**Kindergarten**

**Arkansas**

 **English Language Arts Standards**

**2016**

**Introduction**

The Arkansas English Language Arts Standards for grades K-12 have been developed to prepare students for success after high school. Students who are successful in college or careers have attained particular literacy capacities: they demonstrate independence; they build strong content knowledge; they respond to the varying demands of audience, task, purpose, and discipline; they comprehend as well as critique; they value evidence; they use technology and digital media strategically and capably; and they come to understand other perspectives and cultures. These broad literacy capacities are developed across the disciplines, not just in English language arts; therefore, a separate document, the Arkansas Disciplinary Literacy Standards, has been created for other content areas to address their unique literacy needs. The English classroom focuses on reading and analyzing literature and literary nonfiction, studying the English language, and writing about related topics.

The document includes the Arkansas College and Career Ready Anchor Standards for each strand of the standards: reading, writing, speaking and listening, and language. These anchor standards describe the knowledge and skills that are needed in the discipline of English language arts by high school graduates to acquire the literacy capacities. The grade-level standards, which are aligned to the anchor standards, represent the progression of learning for each grade level from grades K-12.

The anchor standards are placed before the grade-level standards for each strand to describe the overarching learning goals. The grade-level standards documents include teacher notes that provide explanations, definitions, and links to resources to support teachers as they implement the standards. Although the documents are organized by strands—reading, reading foundational, writing, speaking and listening, and language—the standards should be integrated during instruction. For example, students should be writing and studying language while they are reading. Students should be speaking and listening periodically as they are engaged in reading and writing. Texts can be used as examples to support developing writers. These examples describe only a few of many ways that the strands can be embedded naturally and effectively during instruction that is aligned to the standards.

The document focuses on literacy skills rather than literary content. Teachers have the opportunity to select grade-appropriate literary and literary nonfiction texts to teach the standards. Therefore, text selection is critical to successful implementation of these standards. The texts must provide opportunities to teach all the strands at grade-level rigor. Three measures of text complexity should guide text selection: quantitative, qualitative, and reader and task. Teacher notes in the grade-level documents provide support for effective text selection.

Students acquire knowledge and skills at different rates; therefore, teachers are encouraged to become familiar with the standards above and below the grade level they teach. The standards below grade level will guide decisions for providing interventions for students who do not have all the grade-level skills in place, and the standards above grade level will guide decisions for extending students who are ready to move ahead. In addition, familiarity with the K-12 standards will support developing an aligned curriculum that will create a smooth learning progression in English language arts from kindergarten through high school graduation.

 As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they continue to develop literacy capacities and increase their opportunities for success in the future.

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| **Arkansas Anchor Standards for Reading** |
| The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The CCR and the grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate. **Key Ideas and Details**1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings; analyze how specific word choices shape meaning and/or tone.
2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
3. Assess how point of view, perspective, and/or purpose shape the content and style of a text.

**Integration of Knowledge and Ideas**1. Integrate and evaluate content presented in diverse media and formats.
2. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
3. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s).

**Range of Reading and Level of Text Complexity**1. Read and comprehend complex literary and informational texts independently and proficiently.
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| **Note on Range and Content of Student Reading**To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.  |

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| **Kindergarten-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. |
| **RL.K.2** | With prompting and support, retell familiar stories, including key details. |
| **Teacher Note** |
| RL.K.2The 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/>Retell vs. Recount“Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point-of-view of the story’s original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text. <http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/> Summary is “a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original” [*Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking*](http://www.heinemann.com/products/E00797.aspx)(2006) Kissner (p. 8). |
| **RL.K.3** | With prompting and support, identify characters, settings, and major events in a story.  |

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| **Kindergarten-Reading Standards for Literature** |
| **Craft and Structure** |
| **RL.K.4**  | Ask and answer questions about unknown words in a text. |
| **RL.K.5** | Recognize common types of text (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.  |

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| **Kindergarten-Reading Standards for Literature** |
| **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?).  |
| RL.K.8 | RL.K.8 is not applicable to literature based on anchor standard CCRA.R.8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| **RL.K.9** | With prompting and support, compare and contrast the characters (e.g., adventures and experiences) in familiar stories.  |
| **Range of Reading and Level of Text Complexity** |
| **RL.K.10** | Actively engage in teacher-led reading activities with purpose and understanding.  |
| **Teacher Note** |
| RL.K.10It 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” (<http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11>).  |

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| **Kindergarten-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. |
| **RI.K.2** | With prompting and support, identify the main topic and *retell* key details of a text. |
| **Teacher Note** |
| RI.K.2The 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/>Retell vs. Recount“Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand,recountmay be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point-of-view of the story’s original narrator and in the tense the story was told;recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text. <http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/> Summary is “a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original” [*Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking*](http://www.heinemann.com/products/E00797.aspx)(2006) Kissner (p. 8). |
| **RI.K.3**  | With prompting and support, describe the connection between two topics (individuals, events, ideas, or scientific concepts). |

