

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						
The grade-level standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.						
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	
TEACHER NOTE Retell is an informal written or oral ordering of narrative events which does not necessarily include the following: clear sequence, context, first or third person, past tense, or closure (e.g., evaluates; summarizes; addresses message, lesson, moral). The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”: http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/						
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	

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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					
<p>TEACHER NOTE</p> <p>It is critical that children are reading on grade-level. “In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers.” For students to be on track to read on grade-level by Grade 3 and beyond, students should be reading on the equivalent of a Guided Reading Level D by the end of Kindergarten. Students unable to read independently at this level will need more support to reach the goal of reading independently on grade level by the end of Grade 3 and beyond. The rationale to support this recommendation can be found at the following link:</p> <p style="text-align: center;">http://www.heinemann.com/fountasandpinnell/pdfs/whitepapertextgrad.pdf</p>						

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Reading Standards for Informational Text						
The grade-level standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.						
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
TEACHER NOTE						
Retell is an informal written or oral ordering of narrative events which does not necessarily include the following: clear sequence, context, first or third person, past tense, or closure (e.g., evaluates; summarizes; addresses message, lesson, moral). The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”: http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/						
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

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<p>TEACHER NOTE</p> <p>It is critical that children are reading on grade-level. “In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers.” For students to be on track to read on grade-level by Grade 3 and beyond, students should be reading on the equivalent of a Guided Reading Level D by the end of Kindergarten. Students unable to read independently at this level will need more support to reach the goal of reading independently on grade level by the end of Grade 3 and beyond. The rationale to support this recommendation can be found at the following link:</p> <p style="text-align: center;">http://www.heinemann.com/fountasandpinnell/pdfs/whitepapertextgrad.pdf.</p>						

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Reading Standards: Foundational Skills

These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: In Kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Start Up Phonics does not provide instruction for the blue highlighted standards.

Print Concepts						
RF.K.1 Demonstrate understanding of the organization and basic features of print.						
<i>a. Follow words from left to right, top to bottom, and page, by page.</i>	F		F			
<i>b. Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.</i>			F			
<i>c. Understand that words are separated by spaces in print.</i>			F	F		
TEACHER NOTE						
Teachers might assess this understanding by asking students to demonstrate one-to-one correspondence by matching spoken words to printed words.						
<i>d. Recognize and name all upper- and lowercase letters of the alphabet.</i>	F		F	F		F

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Phonological Awareness						
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).						
TEACHER NOTE To assess the understanding of words, teachers might ask students to count words in spoken sentences: <ul style="list-style-type: none"> • blend two individual words to form a compound word (e.g., star + fish...starfish). • segment a compound word into its two individual words (e.g., starfish...star fish). 						
a. Recognize and produce rhyming words orally.	F		F	F		
b. Count, pronounce, blend, and segment syllables in spoken words.			F	F		F
TEACHER NOTE Some examples of segmenting and blending may be found on page 19 at the following link: http://www.corestandards.org/assets/Appendix_A.pdf						
c. Blend and segment onsets and rimes of single-syllable spoken words.				F		F
TEACHER NOTE An explanation of onset and rime manipulation in spoken language may be found on page 19 at the following link: http://www.corestandards.org/assets/Appendix_A.pdf Additional information is available in a document by Louisa Moats which is found on page 4 of the Reading Rockets website: http://www.readingrockets.org/article/development-phonological-skills						
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.						
TEACHER NOTE Each district will choose or create a phonics curriculum that is systematic and explicit, which aligns to the known research and uses evidence-based strategies. Guidance for selecting or developing a phonics program may be found on pages 20-22 and 37 at the following link: http://www.corestandards.org/assets/Appendix_A.pdf						
<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
TEACHER NOTE High-frequency words are “Regular and irregular words that appear often in printed text” (Honig, Bill, Linda Diamond, and Linda Gutlohn. Teaching Reading Sourcebook. Arena, 2008, p. 243.) Districts should consider sight words and high-frequency words when aligning their curriculum. “Sight words are any words recognized instantly” (Honig, Bill, Linda Diamond, and Linda Gutlohn. Teaching Reading Sourcebook. Arena, 2008, p. 243).						
<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
TEACHER NOTE High-frequency words are “Regular and irregular words that appear often in printed text” (Honig, Bill, Linda Diamond, and Linda Gutlohn. Teaching Reading Sourcebook. Arena, 2008, p. 243.) Districts should consider sight words and high-frequency words when aligning their curriculum. “Sight words are any words recognized instantly” (Honig, Bill, Linda Diamond, and Linda Gutlohn. Teaching Reading Sourcebook. Arena, 2008, p. 243).						

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Writing Standards						
The following standards offer a focus for writing instruction to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected in the 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
TEACHER NOTE						
Students should be given an opportunity to write using digital tools, but not all writing has to be produced digitally.						
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						
The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.						
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.						
TEACHER NOTE						
Collaborative conversations/discussions take place when students talk jointly with others especially in an intellectual endeavor (e.g., Think Pair Share, Reciprocal Teaching, teacher-led class discussion). For information about oral language development see Appendix A, page 26, paragraphs 3 and 4 at the following link: http://www.corestandards.org/assets/Appendix_A.pdf						
<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	
TEACHER NOTE						
Confirm understanding of a topic (e.g., through read aloud, oral presentation, or through other media) by asking and answering questions about key details.						
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 detail s 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
TEACHER NOTE						
A visual display is a presentation of information that can be seen.						
SL.K.6 Speak audibly and express thoughts, feeling, and ideas clearly.	F	F		F		F
TEACHER NOTE						
See L.K.1 for specific language expectations for Kindergarten students when speaking and writing.						

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Language Standards						
The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.						
Conventions of Standard English						
L.K.1 Demonstrate command of the conventions of standard English grammar and usage as appropriate when writing or speaking.						
TEACHER NOTE						
Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences. (“standard English.” Dictionary.com Unabridged. Random House, 2016, www.dictionary.com/browse/standard-english. Accessed 30 Aug. 2016.)						
<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	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					

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L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
TEACHER NOTE Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences. ("standard English." Dictionary.com Unabridged. Random House, 2016, www.dictionary.com/browse/standard-english. Accessed 30 Aug. 2016.)						
<i>a. Capitalize the first word in a sentence and the pronoun I.</i>		F	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		F
TEACHER NOTE More information on Phoneme-Grapheme Correspondence may be found in appendix A on page 17. A chart of vowel sounds with examples can be found on page 18. http://www.corestandards.org/assets/Appendix_A.pdf						

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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.						
TEACHER NOTE						
Nuance is a subtle difference or distinction in expression or meaning. A single word choice can convey a nuanced meaning: The girl was _____ (e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).						
<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