

<b>Arizona's English Language Arts Standards - Kindergarten</b>	<b>Foundations Lessons</b>
<b>Reading Standards for Literature</b>	
K.RL.1 With prompting and support, ask and answer questions about key details in a text.	45, 50, 55, 60, 65, 70, 75, 80
K.RL.2 With prompting and support, retell familiar stories, including key details.	45, 50, 55, 60, 65, 70, 75, 80
K.RL.3 With prompting and support, identify characters, settings, and major events in a story.	45, 50, 55, 60, 65, 70, 75, 80
K.RL.4 With prompting and support, ask and answer questions about unknown words in a text.	45, 50, 55, 60, 65, 70, 75, 80
K.RL.5 Recognize common types of texts (e.g., storybooks, poems); identify the front cover, back cover, and title of a book.	114
K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	45, 50, 55, 60, 65, 70, 75, 80
K.RL.7 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).	60, 75
K.RL.8 (Not applicable to literature)	(Not applicable to literature)
K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	55
K.RL.10 With prompting and support, actively engage in group reading activities with purpose and understanding.	45, 50, 55, 60, 65, 70, 75, 80
<b>Reading Standards for Informational Text</b>	
K.RI.1 With prompting and support, ask and answer questions about key details in a text.	83, 88, 93, 98, 103, 109, 113, 119
K.RI.2 With prompting and support, identify the main topic and retell key details of a text.	90, 96, 104, 106, 108-110
K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	83, 88, 93, 98, 103, 109, 113, 119
K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.	83, 88, 93, 98, 103, 109, 113, 119
K.RI.5 Recognize common types of informational text; identify the front cover, back cover, and title page of a book.	83, 88
K.RI.6 With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a	82, 87
K.RI.7 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).	83, 88, 93, 98, 103, 109, 113, 119
K.RI.8 With prompting and support, identify the reasons an author gives to support points in a text.	83, 88, 93, 98, 103, 109, 113, 119
K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	81-83, 96-98, 112-114, 117-119
K.RI.10 With prompting and support, actively engage in group reading activities with purpose and understanding.	83, 88, 93, 98, 103, 109, 113, 119
<b>Reading Standards: Foundational Skills</b>	

K.RF.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.	21-160
b. Recognize that spoken words are represented in written language by specific sequences of letters.	21-160
c. Identify that a sentence is made up of a group of words.	44, 47, 49, 52, 54, 58, 59
d. Recognize the difference between a letter and a printed word.	5-26
e. Understand that words are separated by spaces in print.	27-120
f. Recognize and name all upper and lowercase letters of the alphabet.	5-68
K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
a. Identify and produce sounds (phonemes) in a spoken word.	3-160
b. Recognize and produce rhyming words.	64-65, 70, 76, 78-79
c. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Blend spoken phonemes to form one-syllable words (e.g., /m/ /a/ /n/).	42-44, 51-52, 75, 82-120
d. Isolate and pronounce the initial, medial vowel (long and short vowels), and final sounds (phonemes) in three-phoneme words. (*This does not include CVCs (Consonant-Vowel-Consonant) ending with /l/, /r/, or /x/.)	7-9, 11-12, 15, 17-29, 31-32
e. Add, substitute, and delete individual phonemes in simple, one-syllable words to make new words.	33-34, 46-47, 60, 80, 91-92, 99, 106
K.RF.3 Know and apply phonics and word analysis skills in decoding words.	
a. Demonstrate basic knowledge of one - to - one letter - sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.	6-40
b. Decode regularly spelled closed-syllable words.	5-40
c. Read 50 common high-frequency words by sight from a research-based word list.	42-160
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	77 (spelling analysis 21-160)
	25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80-84, 86-89, 91-94, 96-99, 101-104, 106-109, 111-113, 116-118
K.RF.4 Read emergent-reader texts with purpose and understanding.	

<b>Writing Standards</b>	
K.W.1 With guidance and support from adults, 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 . . .).	95
K.W.2 With guidance and support from adults, 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.	49, 85, 90, 95, 100, 105, 110, 114, 115, 119, 120
K.W.3 With guidance and support from adults, 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.	49, 64, 69, 72, 78, 89, 115
K.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	49, 64, 69, 72, 78, 85, 89, 90, 95, 100, 105, 110, 114, 115, 119, 120
K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	85, 90, 95, 100, 105, 110, 114, 115, 119, 120
K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	
K.W.7 With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	
K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
<b>Writing Standards: Foundational Skills</b>	
K.WF.1 Demonstrate and apply handwriting skills.	
a. Match upper and lower case manuscript letters.	41-68
b. Write upper and lower manuscript letters, with reference to a model.	5-68
c. Write left to right using appropriate spacing between words.	27-120
K.WF.2 Demonstrate and apply sound-letter concepts when writing.	
a. Orally segment the phonemes in any single-syllable, spoken word.	7-9, 11-12, 15, 17-29, 31-32 (spelling analysis 21-160)
b. Demonstrate and understand that each syllable is organized around a vowel sound.	42, 43, 44, 51, 52, 75, 105, 106, 122
K.WF.3 Know and apply phonics and word analysis skills when encoding words.	
a. Represent phonemes in simple words, using letter-sound relationships.	21-160
b. Write or select an initial or final consonant when a medial vowel is provided.	33-34, 46-47, 60, 80, 91-92, 99, 106
c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds.	21-160

d. Accurately write grade-level appropriate words, as found in a research-based word list.	21-160
e. Attempt phonetic spelling of unknown words.	6-160
<b>Speaking and Listening Standards</b>	
*As observed by the teacher throughout the curriculum.	