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| **Kindergarten-Reading Standards for Informational Text** |
| **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. |

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| **Kindergarten-Reading Standards for Informational Text** |
| **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). |
| **RI.K.8** | With prompting and support, identify the details an author gives to support points in a text. |
| **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). |

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| **Range of Reading and Level of Text Complexity** |
| **RI.K.10** | Actively engage in teacher-led reading activities with purpose and understanding |
| **Teacher Note** |
| RI.K.10It 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” (<http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11>).  |

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| **Kindergarten-Reading Standards for Foundational Skills** |
| **Print Concepts** |
| **RF.K.1** | Demonstrate understanding of the organization and basic features of print.  |
| **RF.K.1.A** | Follow words from left to right, top to bottom, and page by page. |
| **RF.K.1.B** | Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.  |
| **RF.K.1.C** | Understand that words are separated by spaces in print. |
| **Teacher Note** |
| RF.K.1.COne way teachers can assess this understanding is to ask students to demonstrate one-to-one correspondence by matching oral words to printed words. |
| **RF.K.1.D** | Recognize and name all upper- and lowercase letters of the alphabet. |

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| **Kindergarten-Reading Standards for Foundational Skills** |
| **Phonological Awareness** |
| **RF.K.2** | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| **Teacher Note** |
| RF.K.2To assess the understanding of words, teachers might ask students to count words in spoken sentences.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). |
| **RF.K.2.A** | Recognize and produce rhyming words orally.  |
| **RF.K.2.B** | Count, pronounce, blend, and segment syllables in spoken words.  |
| **Teacher Note** |
| RF.K.2.BSome examples of segmenting and blending may be found at the following link: <http://www.corestandards.org/assets/Appendix_A.pdf#page=19> |
| **RF.K.2.C** | Blend and segment onsets and rimes of one-syllable spoken words.  |
| **Teacher Note** |
| RF.K.2.CAn explanation of onset and rime manipulation in spoken language may be found at the following link<http://www.corestandards.org/assets/Appendix_A.pdf#page=19>  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> |
| **RF.K.2.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/.) |
| **RF.K.2.E** | Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. |
| RF.K.2.F  | This standard begins in Grade 1.Add or substitute individual sounds (phonemes).  |
| RF.K.2.G | This standard begins in Grade 1.Delete individual initial and final sounds.  |

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| **Kindergarten-Reading Standards for Foundational Skills** |
| **Phonics and Word Recognition**  |
| **RF.K.3** | Know and apply grade-level phonics and word analysis skills in decoding words. |
| **Teacher Note** |
| RF.K.3Each 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 at the following link on pages 20-22 and 37 <http://www.corestandards.org/assets/Appendix_A.pdf#page=20> |
| **RF.K.3.A** | Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequently used sound for each consonant.  |
| **RF.K.3.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).  |
| **RF.K.3.C** | Read common *high-frequency words* by sight (e.g., the, of, to, you, she, my, is, are, do, does).  |
| **Teacher Note** |
| RF.K.3.CDistricts should consider sight words and high-frequency words when aligning their curriculum. Sight words are any word recognized instantly. (Teaching Reading Sourcebook by Honig, Diamond, and Gutlohn p. 242).High-frequency wordsare “Regular and irregular words that appear often in printed text” (Teaching Reading Sourcebook by Honig, Diamond, and Gutlohn p. 243). |
| **RF.K.3.D** | Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., hat, fat, rat; cap, cup, cop; him, hip, hit). |
| **RF.K.3.E** | Decode CVC words. |
| **RF.K.3.F** | Decode one-syllable words (open and closed). |

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| **Kindergarten-Reading Standards for Foundational Skills** |
| **Fluency** |
| **RF.K.4** | Read *grade-appropriate* texts with purpose and understanding. |
| **Teacher Note** |
| RF.K.4For students to be on track to read on grade-level by Grade 3, students should be reading on a DRA level of 6 or a guided reading level D by the end of Kindergarten. The rationale and research to support this recommendation can be found at:<http://www.heinemann.com/fountasandpinnell/pdfs/whitepapertextgrad.pdf> |
| RF.K.4.A  | This standard begins in Grade 1. Read *grade-appropriate* texts with purpose and understanding.  |
| RF.K.4.B | This standard begins in Grade 1.Read *grade-appropriate* text orally with accuracy, appropriate rate, and expression.  |
| RF.K.4.C | This standard begins in Grade 2. Use context in *grade-appropriate* text to confirm or self-correct word recognition and understanding, rereading as necessary.  |

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| **Arkansas Anchor Standards for Writing** |
| The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate. **Text Types and Purposes**1. Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**Production and Distribution of Writing** 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task,  purpose, and audience. 1. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
2. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**1. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
2. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
3. Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.

