

Kindergarten Standards Checklist

Standards	Q1	Q2	Q3	Q4
Literature				
K.RL.KID.1 With prompting and support, ask and answer questions about key details in a text.	x	x	x	
K.RL.KID.2 With prompting and support, orally retell familiar stories, including key details.	x	x	x	x
K.RL.KID.3 With prompting and support, orally identify characters, setting, and major events in a story.	x	x	x	
K.RL.CS.4 With prompting and support, ask and answer questions about unknown words in text.	x	x	x	
K.RL.CS.5 Recognize common types of texts.	x		x	
K.RL.CS.6 With prompting and support, define the role of authors and illustrators in the telling of a story.		x	x	
K.RL.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear.	x	x	x	
K.RL.IKI.9 With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.		x	x	
K.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for Kindergarten.			x	
Informational				
K.RI.KID.1 With prompting and support, ask and answer questions about key details in a text.	x	x	x	
K.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of a text.		x	x	
K.RI.KID.3 With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.	x	x	x	
K.RI.CS.4 With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area.	x	x	x	
K.RI.CS.5 Know various text features.	x	x	x	
K.RI.CS.6 With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.		x		
K.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear.	x	x	x	x

Standards	Q1	Q2	Q3	Q4
K.RI.IKI.8 With prompting and support, identify the reasons an author provides to support points in a text.				x
K.RI.IKI.9 With prompting and support, orally identify basic similarities and differences between two texts on the same topic.	x			
K.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for Kindergarten.		x	x	
Writing				
K.W.TTP.1 With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.		x	x	
K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.	x	x	x	x
K.W.TTP.3 With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.	x	x	x	
K.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	x	x	x	
K.W.PDW.5 With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed.			x	
K.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing.		x	x	
K.W.RBPK.7 Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.				x
K.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	x	x	x	
K.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.	x	x	x	
Speaking and Listening				
K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.	x	x	x	x
K.SL.CC.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.	x	x	x	

Standards	Q1	Q2	Q3	Q4
K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	x	x	x	
K.SL.PKI.4 Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.	x	x		
K.SL.PKI.5 Add drawings or other visual displays of descriptions as desired to provide additional detail.	x	x	x	x
K.SL.PKI.6 With guidance and support, express thoughts, feelings, and ideas through speaking.	x	x	x	
Foundational Literacy Standards				
K.FL.PC.1 Demonstrate understanding of the organization and basic features of print.	x	x	x	
a. Follow words from left to right, top to bottom, and page by page.	x	x	x	
b. Recognize that spoken words are represented in written language by specific sequences of letters.	x	x	x	
c. Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print.	x	x	x	
d. Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text.	x	x	x	
e. Distinguish between pictures and words.	x	x	x	
K.FFL.PA.2 Demonstrate				
a. Recognize and begin to produce rhyming words.	x	x	x	
b. Count, pronounce, blend, and segment syllables in spoken words.	x	x	x	
c. Blend and segment onsets and rimes of single-syllable spoken words.	x	x	x	
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with <i>ll</i> , <i>lr</i> , or <i>lx</i> .	x	x	x	
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	x	x	x	

Standards	Q1	Q2	Q3	Q4
K.FFL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	x	x	x	
a. Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant.	x	x	x	
b. Associate the long and short phonemes with common spellings for the five major vowels.	x	x	x	
c. Read common high-frequency words by sight.	x	x	x	
d. Decode regularly spelled CVC words.	x	x	x	
e. Distinguish between similarly spelled words by identifying the letters that differ.	x	x	x	
K.FFL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.	x	x	x	x
a. Write uppercase and lowercase manuscript letters from memory.	x	x	x	x
b. Write a letter/letters for most consonant and short vowel sounds (phonemes).	x	x	x	x
c. Represent phonemes first to last in simple words using letters (graphemes) such as <i>rop</i> for <i>rope</i> .	x	x	x	x
d. Spell VC (<i>at, in</i>) and CVC (<i>pet, mud</i>) words with short vowels; spell V (<i>a, l</i>) and CV (<i>be, go</i>) words with long vowels.	x	x	x	x
e. Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel.	x	x	x	x
f. Write some common, frequently used words (<i>am, and, like, the</i>).	x	x	x	x
g. Print many upper and lowercase letters.	x	x	x	x
K.FFL.F.5 Read with sufficient accuracy and fluency to support comprehension. a. Read emergent-reader texts with purpose and understanding.			x	x

Standards	Q1	Q2	Q3	Q4
K.FFL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.	x	x	x	x
a. With modeling or verbal prompts, orally produce complete sentences.	x	x	x	x
b. Follow one-to-one correspondence between voice and print when writing a sentence	x	x	x	x
c. Use frequently occurring nouns and verbs when speaking and in shared language activities.	x	x	x	x
d. Form regular plural nouns when speaking and in shared language activities.	x	x	x	x
e. Understand and use question words (interrogatives) when speaking and in shared language activities.	x	x	x	x
f. Use the most frequently occurring prepositions when speaking and in shared language activities.	x	x	x	x
g. Produce and expand complete sentences in shared language activities.	x	x	x	x
h. Capitalize the first word in a sentence and the pronoun <i>I</i> .	x	x	x	x
i. Recognize and name end punctuation.	x	x	x	x
K.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content.	x	x	x	x
i. Identify new meanings for familiar words and apply them accurately.	x	x	x	x
ii. Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.	x	x	x	x
K.FL.VA.7b With guidance and support from adults, explore word relationships and nuances in word meanings.	x		x	
i. Sort common objects into categories to gain a sense of the concepts the categories represent.	x		x	
ii. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.	x		x	
iii. Make real-life connections between words and their use.	x		x	

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iv. Distinguish shades of meaning among verbs describing the same general action.	x		x	
K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	x	x	x	