.C**
  - d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.2.D**

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### Knowledge of Language

- 3 (Begins in grade 2.) **L.K.3**

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## Vocabulary Acquisition and Use

- 4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on kindergarten reading and content. **L.K.4**
  - a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). **L.K.4.A**
  - b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. **L.K.4.B**
- 5 With guidance and support from adults, explore word relationships and nuances in word meanings. **L.K.5**
  - a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. **L.K.5.A**
  - b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). **L.K.5.B**
  - c Identify real-life connections between words and their use (e.g., note places at school that are colorful). **L.K.5.C**
  - d Distinguish shades of meaning among verbs describing the same general action (e.g. walk, march, strut, prance) by acting out the meanings. **L.K.5.D**
- 6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. **L.K.6**