

**ELA Kindergarten  
Reading Standards for Literature**

| Standards   | Date Taught | Date Retaught | Date Reviewed | Date Assessed | Date Re-Assessed | Shaded Nine Weeks the Standards are Taught or Reviewed   |   |   |   |   |
|---|-------------|---------------|---------------|---------------|------------------|--|---|---|---|---|
| <b>Cluster: Key Ideas and Evidence</b>  |             |               |               |               |                  |  |   |   |   |   |
| <b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text  |             |               |               |               |                  | <table border="1" style="margin: auto;"> <tr> <td style="background-color: #cccccc;">1</td> <td style="background-color: #cccccc;">2</td> <td style="background-color: #cccccc;">3</td> <td style="background-color: #cccccc;">4</td> </tr> </table> | 1 | 2 | 3 | 4 |
| 1   | 2           | 3             | 4             |               |                  |  |   |   |   |   |
| <b>RL.K.2</b> With prompting and support, retell familiar stories, including key details  |             |               |               |               |                  | <table border="1" style="margin: auto;"> <tr> <td style="background-color: #cccccc;">1</td> <td style="background-color: #cccccc;">2</td> <td style="background-color: #cccccc;">3</td> <td style="background-color: #cccccc;">4</td> </tr> </table> | 1 | 2 | 3 | 4 |
| 1   | 2           | 3             | 4             |               |                  |  |   |   |   |   |
| <b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story                                    |             |               |               |               |                  | <table border="1" style="margin: auto;"> <tr> <td style="background-color: #cccccc;">1</td> <td style="background-color: #cccccc;">2</td> <td style="background-color: #cccccc;">3</td> <td style="background-color: #cccccc;">4</td> </tr> </table> | 1 | 2 | 3 | 4 |
| 1   | 2           | 3             | 4             |               |                  |  |   |   |   |   |
| <b>RL.K.4</b> With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses. |             |               |               |               |                  | <table border="1" style="margin: auto;"> <tr> <td style="background-color: #cccccc;">1</td> <td style="background-color: #cccccc;">2</td> <td style="background-color: #cccccc;">3</td> <td style="background-color: #cccccc;">4</td> </tr> </table> | 1 | 2 | 3 | 4 |
| 1   | 2           | 3             | 4             |               |                  |  |   |   |   |   |
| <b>RL.K.5</b> Recognize common types of texts.  |             |               |               |               |                  | <table border="1" style="margin: auto;"> <tr> <td style="background-color: #cccccc;">1</td> <td style="background-color: #cccccc;">2</td> <td style="background-color: #cccccc;">3</td> <td style="background-color: #cccccc;">4</td> </tr> </table> | 1 | 2 | 3 | 4 |
| 1   | 2           | 3             | 4             |               |                  |  |   |   |   |   |
| <b>RL.K.6</b> With prompting and support, define the role of the author and illustrator in telling the story.                           |             |               |               |               |                  | <table border="1" style="margin: auto;"> <tr> <td style="background-color: #cccccc;">1</td> <td style="background-color: #cccccc;">2</td> <td style="background-color: #cccccc;">3</td> <td style="background-color: #cccccc;">4</td> </tr> </table> | 1 | 2 | 3 | 4 |
| 1   | 2           | 3             | 4             |               |                  |  |   |   |   |   |
| <b>Cluster: Integration of Ideas and Analysis</b>   |             |               |               |               |                  |  |   |   |   |   |
| <b>RL.K.7</b> With prompting and support, describe how the words and illustrations work together to tell a story                        |             |               |               |               |                  | <table border="1" style="margin: auto;"> <tr> <td style="background-color: #cccccc;">1</td> <td style="background-color: #cccccc;">2</td> <td style="background-color: #cccccc;">3</td> <td style="background-color: #cccccc;">4</td> </tr> </table> | 1 | 2 | 3 | 4 |
| 1   | 2           | 3             | 4             |               |                  |  |   |   |   |   |
| <b>RL.K.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.        |             |               |               |               |                  | <table border="1" style="margin: auto;"> <tr> <td style="background-color: #cccccc;">1</td> <td style="background-color: #cccccc;">2</td> <td style="background-color: #cccccc;">3</td> <td style="background-color: #cccccc;">4</td> </tr> </table> | 1 | 2 | 3 | 4 |
| 1   | 2           | 3             | 4             |               |                  |  |   |   |   |   |

| Cluster: Range of Reading and Level of Complexity                  |   |   |   |  |  |  |   |   |   |   |
|--|---|---|---|--|--|--|---|---|---|---|
| RL.K.10 Actively engage reading activities with and understanding. |   |   |   |  |  | <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> | 1 | 2 | 3 | 4 |
| 1  | 2 | 3 | 4 |  |  |  |   |   |   |   |

