

NEVADA

English Language Arts Academic Content Standards



Kindergarten



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READING LITERATURE (RL)

KEY IDEAS AND DETAILS

RL.K.1. With prompting and support, ask and answer questions about key details in a text.

RL.K.2. With prompting and support, retell familiar stories, including key details.

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

CRAFT AND STRUCTURE

RL.K.4. Ask and answer questions about unknown words in a text.

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

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.

INTEGRATION OF KNOWLEDGE AND IDEAS

RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.8. (Not applicable to literature)

RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Example: *Students will listen to two stories. The students will complete a Venn diagram with words and/or pictures to compare and contrast a character identified from each story.*

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

RL.K.10. Actively engage in group reading activities with purpose and understanding.



Planning Notes [RL]

***NOTE: Multiple standards can be taught in the same lesson!**

Standards selected from this section:

Other standards that could be taught in conjunction with *Reading Literature* standards:

How can other ELA and/or other content standard(s) be integrated with the standard(s) selected from this section?

Notes for implementation:



READING INFORMATIONAL (RI)

KEY IDEAS AND DETAILS

RI.K.1. With prompting and support, ask and answer questions about key details in a text.

RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

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

Example: *Students will listen to an informational text about the plants. Students will discuss the cause and effect relationship between watering a plant and how it grows.*

CRAFT AND STRUCTURE

RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5. Identify the front cover, back cover, and title page of a book.

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.

INTEGRATION OF KNOWLEDGE AND IDEAS

RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

RI.K.10. Actively engage in group reading activities with purpose and understanding.



Planning Notes [RI]

***NOTE: Multiple standards can be taught in the same lesson!**

Standards selected from this section:

Other standards that could be taught in conjunction with *Reading Informational* standards:

How can other ELA and/or other content standard(s) be integrated with the standard(s) selected from this section?

Notes for implementation:



READING FOUNDATIONAL SKILLS (RF)

PRINT CONCEPTS

RF.K.1. Demonstrate understanding of the organization and basic features of print.

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.

PHONOLOGICAL AWARENESS

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
- Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words.

*Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

PHONICS AND WORD RECOGNITION

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

FLUENCY

RF.K.4. Read emergent-reader texts with purpose and understanding.



Planning Notes [RF]

***NOTE: Multiple standards can be taught in the same lesson!**

Standards selected from this section:

Other standards that could be taught in conjunction with *Reading Foundational Skills* standards:

How can other ELA and/or other content standard(s) be integrated with the standard(s) selected from this section?

Notes for implementation:



WRITING (W)

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 . . .*).

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.

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.

PRODUCTION AND DISTRIBUTION OF WRITING

W.K.4. (Begins in grade 3)

W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Example: *Students share their writing or drawings with a partner. After sharing, students ask their partner to give a positive comment (e.g., “I like how you drew the swing”) and one suggestion for improvement (e.g., “You could add a slide to your picture”). Guide students in revising their work based on the feedback they receive.*

W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

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).

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.K.9. (Begins in grade 4)

RANGE OF WRITING

W.K.10. (Begins in grade 3)



Planning Notes [W]

***NOTE: Multiple standards can be taught in the same lesson!**

Standards selected from this section:

Other standards that could be taught in conjunction with *Writing* standards:

How can other ELA and/or other content standard(s) be integrated with the standard(s) selected from this section?

Notes for implementation:



SPEAKING AND LISTENING (SL)

COMPREHENSION AND COLLABORATION

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

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

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.

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

Example: Show students a classroom object or explain a simple concept. Ask them if they have any questions about it (e.g., “What do you want to know about this plant?”). Encourage students to raise their hands to ask questions if they don’t understand something or need more information. This activity helps build their confidence in seeking clarification.

PRESENTATION OF KNOWLEDGE AND IDEAS

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.



Planning Notes [SL]

***NOTE: Multiple standards can be taught in the same lesson!**

Standards selected from this section:

Other standards that could be taught in conjunction with *Speaking and Listening* standards:

How can other ELA and/or other content standard(s) be integrated with the standard(s) selected from this section?

Notes for implementation:



LANGUAGE (L)

CONVENTIONS OF STANDARD ENGLISH

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Print many upper- and lowercase letters.
- Use frequently occurring nouns and verbs.
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- Produce and expand complete sentences in shared language activities.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize the first word in a sentence and the pronoun I.
- Recognize and name end punctuation.
- Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

KNOWLEDGE OF LANGUAGE

L.K.3. (Begins in grade 2)

VOCABULARY ACQUISITION AND USE

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

- Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- 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.

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

- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
- Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.



Example: *Create a matching game where students pair opposite words (e.g., hot/cold, big/small, run/walk). As they match the words, ask them to give examples of when they might use each word in real life. (L.K.5b)*

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



Planning Notes [L]

***NOTE: Multiple standards can be taught in the same lesson!**

Standards selected from this section:

Other standards that could be taught in conjunction with *Language* standards:

How can other ELA and/or other content standard(s) be integrated with the standard(s) selected from this section?

Notes for implementation:



IMPLEMENTATION STRATEGY RESOURCES

Nevada Department of Education. (n.d.). *Nevada ELD Standards and Instructional Supports for Developing the Language of Language Arts Grades K–1*. https://webapp-strapipaas-prod-nde-001.azurewebsites.net/uploads/eld_standards_and_instructional_supports_for_ela_grades_k_1_c98f6ed725.pdf

Smarter Tools for Teachers. (n.d.). *Smarter Tools for Teachers*. Smarter Tools for Teachers. <https://smartertoolsforteachers.org/>