

Kindergarten

OREGON State Standards

English Language Arts and Literacy

Kindergarten Foundational Skills (K.RF)

Print Concepts

K.RF.1	Demonstrate understanding of the organization and basic features of print.
K.RF.1a	Follow words from left to right, top to bottom, and page by page.
K.RF.1b	Recognize that spoken words are represented in written language by specific sequences of letters
K.RF.1c	Understand that words are separated by spaces in print.
K.RF.1d	Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

K.RF.2	Demonstrate understanding of spoken words, syllables, and phonemes
K.RF.2a	Recognize and produce rhyming words.
K.RF.2b	Count, pronounce, blend, and segment syllables in spoken words.
K.RF.2c	Delete syllables in compound words with two syllables.*
K.RF.2d	Blend and segment onsets and rimes of single-syllable spoken words.*
K.RF.2e	Isolate and pronounce the initial, medial vowel, and final phonemes in threephoneme words.*
K.RF.2f	Add, delete, and substitute individual phonemes in simple, one-syllable words to make new words.*

Kindergarten Foundational Skills (cont)

Phonics and Word Recognition

K.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.
K.RF.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound and the most frequent sounds for each consonant.
K.RF.3b	Associate the long and short sounds with common spellings for the five major vowels.*
K.RF.3c	Read common grade-appropriate high-frequency words by sight.*
K.RF.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
K.RF.3e	Decode CVC words.*

Fluency

K.RF.4	Read emergent-reader texts to develop fluency and comprehension skills.*
K.RF.4a	Read emergent-reader texts with one-to-one correspondence with purpose and understanding.*

Kindergarten Literature and Informational (K.RL)

Key Ideas and Details

K.RL.1	With prompting and support, ask and answer questions about key details in a text.
K.RL.2	With prompting and support, retell familiar stories, including key details.
K.RL.3	With prompting and support, identify characters, settings, and major events in a story. Identify beginning/middle/end.*

Kindergarten Literature and Informational (cont)

Craft and Structure

K.RL.4	With prompting and support, ask and answer questions about unknown words in a text.*
K.RL.5	Recognize common types of texts.*
K.RL.6	With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

K.RL.7	With prompting and support, describe the relationship between illustrations and the story in which they appear.*
K.RL.8	(Not applicable to literature)
K.RL.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Kindergarten Reading Informational Text (K.RI)

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, identify the main topic and retell key details of a text.
K.RI.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

K.RI.4	With prompting and support, ask and answer questions about unknown words in a text.
K.RI.5	Identify the front cover, back cover, and title page of a book.
K.RI.6	With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Kindergarten Reading Informational Text (cont)

Integration of Knowledge and Ideas

K.RI.7	With prompting and support, describe the relationship between illustrations and the text in which they appear.
K.RI.8	With prompting and support, identify the reasons an author gives to support points in a text.
K.RI.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic.*

Range of Reading and Text Complexity

K.RI.10	Actively engage in group reading activities with purpose and understanding.
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Kindergarten Writing Standards (K.W)

Text Types and Purposes

K.W.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.*
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.
K.W.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, sequence the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

K.W.4	(Begins in grade 3)
K.W.5	With guidance and support, respond to questions and suggestions from peers and add details to strengthen writing as needed.*
K.W.6	With guidance and support, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.*

Kindergarten Writing Standards (cont)

Research to Build and Present Knowledge

K.W.7	With guidance and support, participate in shared research and writing projects.*
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K.W.8	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.*
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K.W.9	(Begins in grade 4)
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Range of Writing

K.W.10	(Begins in grade 3)
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Kindergarten Language Standards (K.L)

Conventions of Standard English

K.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
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K.L.1a	Print all upper- and lowercase letters.
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K.L.1b	Use frequently occurring nouns and verbs.
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K.L.1c	Form regular plural nouns orally by adding /s/ or /es/.
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K.L.1d	Understand and use question words.*
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K.L.1e	Use the most frequently occurring prepositions.*
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K.L.1f	Produce and expand complete sentences in shared language activities.
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K.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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K.L.2a	Capitalize the first word in a sentence and the pronoun I.
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K.L.2b	Recognize and name end punctuation
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K.L.2c	Write a letter or letters for all consonant and short-vowel phonemes.*
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K.L.2d	Spell simple words phonetically.
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Kindergarten Language Standards (cont)

Knowledge of Language

K.L.3 (Begins in grade 2)

Vocabulary Acquisition and Use

K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content

K.L.4a Identify new meanings for familiar words and apply them accurately.*

K.L.4b Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.*

K.L.5 With guidance and support, explore word relationships and nuances in word meanings.

K.L.5a Sort common objects into categories to gain a sense of the concepts the categories represent.*

K.L.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms*

K.L.5c Identify real-life connections between words and their use.*

K.L.5d Distinguish shades of meaning among verbs describing the same general action.*

K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts

Kindergarten Speaking and Listening Standards (SL)

Comprehension and Collaboration

K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

K.SL.1a With guidance and support, follow agreed-upon rules for discussions.*

K.SL.1b Continue conversations through multiple exchanges.

Kindergarten Speaking and Listening Standards (cont)

K.SL.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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K.SL.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
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Presentation of Knowledge and Ideas

K.SL.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
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K.SL.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
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K.SL.6	Speak audibly and express thoughts, feelings, and ideas clearly.*
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