**ELA Kindergarten  
Reading Standards for Instructional Text**

| Standards | Date Taught | Date Retought | Date Reviewed | Date Assessed | Date Re-Assessed | Shaded Nine Weeks the Standards are Taught or Reviewed |
|-----------|-------------|---------------|---------------|---------------|------------------|--|
|-----------|-------------|---------------|---------------|---------------|------------------|--|

**Cluster: Key Ideas and Evidence**

|  |   |   |   |  |  |  |   |   |   |   |
|--|---|---|---|--|--|--|---|---|---|---|
| RI.K.1 With prompting and support, ask and answer questions about key details in a text.   |   |   |   |  |  | <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> | 1 | 2 | 3 | 4 |
| 1  | 2 | 3 | 4 |  |  |  |   |   |   |   |
| RI.K.2 With prompting and support, identify the main topic and retell key details of a text.   |   |   |   |  |  | <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> | 1 | 2 | 3 | 4 |
| 1  | 2 | 3 | 4 |  |  |  |   |   |   |   |
| RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. |   |   |   |  |  | <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> | 1 | 2 | 3 | 4 |
| 1  | 2 | 3 | 4 |  |  |  |   |   |   |   |

**Cluster: Craft and Structure**

|  |   |   |   |  |  |  |   |   |   |   |
|--|---|---|---|--|--|--|---|---|---|---|
| RI.K.4 With prompting and support, ask and answer questions about words in a text.   |   |   |   |  |  | <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> | 1 | 2 | 3 | 4 |
| 1  | 2 | 3 | 4 |  |  |  |   |   |   |   |
| RI.K.5 Identify the front cover, back cover, and title page of a book.   |   |   |   |  |  | <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> | 1 | 2 | 3 | 4 |
| 1  | 2 | 3 | 4 |  |  |  |   |   |   |   |
| RI.K.6 With prompting and support, define the role of the author and illustrator in presenting the ideas or information in a text. |   |   |   |  |  | <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> | 1 | 2 | 3 | 4 |
| 1  | 2 | 3 | 4 |  |  |  |   |   |   |   |

**Cluster: Integration of Ideas and Analysis**

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| RI.K.7 With prompting and support, describe how the words and illustrations |  |  |  |  |  |  |
|---|--|--|--|--|--|--|

|   |  |  |  |  |  |         |
|---|--|--|--|--|--|---------|
| work together to provide information.   |  |  |  |  |  | 1 2 3 4 |
| <b>RI.K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic. |  |  |  |  |  | 1 2 3 4 |
| <b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding                                     |  |  |  |  |  | 1 2 3 4 |

**ELA Kindergarten  
Reading Standards for Foundational Skills**

| Standards | Date Taught | Date Retought | Date Reviewed | Date Assessed | Date Re-Assessed | Shaded Nine Weeks the Standards are Taught or Reviewed |
|-----------|-------------|---------------|---------------|---------------|------------------|--|
|-----------|-------------|---------------|---------------|---------------|------------------|--|

**Cluster: Print Concept**

|   |  |  |  |  |  |         |
|---|--|--|--|--|--|---------|
| <p><b>RF.K.1</b> Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper and lowercase letters of the alphabet.</p> |  |  |  |  |  | 1 2 3 4 |
|---|--|--|--|--|--|---------|

**Cluster: Handwriting**

|  |  |  |  |  |  |         |
|--|--|--|--|--|--|---------|
| <p><b>RF.K.2</b> Print upper- and lowercase letters.</p> |  |  |  |  |  | 1 2 3 4 |
|--|--|--|--|--|--|---------|