**Range of Writing**1. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
 |
| **Note on Range and Content of Student Writing Grades K-5**To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year. |

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| **Kindergarten-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...). |
| W.K.1.A  | This standard begins in Grade 3.Introduce the topic and create an organizational structure when writing.  |
| W.K.1.B | This standard begins in Grade 3.Provide reasons that support an opinion.  |
| W.K.1.C | This standard begins in Grade 3.Use linking words and phrases to connect opinion and reasons.  |
| W.K.1.D | This standard begins in Grade 3. Provide a concluding statement or section. |
| WlK.1.E | This standard begins in Grade 6.Provide a concluding statement or section that follows from an argument presented.  |
| **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.2.A  | This standard begins in Grade 3. Introduce a topic and group related information; include illustrations when useful to aiding comprehension.  |
| W.K.2.B | This standard begins in Grade 3. Develop the topic with facts, definitions, and detail.  |
| W.K.2.C | This standard begins in Grade 1. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.  |
| W.K.2.D | This standard begins in Grade 3.Provide a concluding statement or section.  |
| W.K.2.E | This standard begins in Grade 6. Establish and maintain a formal style.  |
| W.K.2.F | This standard begins in Grade 4. Provide a concluding statement or section related to the information or explanation presented.  |
| **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. |
| W.K.3.A  | This standard begins in Grade 3. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. |
| W.K.3.B | This standard begins in Grade 3. Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  |
| W.K.3.C | This standard begins in Grade 3. Use *temporal* words and phrases to signal event order.  |
| **Teacher Note** |
| W.K.3.CTemporal means of or relating to time (e.g., first, last, before, after, next, then, prior to, afterward, as soon as). |
| W.K.3.D | This standard begins in Grade 4.Use concrete words and phrases and sensory details to convey experiences and events precisely.  |
| W.K.3.E | This standard begins in Grade 3. Provide a conclusion that follows from the narrated experiences or events.  |

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| **Kindergarten-Writing Standards** |
| **Production and Distribution of Writing** |
| W.K.4 | This standard begins in Grade 3. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  |
| **W.K.5** | With prompting and support, respond to questions and add details to strengthen writing as needed. |
| **W.K.6** | With guidance and support from adults, explore a variety of digital tools to produce some writing, including in collaboration with peers. |
| **Teacher Note** |
| W.K.6Students should be given an opportunity to write using digital tools, but not all writing has to be produced digitally.  |

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| **Kindergarten-Writing Standards** |
| **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). |
| **W.K.8** | With prompting and support, recall information from experiences or gather information from provided sources to answer a question. |
| W.K.9 | This standard begins in Grade 4. Draw evidence from literary or informational texts to support analysis, reflection, and research.  |
| W.K.9.A | This standard begins in Grade 4. Apply Grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").  |
| W.K.9.B | This standard begins in Grade 4. Apply Grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").  |

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| **Kindergarten-Writing Standards** |
| **Range of Writing** |
| **W.K.10** | With prompting and support write routinely over short time frames for a range of discipline-specific tasks, purposes, and audiences. |

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| **Arkansas Anchor Standards for Speaking and Listening** |
| The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate. **Comprehension and Collaboration**1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media such as visual, quantitative, and oral.
3. Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**1. Present information, findings, and supporting evidence with organization, development, and style appropriate to task, purpose, and audience so that listeners can follow the line of reasoning.
2. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
3. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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| **Note on Range and Content of Student Speaking and Listening Grades K-5**To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations--as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.  |

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| **Kindergarten-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. |
| **Teacher Note** |
| SL.K.1For information about oral language developmentsee Appendix A, page 26, paragraphs 3 and 4 <http://www.corestandards.org/assets/Appendix_A.pdf#page=26>Collaborative conversations take place when students talk jointly with others especially in an intellectual endeavor (e.g., Think Pair Share, Reciprocal Teaching, and teacher-led class discussion).  |
| **SL.K.1.A** | Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion) |
| **SL.K.1.B** | Continue a conversation through multiple exchanges. |
| SL.K.1.C  | This standard begins in Grade 1. Ask questions to clear up any confusion about the topics and texts under discussion.  |
| SL.K.1.D  | This standard begins in Grade 3.Explain their own ideas and understanding in light of the discussion.  |
| **SL.K.2** | With prompting and support, ask and answer questions about key details to demonstrate understanding of a topic read aloud, presented orally, or through other media. |
| **Teacher Note** |
| SL.K.2Confirm understanding of a topic (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. |

