

DUSD Essential Standards for ELA

Kindergarten

Arizona Kindergarten ELA Standards

Reading for Literature	K.RL.1	With prompting and support, ask and answer questions about key details in a text.
	K.RL.2	With prompting and support, retell familiar stories, including key details.
	K.RL.3	With prompting and support, identify characters, settings, and major events in a story.
Reading for Informational Text	K.RI.1	With prompting and support, ask and answer questions about key details in a text.
	K.RI.2	With prompting and support, identify the main topic and retell key details of a text.
Reading Foundational Skills	K.RF.1	f. Recognize and name all upper and lowercase letters of the alphabet.
	K.RF.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Identify and produce sounds (phonemes) in a spoken word.</p> <p>b. Recognize and produce rhyming words.</p> <p>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/).</p> <p>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/.)</p> <p>e. Add, substitute, and delete individual phonemes in simple, one-syllable words to make new words.</p>

	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. b. Decode regularly spelled closed-syllable words. c. Read 50 common high-frequency words by sight from a research-based word list. d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ
	K.RF.4	Read emergent-reader texts with purpose and understanding.
Writing	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.
Writing Foundations	K.WF.2	Demonstrate and apply sound-letter concepts when writing. a. Orally segment the phonemes in any single-syllable, spoken word. b. Demonstrate and understand that each syllable is organized around a vowel sound.
	K.WF.3	Know and apply phonics and word analysis skills when encoding words. a. Represent phonemes in simple words, using letter-sound relationships. b. Write or select an initial or final consonant when a medial vowel is provided. c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds. d. Accurately write grade-level appropriate words, as found in a research-based word list. (*See guidelines under Word Lists in the ELA Glossary.) e. Attempt phonetic spelling of unknown words.
Language	K.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation.
Speaking and Listening	K.SL.1	Demonstrate and apply sound-letter concepts when writing. a. Orally segment the phonemes in any single-syllable, spoken word. b. Demonstrate and understand that each syllable is organized around a vowel sound.