**Cluster: Phonological Awareness**

|  |  |  |  |  |  |         |
|--|--|--|--|--|--|---------|
| <p><b>RF.K.3</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> |  |  |  |  |  | 1 2 3 4 |
|--|--|--|--|--|--|---------|

| <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (cvc) words. (This does not include CVCs ending with //)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words, /r/, or /x/.)</p>  |             |               |               |               |                  |  |   |   |   |   |
|---|-------------|---------------|---------------|---------------|------------------|--|---|---|---|---|
| Standards   | Date Taught | Date Retought | Date Reviewed | Date Assessed | Date Re-Assessed | Shaded Nine Weeks the Standards are Taught or Reviewed   |   |   |   |   |
| <b>Cluster: Phonics and Word Recognition</b>  |             |               |               |               |                  |  |   |   |   |   |
| <p><b>RF.K.4</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight.</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> |             |               |               |               |                  | <table border="1" data-bbox="1260 940 1479 1003"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>  | 1 | 2 | 3 | 4 |
| 1   | 2           | 3             | 4             |               |                  |  |   |   |   |   |
| <b>Cluster: Fluency</b>   |             |               |               |               |                  |  |   |   |   |   |
| <p><b>RF.K.5</b> Read emergent-reader texts with purpose and understanding.</p>   |             |               |               |               |                  | <table border="1" data-bbox="1260 1667 1479 1730"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> | 1 | 2 | 3 | 4 |
| 1   | 2           | 3             | 4             |               |                  |  |   |   |   |   |

**ELA Kindergarten  
Writing Standards**

| Standards   | Date Taught | Date Retought | Date Reviewed | Date Assessed | Date Re-Assessed | Shaded Nine Weeks the Standards are Taught or Reviewed  |   |   |   |   |
|---|-------------|---------------|---------------|---------------|------------------|---|---|---|---|---|
| <b>Cluster: Text Types, Purposes and Publishing</b>   |             |               |               |               |                  |   |   |   |   |   |
| <p><b>W.K.1</b> 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.</p> <p>a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.</p> |             |               |               |               |                  | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="background-color: #cccccc;">1</td> <td style="background-color: #cccccc;">2</td> <td style="background-color: #cccccc;">3</td> <td style="background-color: #cccccc;">4</td> </tr> </table> | 1 | 2 | 3 | 4 |
| 1   | 2           | 3             | 4             |               |                  |   |   |   |   |   |
| <p><b>W.K.2</b> 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> <p>a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.</p>                                       |             |               |               |               |                  | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="background-color: #cccccc;">1</td> <td style="background-color: #cccccc;">2</td> <td style="background-color: #cccccc;">3</td> <td style="background-color: #cccccc;">4</td> </tr> </table> | 1 | 2 | 3 | 4 |
| 1   | 2           | 3             | 4             |               |                  |   |   |   |   |   |
| <p><b>W.K.3</b> 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 with guidance and support, provide a reaction to what happened.</p> <p>a. With guidance and support from adults, respond to</p>   |             |               |               |               |                  | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="background-color: #cccccc;">1</td> <td style="background-color: #cccccc;">2</td> <td style="background-color: #cccccc;">3</td> <td style="background-color: #cccccc;">4</td> </tr> </table> | 1 | 2 | 3 | 4 |
| 1   | 2           | 3             | 4             |               |                  |   |   |   |   |   |

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|--|---|---|---|--|--|--|---|---|---|---|
| questions and suggestions from adults and/or peers and add details to strengthen writing as needed.  |   |   |   |  |  |  |   |   |   |   |
| <b>W.K.4</b> With guidance and support from adults, explore a variety of digital tools and resources to produce and publish writing, either in collaboration with peers or in a whole group setting. |   |   |   |  |  | <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> | 1 | 2 | 3 | 4 |
| 1  | 2 | 3 | 4 |  |  |  |   |   |   |   |
| <b>Cluster: Research</b>   |   |   |   |  |  |  |   |   |   |   |
| <b>W.K.5</b> Participate in shared investigation of grade appropriate topics and writing projects.   |   |   |   |  |  | <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> | 1 | 2 | 3 | 4 |
| 1  | 2 | 3 | 4 |  |  |  |   |   |   |   |
| <b>W.K.6</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  |   |   |   |  |  | <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> | 1 | 2 | 3 | 4 |
| 1  | 2 | 3 | 4 |  |  |  |   |   |   |   |

| <b>ELA Kindergarten<br/>Speaking and Listening</b>   |                    |                      |                      |                      |                         |  |   |   |   |   |
|--|--------------------|----------------------|----------------------|----------------------|-------------------------|--|---|---|---|---|
| <b>Standards</b>   | <b>Date Taught</b> | <b>Date Retought</b> | <b>Date Reviewed</b> | <b>Date Assessed</b> | <b>Date Re-Assessed</b> | <b>Shaded Nine Weeks the Standards are Taught or Reviewed</b>                      |   |   |   |   |
| <b>Cluster: Collaboration and Communication</b>  |                    |                      |                      |                      |                         |  |   |   |   |   |
| <b>SL.K.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.<br>a. Follow agreed-upon rules for discussions.<br>b. Continue a conversation through multiple exchanges. |                    |                      |                      |                      |                         | <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> | 1 | 2 | 3 | 4 |
| 1  | 2                  | 3                    | 4                    |                      |                         |  |   |   |   |   |
| <b>SL.K.2</b> Confirm understanding of a text read aloud or information presented orally or through  |                    |                      |                      |                      |                         | <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> | 1 | 2 | 3 | 4 |
| 1  | 2                  | 3                    | 4                    |                      |                         |  |   |   |   |   |

