Kindergarten - Kansas ELA Standards 2017

Record keeping of implementation: PINK= WEEKLY (Once or Twice/Week) BLUE=DAILY (3 or MORE X/Week) ALL OTHERS=Dates Listed

READING: LITERATURE - Key Ideas and Details	
RL.K.1	With prompting and support, students will ask and answer questions about key details in a text.
dates ---->	
RL.K.2	With prompting & support, retell familiar stories, including key details.
dates ---->	
RL.K.3	With prompting & support, identify characters, settings, and major events in a story.
dates ---->	
READING: LITERATURE - Craft and Structure	
RL.K.4	Ask and answer questions about unknown words in a text.
dates ---->	
RL.K.5	Recognize common types of texts (eg: storybooks, poems).
dates ---->	
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
dates ---->	
READING: LITERATURE - Integration of Knowledge and Ideas	
RL.K.7	With prompt/support, describe the relationship between illustrations & the story in which they appear (eg: what moment in a story an illustration depicts).
dates ---->	
R.K.8 - N/A to Literature	
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
dates ---->	
READING: LITERATURE - Language in Reading: Literature	
RL.K.11	Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on Kindergarten reading and content.
dates ---->	
RL.K.11.a	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb duck).
dates ---->	
RL.K.11.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.
dates ---->	
RL.K.12	With guidance and support from adults, explore word relationships and nuances in word meanings.
dates ---->	
RL.K.12.a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
dates ---->	
RL.K.12.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
dates ---->	
RL.K.12.c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
dates ---->	
RL.K.12.d	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
dates ---->	

READING: LITERATURE - Range of Reading and Level of Text Complexity	
RL.K.13	Listen to high-quality prose and poetry of appropriate complexity for Kindergarten.
dates ---->	
READING: INFORMATIONAL TEXT - Key Ideas and Details	
RI.K.1	With prompting & support, ask and answer questions about key details in a text.
dates ---->	
RI.K.2	With prompting & support, identify the main topic and retell key details of a text.
dates ---->	
RI.K.3	With prompting & support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
dates ---->	
READING: INFORMATIONAL TEXT - Craft and Structure	
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
dates ---->	
RI.K.5	Identify the front cover, back cover, and title page of a book.
dates ---->	
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
dates ---->	
READING: INFORMATIONAL TEXT - Integration of Knowledge and Ideas	
RI.K.7	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 ---->	
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
dates ---->	
RI.K.9	With prompting and support, identify basic similarities in & differences between two texts on the same topic (eg: in illustrations, descriptons, or procedures).
dates ---->	
READING: INFORMATIONAL TEXT - Language in Reading	
RI.K.10	Begins in Grade 2
RI.K.11	Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on Kindergarten reading and content
dates ---->	
RI.K.11.a	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb duck).
dates ---->	
RI.K.11.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.
dates ---->	
RI.K.12	With guidance and support from adults, explore word relationships and nuances in word meanings.
dates ---->	
READING: INFORMATIONAL TEXT - Range of Reading and Level of Text Complexity	
RI.K.13	Actively engage in group reading activities with purpose and understanding.
dates ---->	
READING: FOUNDATIONAL SKILLS - Print Concepts	
RF.K.1	Demonstrate understanding of the organization and basic features of print.
dates ---->	
RF.K.1.a	Follow words from left to right, tod to bottom, and page by page.
dates ---->	
RF.K.1.b	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 and can point with oneto-one correspondence																								
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READING: FOUNDATIONAL SKILLS - Phonological Awareness																									
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes)																								
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RF.K.2.a	Recognize and produce rhyming words (if culturally appropriate).																								
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RF.K.2.b	Count, pronounce, blend, and segment syllables in spoken words																								
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RF.K.2.c	Blend and segment onsets and rimes of single-syllable spoken words.																								
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RF.K.2.d	Isolate & pronounce the initial, medial vowel, and final sounds (phonemes); 3 phoneme (cvc) words - not including endings in /l/,/r/,/x/																								
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RF.K.2.e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.																								
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READING: FOUNDATIONAL SKILLS - Phonics and Word Recognition																									
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words																								
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RF.K.3.a	Demonstrate basic knowledge of 1-to-1 letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.																								
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RF.K.3.b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.																								
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RF.K.3.c	Read common high-frequency words by sight (eg: the, of , to, you, she, my, is, are, do, does).																								
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RF.K.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.																								
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READING: FOUNDATIONAL SKILLS - Fluency																									
RF.K.4	With prompting and support, read emergent-reader texts with purpose and understanding.																								
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WRITING - Text Types and Purposes																									
W.K.1	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. . .)																								
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W.K.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.																								
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W.K.3	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.																								
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W.K.4	Begins in Grade 4																								

WRITING - Production and Distribution of Writing																									
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.																								
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W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboratoin with peers.																								
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WRITING - Research to Build and Present Knowledge																									
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.)																								
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W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.																								
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W.K.9	Begins in Grade 4																								
WRITING -Language in Writing																									
W.K.10	Demonstrate command of the conventions of standard English grammar and usage when writing.																								
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W.K.10.a	Print many upper- and lowercase letters.																								
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W.K.10.b	Use frequently occurring nouns and verbs in writing.																								
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W.K.10.c	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).																								
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W.K.10.d	Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with).																								
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W.K.10.e	Produce and expand complete sentences in shared language activities.																								
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W.K.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.																								
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W.K.11.a	Capitalize the first word in a sentence and the pronoun I.																								
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W.K.11.b	Recognize and name end punctuation.																								
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W.K.11.c	Write a letter or letters for most consonant and short vowel sounds.																								
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W.K.11.d	Spell simple words phonetically, drawing on knowledge of letter-sound relationships.																								
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SPEAKING & LISTENING - Comprehension & Collaboration																									
SL.K.1	Participation in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.																								
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SL1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics an dtexts unders discussion.)																								
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SL1b	Continue a conversation through multiple exchanges.																								
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SL.K.2	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.																								
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SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.																								
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SPEAKING & LISTENING - Presentation of Knowledge and Ideas																									
SL.K.4	Use details to describe familiar people, places, things, and/or events with prompting and support.																								
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SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.																								
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SL.K.6	Speak with appropriate volume, enunciation, and rate in order to express thoughts, feelings, and ideas clearly.																								
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SPEAKING & LISTENING -Language in Speaking and Listening																									
SL.K.7	Demonstrate command of the conventions of standards English grammar and usage when speaking.																								
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SL.K.7.a	Use frequently occurring nouns and verbs in speech.																								
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SL.K.7.b	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).																								
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SL.K.7.c	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).																								
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SL.K.7.d	Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with).																								
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SL.K.7.e	Produce and expand complete sentences in shared language activities.																								
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SL.K.8	Use words and phrases acquired through conversations, reading, and through being read to.																								
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