



Kindergarten Reading Standards (Literary and Informational Text) | KR

Key Ideas and Details

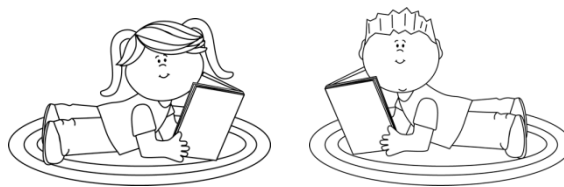
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| | KR1: Develop and answer questions about a text. (RI&RL) |
| | KR2: Retell stories or share key details from a text. (RI&RL) |
| | KR3: Identify characters, settings, major events in a story, or pieces of information in a text. (RI&RL) |

Craft and Structure

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| | KR4: Identify specific words that express feelings and senses. (RI&RL) |
| | KR5: Identify literary and informational texts. (RI&RL) |
| | KR6: Name the author and illustrator and define the role of each in presenting the ideas in a text. (RI&RL) |

Integration of Knowledge and Ideas

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| | KR7: Describe the relationship between illustrations and the text. (RI&RL) |
| | KR8: Identify specific information to support ideas in a text. (RI&RL) |
| | KR9: Make connections between self, text, and the world. (RI/RL) |



Kindergarten Reading Standards: Foundational Skills | KRF

Print Concepts

KRF1: Demonstrate understanding of the organization and basic features of print.

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| | KRF1a: Follow words from left to right, top to bottom, and page by page. |
| | KRF1b: Recognize that spoken words are represented in written language by specific sequences of letters. |
| | KRF1c: Understand that words are separated by spaces in print. |
| | KRF1d: Recognize and name all upper- and lowercase letters of the alphabet. |
| | KRF1e: Identify the front cover, back cover, and title page of a book. |

Phonological Awareness

KRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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| | KRF2a: Recognize and produce spoken rhyming words. |
| | KRF2b: Blend and segment syllables in spoken words. |
| | KRF2c: Blend and segment onsets and rimes of spoken words. |
| | KRF2d: Blend and segment individual sounds (phonemes) in spoken one-syllable words |
| | KRF2e: Create new words by manipulating the phonemes orally in one-syllable words. |

Phonics and Word Recognition

KRF3: Know and apply phonics and word analysis skills in decoding words.

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| | KRF3a: Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant. |
| | KRF3b: Decode short vowel sounds with common spellings. |
| | KRF3c: Decode some regularly spelled one-syllable words. |
| | KRF3d: Read common high-frequency words by sight. |

Fluency

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| | KRF4: Read emergent-reader texts with sufficient accuracy to support comprehension |
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Kindergarten Writing Standards | KW

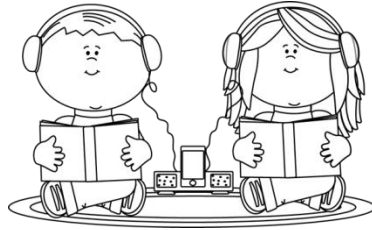


Text Types and Purposes

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| | KW1: Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that topic. |
| | KW2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information. |
| | KW3: Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence. |
| | KW4: Create a response to a text, author, or personal experience (e.g., dramatization, art work, or poem). |
| | W5: Begins in grade 4. |

Research to Present Knowledge

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| | KW6: Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge. |
| | KW7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways (e.g., drawing, oral expression, and/or emergent writing). |



Kindergarten Speaking and Listening Comprehension and Collaboration | KSL

KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

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| | KLS1a: Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic. |
| | KSL1b: Participate in conversations through multiple exchanges. |
| | KLS1c: Consider individual differences when communicating with others. |

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| | KSL2: Participate in a conversation about features of diverse texts and formats. |
| | KSL3: Develop and answer questions to clarify what the speaker says. |

Presentation of Knowledge and Ideas

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| | KSL4: Describe familiar people, places, things, and events with detail. |
| | KSL5: Create and/or utilize existing visual displays to support descriptions. |
| | KSL6: Express thoughts, feelings, and ideas. |



Kindergarten Language Standards | KL

Knowledge of Language

L3: Begins in grade 2.

Vocabulary Acquisition and Use

KL4: Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences, including, but not limited to the following.

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| | KL4a: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). |
| | KL4b: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word. |

KL5: Explore and discuss word relationships and word meanings.

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| | KL5a: Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent. |
| | KL5b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). |
| | KL5c: Use words to identify and describe the world, making connections between words and their use (e.g., places at home that are colorful). |
| | KL5d: Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings. |

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| | KL6: Use words and phrases acquired through conversations, reading and being read to, and responding to. |
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