

Kindergarten Reading and Writing
Priority and Supporting Standards
2024-2025



BCS Elementary Schools follow the Units of Study and Pacing of their High-Quality Instructional Resource: HQIR: CKLA, EL Education, or Wonders

**Prioritized Standards are bolded in black ink; supporting standards are bulleted under the Reading and Writing Strand they support*

Kindergarten Prioritized Standards for 24-25					
Reading Foundational Skills	Reading Literature	Reading Informational	Composition	Language	Handwriting
<i>Print Concepts:</i> RF.K.1 <i>Phonological Awareness:</i> RF.K.2 <i>Phonics and Word Recognition:</i> RF.K.3 <i>Fluency:</i> RF.K.4	<i>Key Ideas and Details:</i> RL.K.1 <ul style="list-style-type: none"> ● RL.K.2 ● RL.K.3 <i>Craft and Structure:</i> RL.K.4 <ul style="list-style-type: none"> ● RL.K.5 ● RL.K.6 <i>Integration of Knowledge:</i> <ul style="list-style-type: none"> ● RL.K.7 ● RL.K.9 <i>Reading Range/ Text Complexity Level:</i> <ul style="list-style-type: none"> ● RL.K.10 	<i>Key Ideas and Details:</i> RI.K.1 <ul style="list-style-type: none"> ● RI.K.2 ● RI.K.3 <i>Craft and Structure:</i> RI.K.4 <ul style="list-style-type: none"> ● RI.K.5 ● RI.K.6 <i>Integration of Knowledge:</i> <ul style="list-style-type: none"> ● RI.K.7 ● RI.K.8 ● RI.K.9 <i>Reading Range/ Text Complexity Level:</i> <ul style="list-style-type: none"> ● RI.K.10 	<i>Text Types and Purposes</i> C.K.1 C.K.2 C.K.3 <i>Production and Distribution:</i> <ul style="list-style-type: none"> ● C.K.4 <i>Research to Build and Present Knowledge:</i> <ul style="list-style-type: none"> ● C.K.5 ● C.K.6 	<i>Conventions of Standard English:</i> <ul style="list-style-type: none"> ● L.K.1 L.K.2 <i>Vocabulary Acquisition & Use:</i> <ul style="list-style-type: none"> ● L.K.4 ● L.K.5 	<ul style="list-style-type: none"> ● HW.K.1

*[Boone County Schools K-2 Instructional Framework](#)

KY Academic Standards for Reading and Writing Kindergarten Grade

**** Priority Standards will be summatively assessed. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Multidimensionality

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

Reading Foundational Skills

Print Concepts

RF.K.1

Demonstrate understanding of the organization and basic features of print to aid in comprehension.

- 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. Recognize that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

Priority Standard

Phonological Awareness

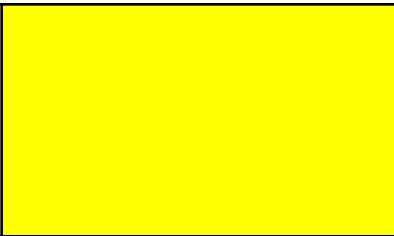
RF.K.2

Demonstrate understanding of spoken words, syllables and sounds (phonemes).

- a. Recognize and orally produce rhyming words.
- b. Count, pronounce, blend and segment syllables in spoken words.

Priority Standard

- 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 words.
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.



Phonics and Word Recognition

- 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 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. d. Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Priority Standard

Fluency

- RF.K.4**
- Read fluently (accuracy, speed, and prosody) on grade-level to support comprehension.**
- a. Read emergent-reader texts with purpose and understanding.

Priority Standard

Reading Literature Texts

Key Ideas and Details

RL.K.1

RL.1.1

With prompting and support, *ask and answer explicit questions* about **KEY IDEAS AND DETAILS**, and **make and support logical inferences to construct meaning from the text.**

With prompting and support, ask and answer explicit questions about key ideas and details and make and support logical inferences to construct meaning from the text.

