

*Sheridan County School District #3*  
*2019-2020*  
*Kindergarten ELA Priority Standards*

(09/17/19)

<i>KINDERGARTEN</i>	
<b>Reading Foundational Skills</b> <span style="float: right;"><b>K.RF</b></span>	
Print Concepts	
K.RF.1 a-d	Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page-by-page.</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>c. Understand that words are separated by spaces in print.</li> <li>d. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ol>
Phonological Awareness	
K.RF.2 a-e	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> <li>a. Recognize and produce rhyming words.</li> <li>b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words. *(This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ol>
<b>Reading: Informational Text</b> <span style="float: right;"><b>K.RI</b></span>	
Key Ideas and Details	
K.RI.1	With prompting and support, ask and answer questions about key details in a text.
K.RI.2	With prompting and support, retell detail(s) in a text.
K.RI.3	With prompting and support, describe the connection between two events or pieces of information in a text.
<b>Reading: Literature</b> <span style="float: right;"><b>K.RL</b></span>	
Key Ideas and Details	
K.RL.1	With prompting and support, ask and answer about detail(s) in a text.
K.RL.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
K.RL.3	With prompting and support, identify characters, settings, and major events in a story.
<b>Writing</b> <span style="float: right;"><b>K.W</b></span>	
Text Types and Purposes	

K.W.1	Use a combination of drawings, 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.
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.
<b>Speaking and Listening</b> <span style="float: right;">K.SL</span>	
Presentation of Knowledge and Ideas	
K.SL.6	Speak audibly and express thoughts, feelings, and ideas clearly.
<b>Language</b> <span style="float: right;">K.L</span>	
Conventions of Standard English	
K.L.1 a-f	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>f. Produce and expand complete sentences in shared language activities.</p>
K.L.2 a-d	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>
Vocabulary Acquisition and Use	
K.L.4 a-b	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. 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.</p>
K.L.5 a-d	<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 understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>

- |  |   |
|--|---|
|  | <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> |
|--|---|