**Kindergarten Readiness ELA**

**Reading Informational Text**

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| **Key Ideas and Details** |

**Kindergarten Readiness Standards- ELA**

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| **KR.RI.KID.1**- With prompting and support, ask and answer questions about key details within informational text. |
| **KR.RI.KID.2-** With prompting and support, orally identify the main topic and retell key details of a text. |
| **KR.RI.KID.3-** With prompting and support, orally identify the connection between two individuals, events, ideas or pieces of information in a text. |
| **Craft and Structure** |
| **KR.RI.CS.4-** With prompting and support, determine the meaning of new words and phrases in a text relevant to kindergarten readiness topics or subject area. |
| **KR.RI.CS.5-** Know various text features. |
| **KR.RI.CS.6-** With prompting and support, define the role of the author and the illustrator in presenting the ideas or information in a text. |
| **KR.RI.IKI.7-** With prompting and support, orally describe the relationship between illustrations and the text in which they appear. |
| **Integration of Knowledge and Ideas** |
| **KR.RI.IKI.8-** With modeling, prompting and support, identify the reasons an author provides to support points in a text. |
| **KR.RI.IKI.9-** With prompting and support, orally identify basic similarities and differences between two texts on the same topic. |
| **Range of Reading and Text Complexity** |
| **KR.RI.RRTC.10-** Actively listen and respond to informational texts of appropriate complexity for kindergarten readiness. |

**Reading Literature**

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| **Key Ideas and Details** |
| **KR.RL.KID.1-** With prompting and support, ask and answer questions about a story or text. |
| **KR.RL.KID.2**- With prompting and support, orally retell familiar stories, including key details. |
| **KR.RL.KID.3**- With prompting and support, orally identify characters, settings, and major events from a story. |
| **Craft and Structure** |
| **KR.RI.CS.4-** With prompting and support, answer questions about unknown words in text. |
| **KR.RL.CS.5-** Recognize common types of texts. |
| **KR.RL.CS.6**- With prompting and support, define the role of the author and the illustrator in the telling of a story. |
| **Integration of Knowledge and Ideas** |
| **KR.RL.IKI.**7- With prompting and support, orally describe the relationship between illustrations and the story in which they appear. |
| **RI.KR.8-** N/A |
| **RL.KR.9-** With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories to personal experiences or other characters. |
| Range of Reading and Text Complexity |
| **KR.RI.RRTC.10-** Actively listen and respond to stories and poems of appropriate complexity for kindergarten readiness. |

**Reading Foundational Skills**

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| **Print Concepts** |
| **KR.FL.PC.1**- Demonstrate understanding of basic features and organization of print; distinguish between words and pictures. |
| **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 in isolation and in connected text. |
| **e-** Distinguish between pictures and words. |
| **Phonological Awareness** |
| **KR.FL.PA.2-** Demonstrate increasing understanding of spoken words, syllables, and sounds(phonemes). |
| **a-** Recognize and produce rhyming words. |
| **b-** Count, pronounce, and segment syllables in spoken words. |
| **c-** Blend and segment onsets and rimes of single-syllable spoken words. |
| **d-** Isolate and pronounce the initial and final sounds (phonemes) in three phoneme (CVC) words, excluding cvc words ending with /l/, /r/, or /x/.  With prompting and support, isolate and pronounce the medial sounds phonemes) in three phoneme (CVC) words, excluding cvc words ending with /l/, /r/, or /x/. |
| **e-** Add or substitute individual sounds(phonemes) in simple, one-syllable words to make new words. |
| **Phonics and Word Recognition** |
| **KR.FL.PWR.3-** Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected texts. |
| **a-** Demonstrate basic knowledge of letter-sound correspondences by producing the most frequent sound for each consonant. |
| **b –** Associate the short sounds with the common spellings for the five major vowels. |
| **c-** Read 10 common high frequency words by sight. |
| **d-** With guidance and support, distinguish between similarly spelled words by identifying the sounds of the letters that differ. |