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| **Kindergarten-Speaking and Listening Standards** |
| **Presentation of Knowledge and Ideas** |
| **SL.K.4** | Describe familiar people, places, things, and events; provide additional details with prompting and support. |
| **SL.K.5** | Add drawings or other *visual displays* to descriptions of familiar people, places, things, and events as desired to provide additional detail. |
| **Teacher Note** |
| SL.K.5A visual display is a presentation of information that can be seen (e.g., drawings, bar graphs, 3D pie charts, line graphs, and pyramid area graphs). |
| **SL.K.6** | Speak audibly and express thoughts, feelings, and ideas clearly. |
| **Teacher Note** |
| SL.K.6See L.K.1 for specific language expectations for Kindergarten students when speaking and writing.  |

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| **Arkansas Anchor Standards for Language** |
| The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate. **Text Types and Purposes**1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Production and Distribution of Writing**1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
3. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
 |
| **Note on Range and Content of Student Language Use Grades K-5**To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts. 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(<http://www.dictionary.com/browse/standard-english?s=t>)Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.Informal discourse is used with friends, children, and relatives.“Grade-appropriate” is tied to text complexity. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 1 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum. |

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| **Kindergarten-Language Standards** |
| **Conventions of Standard English** |
| **L.K.1** | Demonstrate command of the conventions of *standard English* grammar and usage when writing or speaking as appropriate for Kindergarten.  |
| **Teacher Note** |
| L.K.1Standard 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(<http://www.dictionary.com/browse/standard-english?s=t>)Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.Informal discourse is used with friends, children, and relatives. |
| **L.K.1.A** | Print all upper- and lowercase letters legibly. |
| **L.K.1.B** | Use frequently occurring nouns. * Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
 |
| **L.K.1.C** | Use frequently occurring verbs. |
| L.K.1.D  | This standard begins in Grade 1. Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything).  |
| L.K.1E | Use adjectives.● Use determiners, noun markers, to add specificity (e.g., a book, the book) begins in Grade 1.  |
| L.K.1F | This standard begins in Grade 1.Use conjunctions (e.g., and, but, or, so, because).  |
| **L.K.1.G** | Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by with). |
| **L.K.1.H** | Independently produce and expand complete sentences in shared language activities.* With prompting and support, use spaces to separate words in a sentence.
 |
| L.K.1.I | This standard begins in Grade 4.Use *modal auxiliaries* (e.g., can, may, must) to convey various conditions.  |
| **L.K.1.J** | Understand and use question words, interrogatives, (e.g., who, what, when, where, why, how). |
| **L.K.1.K**  | Print all upper- and lowercase letters legibly. |
| **L.K.2** | Demonstrate command of the conventions of *standard English* capitalization, punctuation, and spelling as appropriate for Kindergarten when writing. |
| **Teacher Note** |
| L.K.2Standard 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(<http://www.dictionary.com/browse/standard-english?s=t>)Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.Informal discourse is used with friends, children, and relatives. |
| **L.K.2.A** | Capitalize the first word in a sentence and the pronoun I. |
| **L.K.2.B** | Recognize and name end punctuation. |
| L.K.2.C | This standard begins in Grade 1. Use commas in dates and to separate single words in a series.  |
| **L.K.2.D** | Write a letter or letters for most consonant and short-vowel sounds (phonemes). * Spell consonant-vowel-consonant (CVC) words correctly.
* Spell words phonetically, drawing on knowledge of sound-letter relationships.
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| **Teacher Note** |
| L.K.2.DMore information on Phoneme-Grapheme Correspondence may be found on a chart at the following link <http://www.corestandards.org/assets/Appendix_A.pdf#page=17> A chart of vowel sounds with examples can be found at the following link <http://www.corestandards.org/assets/Appendix_A.pdf#page=18> |

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| **Kindergarten-Language Standards** |
| **Knowledge of Language** |
| L.K.3  | This standard begins in Grade 2. Use knowledge of language and its conventions.  |
| L.K.3.A | This standard begins in Grade 3. Choose words and phrases for effect.  |
| L.K.3.B | This standard begins in Grade 3. Recognize and observe differences between the conventions of spoken and written *standard English.*  |

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| **Kindergarten-Language Standards** |
| **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. |
| **L.K.4.A** | Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). |
| **L.K.4.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. |
| L.K.4.C  | This standard begins in Grade 1. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).  |
| **L.K.5** | With guidance and support from adults, explore word relationships and *nuances* in word meanings. |
| **Teacher Notes** |
| L.K.5Nuance is a subtle difference or distinction in expression, meaning, response, etc**.** A single word choice can convey a nuanced meaning: The girl was \_\_\_\_\_(e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).  |
| **L.K.5.A** | Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. |
| **L.K.5.B** | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). |
| **L.K.5.C** | Identify real-life connections between words and their use (e.g., note places at school that are colorful). |
| **L.K.5.D** | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. |
| **L.K.6** | Use words and phrases acquired through conversations, reading, being read to, and responding to texts. |