



KINDERGARTEN

Reading Standards for the Archdiocese of Detroit

Literature

Key Ideas and Details

RL.K.1	<ul style="list-style-type: none">With prompting and support, ask and answer questions about key details in a text.
RL.K.2	<ul style="list-style-type: none">With prompting and support, retell familiar stories, including key details in sequential order.
RL.K.3	<ul style="list-style-type: none">With prompting and support, identify characters, settings, and major events in a story.
RL.K.4	<ul style="list-style-type: none">With prompting and support activate prior knowledge.
RL.K.5	<ul style="list-style-type: none">With prompting and support connect personal knowledge and experience to ideas in text.
RL.K.6	<ul style="list-style-type: none">With prompting and support make text-to-self and text-to-text comparisons.

Craft and Structure

RL.K.7	<ul style="list-style-type: none">Ask and answer questions about unknown words in a text.
RL.K.8	<ul style="list-style-type: none">Recognize common types of texts (e.g., storybooks, poetry, nursery rhymes, and songs).
RL.K.9	<ul style="list-style-type: none">With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.K.10	<ul style="list-style-type: none">Identify the front cover, back cover, and title page of a book.

Integration of Knowledge and Ideas

RL.K.11	<ul style="list-style-type: none">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.12	<ul style="list-style-type: none">With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (Ex. The wolf from 3 little Pigs with the Wolf in Little Red Riding Hood)
RL.K.13	<ul style="list-style-type: none">Respond to multiple texts read by discussing, drawing, and/or writing to reflect, make meaning, and make connections.
RL.K.14	<ul style="list-style-type: none">Make meaningful predictions based on illustrations or portions of stories.

Range of Reading and Level of Text Complexity

RL.K.15	<ul style="list-style-type: none">Actively engage in group reading activities with purpose and understanding.
RL.K.16	<ul style="list-style-type: none">Self-monitor comprehension when reading familiar grade level text.
RL.K.17	<ul style="list-style-type: none">Use simple strategies to increase comprehension while reading familiar text, such as making credible predictions based on illustrations.

Informational Text

Key Ideas and Details

RI.K.1	<ul style="list-style-type: none">With prompting and support, ask and answer questions about key details in a text.
RI.K.2	<ul style="list-style-type: none">With prompting and support, identify the main topic and retell key details of

	a text.
RI.K.3	<ul style="list-style-type: none"> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.4	<ul style="list-style-type: none"> With prompting and support activate prior knowledge.
RI.K.5	<ul style="list-style-type: none"> With prompting and support connect personal knowledge and experience to ideas in text.
RI.K.6	<ul style="list-style-type: none"> With prompting and support make text-to-self and text-to-text comparisons.
<i>Craft and Structure</i>	
RI.K.7	<ul style="list-style-type: none"> With prompting and support, ask and answer questions about unknown words in a text.
RI.K.8	<ul style="list-style-type: none"> Identify the front cover, back cover, and title page of a book.
RI.K.9	<ul style="list-style-type: none"> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI.K.10	<ul style="list-style-type: none"> Identify how authors/illustrators use text features such as pictures to enhance the understanding of key ideas presented in descriptive and sequential organizational patterns.
<i>Integration of Knowledge and Ideas</i>	
RI.K.11	<ul style="list-style-type: none"> 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.12	<ul style="list-style-type: none"> With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.13	<ul style="list-style-type: none"> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.K.14	<ul style="list-style-type: none"> Respond to multiple texts read by discussing, drawing, and/or writing to reflect, make meaning, and make connections.
RI.K.15	<ul style="list-style-type: none"> Acquire and apply significant knowledge from what has been read to them from grade level appropriate science, social studies, and math texts.
<i>Range of Reading and Level of Text Complexity</i>	
RI.K.16	<ul style="list-style-type: none"> Actively engage in group reading activities with purpose and understanding.
RI.K.17	<ul style="list-style-type: none"> Self-monitor comprehension when reading familiar grade level text.
RI.K.18	<ul style="list-style-type: none"> Use simple strategies to increase comprehension while reading familiar text, such as making credible predictions based on illustrations.
Foundational Skills	
<i>Print Concepts</i>	
RF.K.1	<ul style="list-style-type: none"> Demonstrate understanding of the organization and basic features of print.
RF.K.1a	a. Follow words from left to right, top to bottom, and page by page.
RF.K.1b	b. Recognize that spoken words are represented in written language by specific sequences of letters (the alphabet principle).
RF.K.1c	c. Understand that words are separated by spaces in print.

RF.K.1d	d. Recognize and name all upper- and lower case letters of the alphabet.
RF.K.2	<ul style="list-style-type: none"> Follow familiar written text while pointing to matching words.
Phonological Awareness	
RF.K.3	<ul style="list-style-type: none"> Demonstrate an understanding of spoken words, syllables, and sounds (phonemes).
RF.K.4	<ul style="list-style-type: none"> Recognize that words are composed of sounds blended together and carry meaning.
RF.K.4a	a. Recognize and produce rhyming words.
RF.K.4b	b. Count, pronounce, blend, and segment syllables in spoken words.
RF.K.4c	c. Blend and segment onsets and rimes of single-syllable spoken words.
RF.K.4d	d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words, not including CVCs ending with /l/, /r/, or /x/.
RF.K.4e	e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
Phonics and Word Recognition	
RF.K.5	<ul style="list-style-type: none"> Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.5a	a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
RF.K.5b	b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
RF.K.5c	c. Read common high-frequency words by sight.
RF.K.5d	d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
RF.K.5e	e. Utilize initial letters/sounds (phonics), picture (semantic) and patterns of language (syntactic) clues to narrow possibilities in predicting words.
Fluency	
RF.K.6	<ul style="list-style-type: none"> Automatically name letters, associate letters and their sounds, as well as kindergarten sight words encountered in context and isolation.
RF.K.7	<ul style="list-style-type: none"> Read emergent-reader texts with purpose and understanding.
Reading Attitude	
RF.K.8	<ul style="list-style-type: none"> Choose books, book activities, and word play independently.
WRITING	
Text Types and Purposes	
W.K.1	<ul style="list-style-type: none"> Write a brief personal narrative using pictures, words, word-like clusters,

