

ELA - Kindergarten

Kindergarten

Reporting Standard 1- Reading Foundational Skills

K.RF.1	Demonstrate understanding of the organization and basic features of print.
K.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
K.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.
K.RF.4	Read emergent-reader texts with purpose and understanding.

Reporting Standard 2 – Reading Comprehension: Narrative

K.RL.1	Ask and answer questions about key details in a text.
K.RL.2	With prompting and support, retell familiar stories, including key details.
K.RL.3	With prompting and support, identify characters, settings, and major events in a story.
K.RL.4	Ask and answer questions about unknown words in a text.
K.RL.5	Recognize common types of texts (e.g., storybooks, poems).
K.RL.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
K.RL.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).
K.RL.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
K.RL.10	Actively engage in group reading activities with purpose and understanding.

Reporting Standard 3 – Reading Comprehension: Informational

K.RI.1	With prompting and support, ask and answer questions about key details in a text.
K.RI.2	With prompting and support, identify the main topic and retell key details of a text.
K.RI.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
K.RI.4	With prompting and support, ask and answer questions about unknown words in a text.
K.RI.5	Identify the front cover, back cover, and title page of a book.
K.RI.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
K.RI.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).
K.RI.8	With prompting and support, identify the reasons an author gives to support points in a text.
K.RI.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).
K.RI.10	Actively engage in group reading activities with purpose and understanding.

Reporting Standard 4 – Writing and Conventions

K.W.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 . . .).
K.W.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.

K.W.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.
K.W.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
K.W.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
K.W.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
K.W.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
K.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Reporting Standard 5 - Communication: Speaking, Listening, & Vocabulary

K.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
K.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
K.L.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
K.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
K.SL.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
K.SL.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.
K.SL.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
K.SL.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
K.SL.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
K.SL.6	Apply audibly and express thoughts, feelings, and ideas clearly.