

# Kindergarten

## Reading Standards for Literature

### Key Ideas and Details

- 1 With guidance and support, identify details in familiar stories. [EE.RL.K.1](#)
  - 2 With guidance and support, identify major events in familiar stories. [EE.RL.K.2](#)
  - 3 With guidance and support, identify characters and settings in a familiar story. [EE.RL.K.3](#)
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### Craft and Structure

- 4 With guidance and support, indicate when an unknown word is used in a text. [EE.RL.K.4](#)
  - 5 With guidance and support, recognize familiar texts (e.g., storybooks, poems). [EE.RL.K.5](#)
  - 6 With guidance and support, distinguish between words and illustrations in a story. [EE.RL.K.6](#)
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### Integration of Knowledge and Ideas

- 7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar story. [EE.RL.K.7](#)
  - 8 (Not applicable to literature) [EE.RL.K.8](#)
  - 9 With guidance and support, identify the adventures or experiences of a character in a familiar story. [EE.RL.K.9](#)
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### Range of Reading and Level of Text Complexity

- 10 With guidance and support, actively engage in shared reading. [EE.RL.K.10](#)
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## Reading Standards for Informational Text

### Key Ideas and Details

- 1 With guidance and support, identify a detail in a familiar text. [EE.RI.K.1](#)
- 2 With guidance and support, identify the topic of a familiar text. [EE.RI.K.2](#)
- 3 With guidance and support, identify individuals, events, or details in a familiar informational text. [EE.RI.K.3](#)

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### **Craft and Structure**

- 4 With guidance and support, indicate when an unknown word is used in a text. [EE.RI.K.4](#)
- 5 With guidance and support, identify the front cover of a book. [EE.RI.K.5](#)
- 6 With guidance and support, distinguish between words and illustrations in an informational text. [EE.RI.K.6](#)

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### **Integration of Knowledge and Ideas**

- 7 With guidance and support, identify illustrations or objects/factual information that go with a familiar text. [EE.RI.K.7](#)
- 8 With guidance and support, identify points the author makes in an informational text. [EE.RI.K.8](#)
- 9 With guidance and support, match similar parts of two familiar texts on the same topic. [EE.RI.K.9](#)

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### **Range of Reading and Level of Text Complexity**

- 10 With guidance and support, actively engage in shared reading of informational text. [EE.RI.K.10](#)

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## **Reading and Writing Standards: Foundational Skills**

### **Print Concepts**

- 1 Demonstrate emerging understanding of the organization of print. [EE.RF.K.1](#)
  - a With guidance and support during shared reading, demonstrate understanding that books are read one page at a time from beginning to end. [EE.RF.K.1.A](#)

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### **Phonological Awareness and Phonemic Awareness**

- 2 Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes). [EE.RF.K.2](#)
  - a With guidance and support, recognize the number of words in a spoken message. [EE.RF.K.2.A](#)
  - b With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word. [EE.RF.K.2.B](#)
  - c With guidance and support, recognize rhyming words. [EE.RF.K.2.C](#)

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### **Phonics and Word Recognition**

- 3 Demonstrate emerging awareness of print. [EE.RF.K.3](#)
  - a With guidance and support, recognize first letter of own name in print. [EE.RF.K.3.A](#)
  - b With guidance and support, recognize environmental print. [EE.RF.K.3.B](#)

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### **Fluency**

- 4 Engage in purposeful shared reading of familiar text. [EE.RF.K.4](#)
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## Writing

### Text Types and Purposes

- 1 With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it. [EE.W.K.1](#)
- 2 With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about the topic. [EE.W.K.2](#)
- 3 With guidance and support, select an event and use drawing, dictating, or writing and share information about it. [EE.W.K.3](#)

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### Production and Distribution of Writing

- 4 (Begins in grade 3) [EE.W.K.4](#)
- 5 (Begins in grade 1) [EE.W.K.5](#)
- 6 With guidance and support from adults, explore a variety of digital tools to produce individual or group writing. [EE.W.K.6](#)

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### Research to Build and Present Knowledge

- 7 With guidance and support, participate in shared research and writing objects. [EE.W.K.7](#)
- 8 With guidance and support from adults, identify information, objects, or events that relate to personal experiences. [EE.W.K.8](#)
- 9 (Begins in grade 4) [EE.W.K.9](#)

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### Range of Writing

- 10 (Begins in grade 3) [EE.W.K.10](#)

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## Speaking and Listening

### Comprehension and Collaboration

- 1 Participate in conversations with others. [EE.SL.K.1](#)
  - a Communicate directly with supportive adults or peers. [EE.SL.K.1.A](#)
  - b Participate in multiple-turn communication exchanges with support from adults. [EE.SL.K.1.B](#)
- 2 Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions. [EE.SL.K.2](#)
- 3 Ask for help when needed. [EE.SL.K.3](#)

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### Presentation of Knowledge and Ideas

- 4 With guidance and support, identify familiar people, places, things, and events. [EE.SL.K.4](#)
  - 5 With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events. [EE.SL.K.5](#)
  - 6 With guidance and support, communicate thoughts, feelings, and ideas. [EE.SL.K.6](#)
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## Language

### Conventions of Standard English

- 1 Demonstrate emerging understanding of letter and word use. **EE.L.K.1**
    - aa With guidance and support, distinguish between letters and other symbols or shapes. **EE.L.K.1.AA**
    - a With guidance and support, use frequently occurring nouns in communication. **EE.L.K.1.A**
    - b With guidance and support, use frequently occurring plural nouns. **EE.L.K.1.B**
    - c With guidance and support, identify answers to simple questions (e.g., who, what) from an array of choices. **EE.L.K.1.C**
    - d With guidance and support, demonstrate understanding of common prepositions: on, off, in, out. **EE.L.K.1.D**
    - e With guidance and support, link two or more words together in communication. **EE.L.K.1.E**
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### Knowledge of Language

- 3 (Begins in grade 2) **EE.L.K.3**
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### Vocabulary Acquisition and Use

- 4 Demonstrate emerging knowledge of word meanings. **EE.L.K.4**
  - a With guidance and support, demonstrate understanding of words used in every day routines. **EE.L.K.4.A**
- 5 Demonstrate emerging understanding of word relationships. **EE.L.K.5**
  - a With guidance and support, sort common objects into familiar categories. **EE.L.K.5.A**
  - b With guidance and support, demonstrate understanding of frequently occurring opposites. **EE.L.K.5.B**
  - c With guidance and support, use words to communicate in real-life situations. **EE.L.K.5.C**
  - d With guidance and support, demonstrate an understanding of common verbs. **EE.L.K.5.D**
- 6 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities. **EE.L.K.6**