Priority Standard

RL.K.2	RL.1.2	Supporting Standard
With prompting and support, orally <i>recognize key details from a summary</i> to demonstrate understanding of the LESSON LEARNED in the story.	With prompting and support, recognize key details from a summary to demonstrate understanding of the author's message, lesson learned, and/or moral.	
RL.K.3	RL.1.3	Supporting Standard
With prompting and support, <i>identify</i> CHARACTERS, SETTINGS and MAJOR EVENTS IN A STORY in order to make meaning of the story development .	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.	
Craft and Structure		
RL.K.4	RL.1.4	Priority Standard
With prompting and support, <i>identify words and phrases</i> in stories or poems that SUGGEST FEELINGS OR APPEAL TO THE SENSES .	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.	
RL.K.5	RL.1.5	Supporting Standard
<i>Recognize common</i> STRUCTURES OF POEMS, STORIES AND DRAMAS .	Recognize major differences between the structures of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.	

<p style="text-align: center;">RL.K.6</p>	<p style="text-align: center;">RL.1.6</p>	<p style="text-align: center;">Supporting Standard</p>
<p>With prompting and support, <i>identify THE AUTHOR AND ILLUSTRATOR OF A STORY, and explain how each tells the story.</i></p>	<p>With prompting and support, identify who is telling the story at various points in a text.</p>	
<p>Integration of Knowledge and Ideas</p>		
<p style="text-align: center;">RL.K.7</p>	<p style="text-align: center;">RL.1.7</p>	<p style="text-align: center;">Supporting Standard</p>
<p>With prompting and support, <i>describe the relationship between ILLUSTRATIONS AND THE STORY IN WHICH THEY APPEAR.</i></p>	<p>Use a story's illustrations and details to describe its characters, setting and events.</p>	
<p style="text-align: center;">RL.K.9</p>	<p style="text-align: center;">RL.1.9</p>	<p style="text-align: center;">Supporting Standard</p>
<p>With prompting and support, <i>compare/contrast the adventures and experiences of CHARACTERS in stories.</i></p>	<p>Compare/contrast the adventures and experiences of characters in stories.</p>	
<p>Reading Range/ Text Complexity Level</p>		
<p style="text-align: center;">RL.K.10</p>	<p style="text-align: center;">RL.1.10</p>	<p style="text-align: center;">Supporting Standard</p>
<p>With prompting and support, <i>flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of GRADE-LEVEL APPROPRIATE, COMPLEX LITERARY TEXTS.</i></p>	<p>With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.</p>	

Reading Informational Texts		
Key Ideas and Details		
RI.K.1	RI.1.1	Priority Standard
With prompting and support, <i>ask and answer explicit questions</i> about KEY IDEAS AND DETAILS , and make and support logical inferences to construct meaning from the text.	With prompting and support, ask and answer explicit questions about key ideas and details and make and support logical inferences to construct meaning from the text.	
RI.K.2	RI.1.2	Supporting Standard
With prompting and support, orally <i>recognize KEY DETAILS from a summary to demonstrate understanding of the CENTRAL IDEA</i> of a text.	With prompting and support, recognize key details from a summary to demonstrate an understanding of the central idea of a text.	
RI.K.3	RI.1.3	Supporting Standard
With prompting and support, <i>identify the INDIVIDUALS, EVENTS, IDEAS, OR PIECES OF INFORMATION presented over the course of a text.</i>	With prompting and support, identify the connection between individuals, events, ideas or pieces of information over the course of a text.	
Craft and Structure		
RI.K.4	RI.1.4	Priority Standard

<p>With prompting and support, <i>ask and answer questions about UNKNOWN WORDS in a text.</i></p>	<p>Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-level text.</p>	
<p>RI.K.5</p>	<p>RI.1.5</p>	
<p><i>Identify the FRONT COVER, BACK COVER AND TITLE PAGE of a book.</i></p>	<p>Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus and icons to locate key facts or information in a text.</p>	<p>Supporting Standard</p>
<p>RI.K.6</p>	<p>RI.1.6</p>	
<p>With prompting and support, identify THE AUTHOR AND ILLUSTRATOR OF A TEXT and <i>define THE ROLE OF EACH in presenting the ideas or information in a text.</i></p>	<p>Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>Supporting Standard</p>
<p>Integration of Knowledge and Ideas</p>		
<p>RI.K.7</p>	<p>RI.1.7</p>	<p>Supporting Standard</p>
<p>With prompting and support, <i>describe the relationship between VISUALS AND THE TEXT.</i></p>	<p>Use the visuals and details in a text to describe its key ideas.</p>	
<p>RI.K.8</p>	<p>RI.1.8</p>	<p>Supporting Standard</p>
<p>With prompting and support, <i>identify the CLAIM and the REASONS an author gives to support CLAIMS</i></p>	<p>Identify the claim and the reasons an author gives to support the claim in a text.</p>	

