

# **Platte County School District #2**

## **English Language Arts Standards**

### **Kindergarten**



2017-2018 School Year



## Foundational Skills Standards

*The student will...*

### Print Concepts

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

RF.K.2 – Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- e) Recognize and produce rhyming words.
- f) Count, pronounce, blend, and segment syllables in spoken words.
- g) Blend and segment onsets and rimes of single-syllable spoken words.
- h) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)
- i) 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.

- j) 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.
- k) Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- l) Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- m) 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.



## Reading Standards

*The student will...*

Literature	Informational Text
<b>Key Ideas and Details</b>	
RL.K.1 - With prompting and support, ask and answer questions about key details in a text.	RI.K.1 - With prompting and support, ask and answer questions about key details in a text.
RL.K.2 - With prompting and support, retell familiar stories, including key details.	RI.K.2 - With prompting and support, identify the main topic and retell key details of a text.
RL.K.3 - With prompting and support, identify characters, settings, and major events in a story.	RI.K.3 - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>Craft and Structure</b>	
RL.K.4 - Ask and answer questions about unknown words in a text.	RI.K.4 - With prompting and support, ask and answer questions about unknown words in a text.
RL.K.5 - Recognize common types of texts (e.g., storybooks, poems).	RI.K.5 - Identify the front cover, back cover, and title page of a book.
RL.K.6 - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	RI.K.6 - Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
<b>Integration of Knowledge and Ideas</b>	
RL.K.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).	RI.K.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).
RL.K.8 - (Not applicable to Literature)	RI.K.8 - With prompting and support, identify the reasons an author gives to support points in a text.
RL.K.9 - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	RI.K.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).
<b>Range of Reading and Level of Text Complexity</b>	
RL.K.10 - Actively engage in group reading activities with purpose and understanding.	RI.K.10 - Actively engage in group reading activities with purpose and understanding.



## Writing Standards

*The student will...*

### Text Types and Purposes

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., *My favorite book is...*).

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.4 – (Begins in grade 3)

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.

W.K.9 – (Begins in grade 4)

### Range of Writing

W.K.10 – (Begins in grade 3)



## Language Standards

The student will...

### Conventions of Standard English

L.K.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a) Print many upper- and lowercase letters.
- b) Use frequently occurring nouns and verbs.
- a) Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- b) Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- c) Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- d) Produce and expand complete sentences in shared language activities.

L.K.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- e) Capitalize the first word in a sentence and the pronoun *I*
- f) Recognize and name end punctuation.
- g) Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- h) Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

### Knowledge of Language

L.K.3 – (Begins in grade 2)

### Vocabulary Acquisition and Use

L.K.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- n) Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- o) 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.5 – With guidance and support from adults, explore word relationships and nuances in word meanings.

- p) Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- q) Demonstrate an understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- r) Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- s) Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

L.K.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts.



## Speaking and Listening Standards

*The student will...*

### 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.

- t) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- u) Continue a conversation through multiple exchanges.

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.