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| **Word Composition** |
| **KR.FL.WC.4-** Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. |
| **a.-** Write uppercase and lowercase manuscript letters from memory. |
| **b.-** Write letter/letters for most consonant and short vowel sounds. |
| **c.-** With guidance and support, represent phonemes first to last in simple words using letters(graphemes) such as “rop” for “rope.” |
| **d.-** Spell VC and CVC words with short vowels. |
| **Fluency** |
| **KR.FL.5** Interact with text to support comprehension. |
| **a.-** Begin to read emergent-reader texts with purpose and understanding. |
| **Sentence Composition** |
| **KR.FL.SC.6.** Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult guidance and support. |
| **a.-** With modeling or verbal prompts, orally produce complete sentences. |
| **b.-** Follow one to one correspondence between voice and print when writing a sentence. |
| **c.-** Use frequently occurring nouns and verbs when speaking and in shared language activities. |
| **d.-** Form regular plural nounswhen speaking and in shared language activities. |
| **e.** Understand and use questions words (interrogatives**)** when speaking and in shared language activities. |
| **f.-** Use the most frequently occurring prepositions when speaking and in shared language activities. |
| **g.-** Produce and expand complete sentences in shared language activities. |
| **h.-** Capitalize the first word in a sentence and the pronoun I in shared language activities. |
| **i.-** Recognize and name end punctuation in shared writing activities. |
| **Vocabulary Acquisition** |
| **KR.FL.VA.7a** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten Readiness conversations, reading, and content. (1) Identify new meanings for familiar words and apply them accurately. (2) Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. |
| **KR.FL.VA.7b** With guidance and support from adults, explore word relationships and nuances in word meanings. (1) Sort common objects into categories to gain a sense of the concepts the categories represent. (2) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. (3) Make real-life connections between words and their use. (4) Distinguish shades of meaning among verbs describing the same general action. |
| **KR.FL.VA.7.c** Use words and phrases acquired through conversations, reading and being read to, and responding to texts. |

**Speaking and Listening**

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| **Comprehension and Collaboration** |
| **KR.SL.CC.1**- Participate with varied peers and adults in collaborative conversations in small or large group about appropriate kindergarten readiness topics. |
| **a**- Demonstrate appropriate conversational interactions including taking turns, listening, speaking, answering questions, and waiting time. |
| **KR.SL.CC..2 -** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. |
| **KR.SL.CC.3 -** Ask and answer questions in order to seek help, get information, or clarify something which is not understood |
| **Presentation of Knowledge and Ideas** |
| **KR.SL.PKI.4-** Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail. |
| **KR.SL.PKI.5 –** Add drawings or other visual displays of descriptions as desired to provide additional detail. |
| **KR.SL.PKI. 6 –** With guidance and support, express thoughts, feelings, and ideas through speaking. |

**Writing**

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| **Text Types and Purposes** |
| **KR.W.TTP.1**- With prompting and support, use a combination of drawing, dictating, and/or emergent writing to compose opinion pieces. |
| **KR.W.TTP.2-** With prompting and support, use a combination of drawing, dictating, and/or emergent writing to compose informative/explanatory texts. |
| **KR.W.TTP.3-** With prompting and support, use a combination of drawing, dictating, and emergent writing to narrate a single event. |
| **Production and Distribution of Writing** |
| **KR.W.PDW.4-** With modeling, guidance, and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| **KR.W.PDW.5-** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen emergent writing as needed. |
| **KR.W.PDW.6-** With modeling, guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share pictures and writing. |
| **Research to Build and Present Knowledge** |
| **KR.W.RBK.7-** . With guidance and support, participate in shared writing projects such as reading a number of books by a favorite author and expressing opinions about them. |
| **KR.W.RBPK.8-** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| **KR.W.RBPK. 9 –** (Begins in fourth grade) |
| **KR.W.RW.10 –** With guidance and support from adults, engage routinely in drawing and emergent writing activities to promote writing fluency and build writing stamina. |