in a text.		
RI.K.9	RI.1.9	Supporting Standard
With prompting and support, <i>identify information</i> from TWO OR MORE TEXTS ON SIMILAR THEMES OR TOPICS.	Identify information from two or more texts on similar themes or topics.	
Reading Range/ Text Complexity Level		
RI.K.10	RI.1.10	Supporting Standard
With prompting and support, flexibly use a variety of comprehension strategies (<i>i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance</i>) to make sense of GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS.	With prompting and support, flexibly use a variety of comprehension strategies (<i>i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance</i>) to make sense of grade-level appropriate, complex literary texts.	
Composition		
Text Types and Purposes		
C.K.1	C.1.1	Priority Standard
Compose OPINION PIECES , using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing	

<p>not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</p> <p>b. <i>Introduce the topic.</i></p> <p>c. Provide reasons with details to support the opinion.</p> <p>d. <i>Use grade-appropriate TRANSITIONS.</i></p> <p>e. Provide a concluding idea.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	<p>experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</p> <p>b. Introduce the topic.</p> <p>c. Provide reasons with details to support the opinion.</p> <p>d. Use grade-appropriate transitions.</p> <p>e. Provide a concluding section.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	<p>Priority Standard</p>
<p style="text-align: center;">C.K.2</p> <p>Compose INFORMATIVE AND/OR EXPLANATORY TEXTS, using writing and digital resources, to establish a topic and provide information about the topic.</p> <p>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</p> <p>b. <i>Introduce the topic.</i></p> <p>c. Supply information with detail to develop the topic.</p> <p>d. <i>Use grade-appropriate CONJUNCTIONS to develop text structure within sentences.</i></p> <p>e. <i>Use grade-appropriate TRANSITIONS to develop text structure across paragraphs.</i></p>	<p style="text-align: center;">C.1.2</p> <p>Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</p> <p>b. Introduce the topic.</p> <p>c. Supply information with detail to develop the topic.</p> <p>d. Use grade-appropriate conjunctions to develop text structure within sentences.</p> <p>e. Use grade-appropriate transitions to develop text structure across paragraphs.</p> <p>f. Provide a concluding section.</p>	

<p>f. Provide a concluding section. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	<p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing</p>	<p>Priority Standard</p>
<p style="text-align: center;">C.K.3</p> <p>Compose NARRATIVES, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. <i>b. Recount a single event.</i> <i>c. Include details which describe actions, thoughts, emotions.</i> d. Create a sense of closure. e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing</p>	<p style="text-align: center;">C.1.3</p> <p>Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Recount a single event or multiple events, memories or ideas.c. Include details which describe actions, thoughts, emotions. d. Use temporal words and phrases to signal event order. e. Create a sense of closure. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	
<p>Production and Distribution</p>		
<p style="text-align: center;">C.K.4</p> <p>With guidance and support from adults, <i>explore a VARIETY OF DIGITAL</i></p>	<p style="text-align: center;">C.1.4</p> <p>With guidance and support from adults, use a variety of digital resources to create and</p>	<p>Supporting Standard</p>

<p>RESOURCES to create and publish products, including in collaboration with peers.</p>	<p>publish products, including in collaboration with peers.</p>	
Research to Build & Present Knowledge		
C.K.5	C.1.5	Supporting Standard
<p>With guidance and support, participate in shared RESEARCH and writing projects.</p>	<p>With guidance and support, participate in shared research and writing projects.</p>	
C.K.6	C.1.6	Supporting Standard
<p>With guidance and support, <i>collect information from real-world experiences or provided sources</i> to answer or generate questions.</p>	<p>With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.</p>	
Range of Writing		
* C.7 Begins in grade 3		Supporting Standard
Language		
CONVENTIONS OF STANDARD ENGLISH		
L.K.1	L.1.1	Supporting Standard
<p>When writing or speaking, <i>demonstrate appropriate use</i> of:</p>	<p>When writing or speaking, demonstrate appropriate use of:</p>	