	and/or sentences as support.
W.K.2	<ul style="list-style-type: none"> Use a combination of drawing, dictating, and writing to compose opinion pieces that 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., <i>My favorite book is...</i>).
W.K.3	<ul style="list-style-type: none"> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which name what is being writing about and supply some information about the topic.
W.K.4	<ul style="list-style-type: none"> 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.
W.K.5	<ul style="list-style-type: none"> Write poetry, using copy change (imitation), and teacher guidance, based on reading a wide variety of grade level appropriate published poetry.
W.K.6	<ul style="list-style-type: none"> Write a brief prayer using drawings, words, word-like clusters, and/or sentences as support.
W.K.7	<ul style="list-style-type: none"> Contribute to a class research project by adding relevant information to a class book including: gathering information from teacher-supplied texts, and using the writing process to develop the project.
Production and Distribution of Writing	
W.K.8	<ul style="list-style-type: none"> With guidance and support, consider the audience reaction as they plan their writing.
W.K.9	<ul style="list-style-type: none"> Brainstorm to generate and structure ideas for narrative and informational text.
W.K.10	<ul style="list-style-type: none"> Use semi-phonetic spelling to represent narrative and informational text when writing and incorporating pictures into drawings.
W.K.11	<ul style="list-style-type: none"> With guidance and support, respond to questions and suggestions from peers and add details to revise and strengthen writing as needed.
W.K.12	<ul style="list-style-type: none"> With guidance and support, explore a variety of digital tools to produce and publish writing, including collaboration with peers.
W.K.13	<ul style="list-style-type: none"> Build and demonstrate writing skills and learning to write.
Research to Build and Present Knowledge	
W.K.14	<ul style="list-style-type: none"> 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.15	<ul style="list-style-type: none"> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Handwriting	
W.K.16	<ul style="list-style-type: none"> Form upper and lower case letters.
W.K.17	<ul style="list-style-type: none"> Leave spaces between words and word-like clusters of letters.
W.K.18	<ul style="list-style-type: none"> Write from left-to-right and top-to-bottom.

SPEAKING AND LISTENING

Comprehension and Collaboration

SL.K.1	<ul style="list-style-type: none">Participate in collaborative conversations with peers and adults in small and larger groups about topics and texts.
SL.K.1a	a. Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
SL.K.1b	b. Participate in a conversation with multiple exchanges.
	Use effective and respectful listening and viewing behaviors.
SL.K.2	<ul style="list-style-type: none">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	<ul style="list-style-type: none">Differentiate between speaker and listener.
SL.K.4	Listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
SL.K.5	<ul style="list-style-type: none">Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.6	<ul style="list-style-type: none">Use language to communicate with a variety of audiences and for various purposes, including to problem-solve, explain, look for relationships, courtesies, prayer.
SL.K.7	<ul style="list-style-type: none">Be aware that language is to be used in appropriate and respectful ways.
SL.K.8	<ul style="list-style-type: none">Understand and follow one- and two-step directions.

Presentation of Knowledge and Ideas

SL.K.9	<ul style="list-style-type: none">Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.10	<ul style="list-style-type: none">Plan and deliver presentations or reports: using an informational organizational pattern description.
SL.K.11	<ul style="list-style-type: none">Add drawings or other visual displays to verbal descriptions to provide additional detail.
SL.K.12	<ul style="list-style-type: none">Respond to multiple text types by reflecting, making meaning, and making connections.
SL.K.13	<ul style="list-style-type: none">Speak audibly and express thoughts, feelings, and ideas clearly.

Oral Prayer

SL.K.13	<ul style="list-style-type: none">Engage in daily spoken prayers while learning appropriate posture and eye contact.
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LANGUAGE

Conventions of Standard English

L.K.1	<ul style="list-style-type: none">Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.1a	a. Print all upper- and lowercase letters.
L.K.1b	b. Use frequently occurring nouns and verbs.
L.K.1c	c. Form regular plural nouns orally by adding /s/ or /es/.
L.K.1d	d. Understand and use question words (interrogatives).
L.K.1e	e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out,</i>

	<i>on, off, for, of, by, with</i>).
L.K.1f	f. Produce and expand complete sentences in shared language activities.
L.K.2	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.K.2a	a. Capitalize the first word in a sentence and the pronoun <i>I</i> .
L.K.2b	b. Recognize and name end punctuation.
L.K.2c	c. Write a letter or letters for all consonant and short-vowel sounds (phonemes).
L.K.2d	d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
Vocabulary Acquisitions and Use	
L.K.4	<ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content as well as through oral language contexts.
L.K.4a	a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).
L.K.4b	b. Use picture clues, predictions, and other people to help recognize words.
L.K.4c	c. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i>) as a clue to the meaning of an unknown word.
L.K.5	<ul style="list-style-type: none"> • With guidance and support from adults, explore word relationships and nuances in word meanings.
L.K.5a	a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.K.5b	b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
L.K.5c	c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.5d	d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i>) by acting out the meanings.
L.K.6	<ul style="list-style-type: none"> • Use words and phrases acquired through conversations, reading and being read to, and responding to texts.