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| other media by asking and answering questions about key details and requesting clarification if something is not understood. |   |   |   |  |  |  |   |   |   |   |
| <b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  |   |   |   |  |  | <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> | 1 | 2 | 3 | 4 |
| 1  | 2 | 3 | 4 |  |  |  |   |   |   |   |
| <b>Cluster: Presentation of Knowledge and Ideas</b>  |   |   |   |  |  |  |   |   |   |   |
| <b>SL.K.4</b> Speak audibly and express thoughts, feelings, and ideas clearly  |   |   |   |  |  | <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> | 1 | 2 | 3 | 4 |
| 1  | 2 | 3 | 4 |  |  |  |   |   |   |   |
| <b>SL.K.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail                  |   |   |   |  |  | <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> | 1 | 2 | 3 | 4 |
| 1  | 2 | 3 | 4 |  |  |  |   |   |   |   |

| <b>ELA Kindergarten Language Standards</b>  |                    |                      |                      |                      |                         |  |   |   |   |   |
|---|--------------------|----------------------|----------------------|----------------------|-------------------------|--|---|---|---|---|
| <b>Standards</b>  | <b>Date Taught</b> | <b>Date Retought</b> | <b>Date Reviewed</b> | <b>Date Assessed</b> | <b>Date Re-Assessed</b> | <b>Shaded Nine Weeks the Standards are Taught or Reviewed</b>                      |   |   |   |   |
| <b>Cluster: Conventions of Standard English</b>   |                    |                      |                      |                      |                         |  |   |   |   |   |
| <b>L.K.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.                 |                    |                      |                      |                      |                         | <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> | 1 | 2 | 3 | 4 |
| 1   | 2                  | 3                    | 4                    |                      |                         |  |   |   |   |   |
| <b>L.K.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum. |                    |                      |                      |                      |                         | <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> | 1 | 2 | 3 | 4 |
| 1   | 2                  | 3                    | 4                    |                      |                         |  |   |   |   |   |
| <b>Cluster: Vocabulary Acquisition and Use</b>  |                    |                      |                      |                      |                         |  |   |   |   |   |
| <b>L.K.4</b> Determine and/or clarify the meaning of unknown words and phrases based on   |                    |                      |                      |                      |                         | <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> | 1 | 2 | 3 | 4 |
| 1   | 2                  | 3                    | 4                    |                      |                         |  |   |   |   |   |

|  |   |   |   |  |  |  |   |   |   |   |
|--|---|---|---|--|--|--|---|---|---|---|
| <p>kindergarten reading and content: context clues, word parts, and word relationships.</p>  |   |   |   |  |  |  |   |   |   |   |
| <p><b>L.K.5</b> With guidance and support from adults, explore nuances in word meanings.</p> <p>a. Sort common objects into categories to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.</p> |   |   |   |  |  | <table border="1" data-bbox="1260 300 1484 367"> <tr> <td data-bbox="1260 300 1317 367">1</td> <td data-bbox="1317 300 1373 367">2</td> <td data-bbox="1373 300 1430 367">3</td> <td data-bbox="1430 300 1484 367">4</td> </tr> </table> | 1 | 2 | 3 | 4 |
| 1  | 2 | 3 | 4 |  |  |  |   |   |   |   |
| <p><b>L.K.6</b> Use words and phrases learned through conversations, reading and being read to, and responding to texts.</p>   |   |   |   |  |  | <table border="1" data-bbox="1260 858 1484 926"> <tr> <td data-bbox="1260 858 1317 926">1</td> <td data-bbox="1317 858 1373 926">2</td> <td data-bbox="1373 858 1430 926">3</td> <td data-bbox="1430 858 1484 926">4</td> </tr> </table> | 1 | 2 | 3 | 4 |
| 1  | 2 | 3 | 4 |  |  |  |   |   |   |   |