<p>a. COMMON NOUNS AND VERBS. b. REGULAR PLURAL NOUNS BY ADDING /S/ OR /ES/. c. INTERROGATIVE SENTENCES USING WHO, WHAT, WHERE, WHEN, WHY AND HOW. d. SENTENCES USING COMMON PREPOSITIONS. e. COMPLETE SENTENCES.</p>	<p>a. common, proper and possessive nouns in a sentence. b. singular and plural nouns with matching verbs in basic sentences. c. personal, possessive and indefinite pronouns in a sentence. d. verbs to convey a sense of past, present and future in a sentence. e. frequently occurring adjectives in a sentence. f. frequently occurring conjunctions in a sentence. g. frequently occurring prepositions in a sentence. h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.</p>	<p style="text-align: center;">Priority Standard</p>
<p style="text-align: center;">L.K.2</p> <p>When writing: a. Capitalize THE FIRST WORD IN A SENTENCE AND THE PRONOUN I. b. Recognize and name END PUNCTUATION. c. Write a LETTER OR LETTERS FOR MOST CONSONANT AND SHORT-VOWEL SOUNDS. d. Spell simple words phonetically, drawing on knowledge of SOUND-LETTER RELATIONSHIPS</p>	<p style="text-align: center;">L.1.2</p> <p>When writing: a. Capitalize proper nouns, including but not limited to dates and names of people. b. Demonstrate appropriate use of end punctuation. c. With prompting and support, produce and write commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	
<p>KNOWLEDGE OF LANGUAGE</p>		
<p><i>*L.3 (Begins in grade 2)</i></p>	<p>Supporting Standard</p>	

VOCABULARY ACQUISITION AND USE

VOCABULARY ACQUISITION AND USE		
<p>L.K.4</p> <p><i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</i></p> <p><i>a. Identify HOMOPHONES.</i></p> <p><i>b. Identify COMMON AFFIXES and how they change the meaning of a word.</i></p> <p>c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>L.1.4</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Identify common affixes and how they change the meaning of a word.</p> <p>c. With guidance and support, identify frequently occurring root words and their inflectional forms.</p> <p>d. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p>	<p>Supporting Standard</p>
<p>L.K.5</p> <p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate an understanding of VERBS AND ADJECTIVES and their ANTONYMS.</p> <p>c. Demonstrate an understanding of VERBS AND ADJECTIVES and their SYNONYMS.</p>	<p>L.K.5</p> <p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>c. Demonstrate understanding of words by relating them to their synonyms and antonyms.</p> <p>d. Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic).</p>	<p>Supporting Standard</p>

Handwriting

HW.K.1

Print all upper and lowercase letters and numerals.

HW.1.1

Legibly print all upper- and lowercase letters and numerals with correct form.

Supporting Standard

Interdisciplinary Literacy Practices

The ten interdisciplinary literacy practices are further clarified by possible teacher and student actions. These actions do not define curriculum, but rather they demonstrate how teachers can provide opportunities for students to experience the literacy practices and how students will apply these practices, so they may become an innate part of life across the disciplines and beyond school.

- 1** *Recognize that text is anything that communicates a message.*
- 2** *Employ, develop, and refine schema to understand and create text.*
- 3** *View literacy experiences as transactional, interdisciplinary, and transformational.*
- 4** *Utilize receptive and expressive language arts to better understand self, others and the world.*
- 5** *Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.*
- 6** *Collaborate with others to create new meaning.*
- 7** *Utilize digital resources to learn and share with others.*
- 8** *Engage in specialized, discipline-specific literacy practices.*
- 9** *Apply high-level cognitive processes to think deeply and critically about text.*
- 10** *Develop a literacy identity that promotes lifelong learning.*