

# Kindergarten

## Reading Foundations RF

### Print Concepts

- 1 Demonstrate understanding that print moves from left to right across the page and from top to bottom. K.RF.1
    - a Identify the front and back of a book. K.RF.1A
    - b Demonstrate understanding that print moves from left to right across the page and/or from top to bottom. K.RF.1B
    - c Distinguish between words and illustrations in a text. K.RF.1C
  - 2 Recognize that written words are made up of sequences of letters. K.RF.2
    - a Recognize that written words are made up of individual letters. K.RF.2A
  - 3 Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E) K.RF.3
    - a Identify or name uppercase (capital) letters of the alphabet. (E) K.RF.3A
    - b Identify or name lowercase letters of the alphabet. (E) K.RF.3B
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### Phonological Awareness

- 4 Identify and produce rhyming words. K.RF.4
  - a Identify two one-syllable words that rhyme (e.g., cat/bat, fed/bed, dog/log). K.RF.4A
  - b Identify and/or produce a rhyming word for a presented word. K.RF.4B
- 5 Orally pronounce, blend, and segment words into syllables. (E) K.RF.5
  - a Blend and segment words into syllables. (E) K.RF.5A
- 6 Identify and produce the beginning, middle (medial), and final sounds in three and four phoneme words. (E) K.RF.6
  - a Identify and produce beginning, middle, and final sounds in three-phoneme (CVC) words. (E) K.RF.6A

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## Decoding

- 7 Use letter-sound knowledge to decode the sound of each consonant. (E) [K.RF.7](#)
    - a Use letter-sound knowledge to identify the sound of individual initial and final consonants not including blends. (E) [K.RF.7A](#)
  - 8 Use letter-sound knowledge to decode words, including open and closed syllables, consonant digraphs, and blends. (E) [K.RF.8](#)
    - a Use letter-sound knowledge to decode words. (E) [K.RF.8A](#)
  - 9 Orally read decodable texts with appropriate accuracy and automaticity. [K.RF.9](#)
    - a Read short, decodable texts (i.e., one to three sentences) including common or CVC words (e.g., man) and single syllable open words (e.g., he) with appropriate accuracy and automaticity. [K.RF.9A](#)
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## Reading Comprehension [RC](#)

### RC. Reading Comprehension [RC](#)

With support, ask and answer questions about main topics and key details in a text heard or read. (E) [K.RC.1](#)

- a With support, ask and answer questions about main topics in a text heard or read. (E) [K.RC.1A](#)

With support, retell familiar stories, poems, and nursery rhymes, including key details. (E) [K.RC.2](#)

- a With support, retell shared and familiar stories, poems, or nursery rhymes, recalling at least two key details. (E) [K.RC.2A](#)

Identify important elements within a text (e.g., characters, settings, or events). (E) [K.RC.3](#)

- a Identify two or more important elements within a text (e.g., characters, settings, or events). (E) [K.RC.3A](#)

With support, make predictions about what will happen in a text. [K.RC.4](#)

- a With support, identify, given two options, a prediction about what might happen next in a story. [K.RC.4A](#)

With support, retell the main idea and key details of a text. [K.RC.5](#)

- a With support, answer questions about a main idea and key details in a short text. [K.RC.5A](#)

Identify text features of a nonfiction text (e.g.,

- a Identify two or more nonfiction text features (e.g., title, author, illustrations). (E) [K.RC.6A](#)

**title, author, illustrations), and describe the relationship between those features and the text in which they appear. (E) K.RC.6**

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**Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E) K.RC.7**

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**a Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites). (E) K.RC.7A**

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**Writing W**

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**W. Writing W**

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**Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words. K.W.1**

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**a Write some uppercase (capital) and lowercase letters of the alphabet correctly shaping the letters. K.W.1A**

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**Write by moving from left to right across the page and top to bottom. K.W.2**

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**a Write by moving from left to right across the page and top to bottom. K.W.2A**

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**Use words and pictures to develop a main idea and provide information about a topic. (E) K.W.3**

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**a Use words and/or pictures to explain a main idea or provide information about a topic. (E) K.W.3A**

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**Use words, pictures, and dictation to narrate a single event or simple story, arranging ideas in order. (E) K.W.4**

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**a Use words, pictures, and/or dictation to sequence two or more events in a story. (E) K.W.4A**

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With support, apply the writing process to: a. Plan by generating ideas for writing through oral discussions and drawings; b. Develop drafts in pictorial or written form by organizing ideas; c. Revise writing by adding details in pictures or words; and d. Use available technology to produce and publish writing. **K.W.5**

- a With support, apply the writing process to: a. Plan by generating ideas when prompted or asked a question about a topic or personal experience for writing through oral discussions and/or drawings. b. Develop drafts in pictorial and/or written form by organizing ideas using a graphic organizer. c. Use varied forms of provided feedback (e.g., questions related to sequence or details, added words and/or pictures) to revise writing by adding events and/or details using pictures or words; and d. Use available and familiar technology to produce and publish writing. **K.W.5A**

With support, build understanding of a topic using various sources. a. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic. **K.W.6**

- a With support, build understanding of a topic using various sources. a. Identify relevant pictures, charts, texts, personal experiences, or people as sources of information on a topic. **K.W.6A**

Demonstrate command of English grammar and usage when writing or speaking, focusing on: a. Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). b. Verbs – Using sentences that include verbs. c. Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something). **K.W.7**

- a Correctly apply English grammar and usage when writing or speaking, focusing on: a. Nouns - Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). b. Verbs - Using sentences that include verbs. c. Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something). **K.W.7A**

Demonstrate command of capitalization, punctuation, and spelling, focusing on: a. Capitalization – Capitalizing the first word in a sentence and the pronoun I. b. Punctuation – Recognizing and naming end punctuation. c. Encoding – Spelling simple words phonetically, drawing on phonemic awareness. **K.W.8**

- a Apply capitalization, punctuation, and spelling conventions focusing on: a. Capitalization – Capitalize the first word in a sentence and the pronoun I. b. Punctuation – Identify end punctuation (e.g., period, question mark, and/or exclamation point). c. Encoding – Spelling simple consonant-vowel-consonant (CVC) words phonetically, drawing on phonemic awareness. **K.W.8A**

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**Communication and Collaboration** **CC**

**CC. Communication and Collaboration** **CC**

Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E) **K.CC.1**

- a Participate in collaborative conversations (e.g., turn taking) about instructional-level topics and texts with peers and adults in small or larger groups. (E) **K.CC.1A**

Ask questions to seek help, obtain information, or clarify something that is not understood. **K.CC.2**

- a Ask questions to seek help, obtain information, or clarify something that is not understood. **K.CC.2A**

Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E) **K.CC.3**

- a Answer a question about a key detail in a text read aloud or information shared orally or through other media (e.g., video or audio). (E) **K.CC.3A**

Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With

- a With support, share simple poems, rhymes, or songs. **K.CC.4A**
- b Describe familiar people, places, things, or events. **K.CC.4B**
- c With support (e.g., questioning), provide additional details on the topic. **K.CC.4C**

support, provide  
additional details on  
these topics. **K.CC.4**

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Follow simple two or  
three-step oral  
directions. **K.CC.5**

**a** Follow simple, single-step, oral directions. (E) **K.CC.5A**