

Kindergarten Arkansas English Language Arts Standards Shading indicates standards for instructing within each unit	1	2	3	4	5	6
	1Q	2Q	3Q	4Q	5Q	6Q
Reading Standards for Literature						
Key Ideas and Details						
RL.K.1 With prompting and support, ask and answer questions about key details in a text.	F	F				
RL.K.2 With prompting and support, <i>retell</i> familiar stories, including key details.		F			F	
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.		F			F	
Craft and Structure						
RL.K.4 Ask and answer questions about unknown words in a text.	F	F		F	F	
RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	F					
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.		F				
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., based on this picture, what is happening?).			F			
RL.K.8 (Not applicable to literature based on anchor standards R.CCR.8)						
RL.K.9 With prompting and support, compare and contrast characters (e.g., adventures and experiences) in familiar stories.					F	
Range of Reading and Level of Text Complexity						
RL.K.10 Actively engage in teacher-led reading activities with purpose and understanding.	RL.10 encompasses RL.1- RL.9					

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Reading Standards for Informational Text						
Key Ideas and Details						
RI.K.1 With prompting and support, ask and answer questions about key details in a text.	F	F				
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.		F		F	F	
RI.K.3 With prompting and support, describe the connection between two topics (individuals, events, ideas, or scientific concepts).				F	F	
Craft and Structure						
RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.	F	F		F	F	
RI.K.5 Identify the front cover, back cover, and title page of a book.	F					
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.		F				
Integration of Knowledge and Ideas						
RI.K.7 With prompting and support, describe the relationship between visual images and the text in which they appear (e.g., what person, place, thing, or idea in the text a visual image depicts).			F			
RI.K.8 With prompting and support, identify the details an author gives to support points in a text.				F	F	
RI.K.9 With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).					F	
Range of Reading and Level of Text Complexity						
RI.K.10 Actively engage in teacher-led reading activities with purpose and understanding.	RI.10 encompasses RL.1- RL.9					

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Reading Standards: Foundational Skills						
<i>Start Up Phonics</i> does not provide instruction for the blue highlighted standards.						
Print Concepts						
RF.K.1 Demonstrate understanding of the organization and basic features of print.						
a. Follow words from left to right, top to bottom, and page, by page.	F		F			
b. Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.		F				
c. Understand that words are separated by spaces in print.			F	F		
d. Recognize and name all upper- and lowercase letters of the alphabet.	F		F	F		F
Phonological Awareness						
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).						
a. Recognize and produce rhyming words orally.	F		F	F		
b. Count, pronounce, blend, and segment syllables in spoken words.			F	F		F
c. Blend and segment onsets and rimes of single-syllable spoken words.				F		F
d. 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/.)			F	F		F
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.						F

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Phonics and Word Recognition						
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.						
<i>a. Demonstrate basic knowledge of one-to-one letter/sound correspondences by producing the most frequently used sound for each consonant.</i>			F	F		F
<i>b. Associate the long and short sounds with the five major vowel graphemes (a,e,i,o,u) using open and closed syllable types (e.g., open-go, closed-got).</i>				F		F
<i>c. Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</i>			F	F		F
<i>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</i>				F		F
New Standard <i>e. Decode CVC words.</i>			F	F		F
New Standard <i>f. Decode open and closed one-syllable words.</i>						F
Fluency						
RF.K.4. Read <i>grade-appropriate</i> text with purpose and understanding.			F	F		F

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Writing Standards						
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 . . .)	F					
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name the topic and supply some information about it.				F		
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events and provide a reaction to what happened.		F			F	
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 add details to strengthen writing as needed.	F	F		F	F	
W.K.6 With guidance and support from adults, explore a variety of digital tools to produce some writing, including in collaboration with peers.				F		F
Research to Build and Present Knowledge						
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books on a specific topic and produce simple findings).				F	F	
W.K.8 Recall information, with prompting and support, from experiences or gather information from provided sources to answer a question.					F	
Range of Writing						
New Standard W.K.10 Write routinely, with prompting and support, over short time frames for a range of discipline-specific tasks, purposes, and audiences.	W.10 encompasses W.1- W.8					

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Speaking and Listening Standards						
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.						
<i>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</i>	F	F				
<i>b. Continue a conversation through multiple exchanges.</i>	F	F				
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.			F	F	F	
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.					F	F
Presentation of Knowledge and Ideas						
SL.K.4 Describe familiar people, places, things, and events; provide additional details with prompting and support.	F		F	F		F
SL.K.5 Add drawings or other visual displays to descriptions of familiar people, places, things, and events as desired to provide additional detail.	F	F		F		F
SL.K.6 Speak audibly and express thoughts, feeling, and ideas clearly.	F	F		F		F

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Language Standards						
Conventions of Standard English						
L.K.1 Demonstrate command of the conventions of standard English grammar and usage as appropriate when writing or speaking.						
<i>a. Begins in Grade 3: Explain the function of nouns, pronouns, verbs, adjectives, prepositions, and adverbs in general and their functions in particular sentences.</i>						
<i>b. Use frequently occurring nouns.</i> •Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	F	F				
<i>c. Use frequently occurring verbs.</i>	F	F				
<i>d. Begins in Grade 1: Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything).</i>						
<i>e. Begins in Grade 1: Use adjectives. Use determiners, noun markers, to add specificity (e.g., a book, the book).</i>						
<i>f. Begins in Grade 1: Use conjunctions (e.g., and, but, or, so).</i>						
<i>g. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</i>			F		F	
<i>h. Independently produce and expand complete sentences in shared language activities.</i> •With prompting and support, use spaces to separate words in a sentence.				F		F
<i>i. Begins in Grade 4: Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</i>						
<i>j. Understand and use question words, interrogatives, (e.g., who, what, when, where, why, how).</i>		F	F	F		
<i>k. Print all upper- and lower-case letters legibly.</i>	See Handwriting Standards					
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
<i>a. Capitalize the first word in a sentence and the pronoun I.</i>			F	F		F
<i>b. Recognize and name end punctuation.</i>	F					
<i>c. Begins in Grade 1: Use commas in dates and to separate single words in a series.</i>						
<i>d. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</i> •Spell consonant-vowel consonant (CVC) words correctly. •Spell words phonetically, drawing on knowledge of sound-letter relationships.			F	F		F

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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.						
<i>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing a duck is a bird and learning the verb to duck).</i>			F	F		F
<i>b. Use frequently occurring inflections and affixes (e.g., -ed,-s,re-,un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</i>				F		F
<i>c. Begins in Grade 1: Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</i>						
L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.						
<i>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</i>	F	F				
<i>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites(antonyms).</i>		F				F
<i>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</i>			F	F		
<i>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</i>				F	F	
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	F		F	F		F