

Kindergarten Kansas College & Career Readiness Standards for ELA

Record keeping of implementation:

PINK= WEEKLY (Once or Twice/Week)

BLUE=DAILY (3 or MORE X/Week)

ALL OTHERS=Dates Listed

LITERATURE - Key Ideas and Details	
RL1	With prompting & support, ask and answer questions about key details in a text.
dates ---->	
RL2	With prompting & support, retell familiar stories, including key details.
dates ---->	
RL3	With prompting & support, identify characters, settings, and major events in a story.
dates ---->	
LITERATURE - Craft and Structure	
RL4	Ask and answer questions about unknown words in a text.
dates ---->	
RL5	Recognize common types of texts (eg: storybooks, poems).
dates ---->	
RL6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
dates ---->	
LITERATURE - Integration of Knowledge and Ideas	
RL7	With prompt/support, describe the relationship between illustrations & the story in which they appear (eg: what moment in a story an illustration depicts).
dates ---->	
RL9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
dates ---->	
LITERATURE - Range of Reading and Level of Text Complexity	
RL10	Actively engage in group reading activities with purpose and understanding.
dates ---->	
INFORMATIONAL TEXT - Key Ideas and Details	
RI1	With prompting & support, ask and answer questions about key details in a text.
dates ---->	
RI2	With prompting & support, identify the main topic and retell key details of a text.
dates ---->	
RI3	With prompting & support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
dates ---->	
INFORMATIONAL TEXT - Craft and Structure	
RI4	With prompting and support, ask and answer questions about unknown words in a text.
dates ---->	
RI5	Identify the front cover, back cover, and title page of a book.
dates ---->	
RI6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
dates ---->	
INFORMATIONAL TEXT - Integration of Knowledge and Ideas	
RI7	With prompt/support, describe the relationship between illustrations & the text in which they appear (eg: what person, place, thing, or idea in the text an illustration depicts).
dates ---->	
RI8	With prompting and support, identify the reasons an author gives to support points in a text.
dates ---->	

RI9	With prompting and support, identify basic similarities in & differences between two texts on the same topic (eg: in illustrations, descriptions, or procedures).
dates ---->	
INFORMATIONAL TEXT - Range of Reading and Level of Text Complexity	
RI10	Actively engage in group reading activities with purpose and understanding.
dates ---->	
FOUNDATIONAL SKILLS - Print Concepts	
RF1	Demonstrate understanding of the organization and basic features of print.
dates ---->	
RF1a	Follow words from left to right, top to bottom, and page by page.
dates ---->	
RF1b	Recognize that spoken words are represented in written language by specific sequences of letters.
dates ---->	
RF1c	Understand that words are separated by spaces in print.
dates ---->	
RF1d	Recognize and name all upper and lowercase letters of the alphabet.
dates ---->	
FOUNDATIONAL SKILLS - Phonological Awareness	
RF2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
dates ---->	
RF2a	Recognize and produce rhyming words
dates ---->	
RF2b	Count, pronounce, blend, and segment syllables in spoken words
dates ---->	
RF2c	Blend and segment onsets and rimes of single-syllable spoken words.
dates ---->	
RF2d	Isolate & pronounce the initial, medial vowel, and final sounds (phonemes); 3 phoneme (cvc) words - not including endings in /l/,/r/,/x/
dates ---->	
RF2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
dates ---->	
FOUNDATIONAL SKILLS - Phonics and Word Recognition	
RF3	Know and apply grade-level phonics and word analysis skills in decoding words
dates ---->	
RF3a	Demonstrate basic knowledge of 1-to-1 letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
dates ---->	
RF3b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
dates ---->	
RF3c	Read common high-frequency words by sight (eg: the, of , to, you, she, my, is, are, do, does).
dates ---->	
RF3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
dates ---->	
FOUNDATIONAL SKILLS - Fluency	
RF4	Read emergent-reader texts with purpose and understanding.
dates ---->	

WRITING - Text Types and Purposes	
W1	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. . .)
dates ---->	
W2	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.
dates ---->	
W3	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.
dates ---->	
WRITING - Production and Distribution of Writing	
W5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
dates ---->	
W6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboratoin with peers.
dates ---->	
WRITING - Research to Build and Present Knowledge	
W7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.)
dates ---->	
W8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
dates ---->	
SPEAKING & LISTENING - Comprehension & Collaboration	
SL1	Participation in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
dates ---->	
SL1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics an dtexts unders discussion.)
dates ---->	
SL1b	Continue a conversation through multiple exchanges.
dates ---->	
SL2	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.
dates ---->	
SL3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
dates ---->	
SPEAKING & LISTENING - Presentation of Knowledge and Ideas	
SL4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
dates ---->	
SL5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
dates ---->	
SL6	Speak audibly and express thoughts, feelings, and ideas clearly.
dates ---->	

LANGUAGE - Conventions of Standard English

L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
dates ---->	
L1a	Print many upper- and lowercase letters.
dates ---->	
L1b	Use frequently occurring nouns and verbs.
dates ---->	
L1c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)
dates ---->	
L1d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
dates ---->	
L1e	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
dates ---->	
L1f	Produce and expand complete sentences in shared language activities.
dates ---->	
L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
dates ---->	
L2a	Capitalize the first word in a sentence and the pronoun "I".
dates ---->	
L2b	Recognize and name end punctuation.
dates ---->	
L2c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
dates ---->	
L2d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
dates ---->	
LANGUAGE - Vocabulary Acquisition and Use	
L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
dates ---->	
L4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck)
dates ---->	
L4b	Use the most frequently occurring inflections & affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
dates ---->	
L5	With guidance and support from adults, explore word relationships and nuances in word meanings.
dates ---->	
L5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
dates ---->	
L5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
dates ---->	
L5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
dates ---->	
L5d	Distinguish shades of meaning among verbs describing the same general action (eg: walk, march, strut, prance) by acting out the meanings.
dates ---->	
L6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
dates ---->	

KANSAS College and Career Readiness Anchor Standards for Literacy Learning (KS 15%)

LITERACY LEARNING	
LL1	Engage in literacy learning through a collaborative and community effort and in an integrated fashion, rather than as discrete skills in isolation.
dates ---->	
LL2	Use meta-cognitive strategies to monitor literacy learning progress.
dates ---->	
LL3	Engage in the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.
dates ---->	
LL4	Engage a strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.
dates ---->	
LL5	Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts.
dates ---->	
READING	
R11	Encounter a diverse range of engaging and culturally sensitive text and media that motivate the desire to be literate.
dates ---->	
R12	Read-both independently and collaboratively-print, non-print, and multi-modal works proficiently and critically to be media literate.
dates ---->	
WRITING	
W11	Create-both independently and collaboratively-technical, non-print, digital, and multi-modal versions of text types and purposes outlined in
dates ---->	
W12	Strengthen writing craft-both independently and collaboratively-through a recursive writing and revision process and the use of the common vocabulary of the 6-trait model.
dates ---->	