



# OREGON ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS

## Kindergarten Crosswalk

### How to read this document:

This page serves as a key for reading the Oregon English Language Arts and Literacy Standards.

The left column is the Instructional Focus. The second column is the Standard Code. The third column is the 2019 Oregon English Language Arts and Literacy Standard. The final column is the original Common Core State Standard.

If there is a proposed change, the CCSS Standard will be bolded. If there is a revision to delete particular language, it will be struck.

If there is no change to the 2019 Oregon English Language Arts and Literacy Standard, the CCSS standard was simply copied over to the 2019 Oregon English Language Arts and Literacy Standard column. If a revision was made, the text in the 2019 Oregon English Language Arts and Literacy Standard column is bolded and italicized. If there is new language proposed, it will be underlined in that column, as well.

In cases where there is a standard written in the 2019 Oregon English Language Arts and Literacy Standard column, but the Original CCSS column is blank, this indicates that a standard has been added that did not previously exist.

This document serves as a crosswalk document to easily identify what revisions have been made, and how that alters the original standard.

Examples have been removed from the original standard statement, and they will be collated into a hyperlinked supplemental support document.

	Standard Code	2019 Oregon English Language Arts and Literacy Standard	Common Core Standard	Anchor Standard
Reading Foundational Skills				
Print Concepts	K.RF.1	Demonstrate understanding of the organization and basic features of print.	Demonstrate understanding of the organization and basic features of print.	
Print Concepts	K.RF.1a	Follow words from left to right, top to bottom, and page by page.	Follow words from left to right, top to bottom, and page by page.	
Print Concepts	K.RF.1b	Recognize that spoken words are represented in written language by specific sequences of letters.	Recognize that spoken words are represented in written language by specific sequences of letters.	
Print Concepts	K.RF.1c	Understand that words are separated by spaces in print.	Understand that words are separated by spaces in print.	
Print Concepts	K.RF.1d	Recognize and name all upper- and lowercase letters of the alphabet.	Recognize and name all upper- and lowercase letters of the alphabet.	
Phonological Awareness	K.RF.2	<b><i>Demonstrate understanding of spoken words, syllables, and <u>phonemes</u>.</i></b>	<b>Demonstrate understanding of spoken words, syllables, and <del>sounds</del> {phonemes}.</b>	

Phonological Awareness	K.RF.2a	Recognize and produce rhyming words.	Recognize and produce rhyming words.	
Phonological Awareness	K.RF.2b	Count, pronounce, blend, and segment syllables in spoken words.	Count, pronounce, blend, and segment syllables in spoken words.	
<b>Phonological Awareness</b>	<b>K.RF.2c</b>	<b>Delete syllables in compound words with two syllables.</b>		
Phonological Awareness	<b>K.RF.2d</b>	<b>Blend and segment onsets and rimes of single-syllable spoken words.</b>	<b>Blend and segment onsets and rimes of single-syllable spoken words.</b>	
Phonological Awareness	K.RF.2e	<b>Isolate and pronounce the initial, medial vowel, and final <u>phonemes</u> in three-phoneme words.</b>	<b>Isolate and pronounce the initial, medial vowel, and final <del>sounds (phonemes)</del> in three-phoneme (<del>consonant-vowel-consonant, or CVC</del>) words.* (<del>This does not include CVCs ending with /l/, /r/, or /x/.</del>)</b>	
Phonological Awareness	K.RF.2e	<b>Add, delete, and substitute individual <u>phonemes</u> in simple, one-syllable words to make new words.</b>	<b>Add <del>or</del> substitute individual <del>sounds</del> (phonemes) in simple, one-syllable words to make new words.</b>	
Phonics and Word Recognition	K.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Know and apply grade-level phonics and word analysis skills in decoding words.	

Phonics and Word Recognition	K.RF.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound and the most frequent sounds for each consonant.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	
Phonics and Word Recognition	K.RF.3b	<b><i>Associate the long and short sounds with common spellings for the five major vowels.</i></b>	<b>Associate the long and short sounds with common spellings (<del>graphemes</del>) for the five major vowels.</b>	
Phonics and Word Recognition	K.RF.3c	<b><i>Read common <u>grade-appropriate high-frequency words by sight.</u></i></b>	<b>Read common high-frequency words by sight (<del>e.g., the, of, to, you, she, my, is, are, do, does.</del>).</b>	
	K.RF.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	
	<b><u>K.RF.3e</u></b>	<b><u>Decode cvc words.</u></b>		
Fluency	K.RF.4	<b><i>Read emergent texts <u>to develop fluency and comprehension skills.</u></i></b>	<b>Read emergent-reader texts <del>with purpose and understanding.</del></b>	
<b>Fluency</b>	<b>K.RF.4a</b>	<b><i><u>Read emergent texts with one-to-one correspondence with purpose and understanding.</u></i></b>		

## Reading Literature

Key Ideas and Details	K.RL.1	With prompting and support, ask and answer questions about key details in a text.	With prompting and support, ask and answer questions about key details in a text.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Key Ideas and Details	K.RL.2	With prompting and support, retell familiar stories, including key details.	With prompting and support, retell familiar stories, including key details.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Key Ideas and Details	K.RL.3	<b><i>With prompting and support, identify characters, settings, and major events in a story. <u>Identify beginning/middle/end.</u></i></b>	<b>With prompting and support, identify characters, settings, and major events in a story.</b>	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure	K.RL.4	<b><i><u>With prompting and support, ask and answer questions about unknown words in a text.</u></i></b>	<b>Ask and answer questions about unknown words in a text.</b>	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Craft and Structure	K.RL.5	<b><i>Recognize common types of texts.</i></b>	<b>Recognize common types of texts (e.g., storybooks, poems).</b>	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
Craft and Structure	K.RL.6	<b><i>With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story.</i></b>	<b>With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</b>	Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas	K.RL.7	<b><i>With prompting and support, describe the relationship between illustrations and the story in which they appear.</i></b>	<b>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).</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

Integration of Knowledge and Ideas	K.RL.8	(Not applicable to literature)	(Not applicable to literature)	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
Integration of Knowledge and Ideas	K.RL.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity	K.RL.10	Actively engage in group reading activities with purpose and understanding.	Actively engage in group reading activities with purpose and understanding.	<b><i>Read and comprehend complex literary and informational texts independently and proficiently.</i></b>
<b>Reading Informational Text</b>				
Key Ideas and Details	K.RI.1	With prompting and support, ask and answer questions about key details in a text.	With prompting and support, ask and answer questions about key details in a text.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Key Ideas and Details	K.RI.2	With prompting and support, identify the main topic and retell key details of a text.	With prompting and support, identify the main topic and retell key details of a text.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Key Ideas and Details	K.RI.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure	K.RI.4	With prompting and support, ask and answer questions about unknown words in a text.	With prompting and support, ask and answer questions about unknown words in a text.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Craft and Structure	K.RI.5	Identify the front cover, back cover, and title page of a book.	Identify the front cover, back cover, and title page of a book.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
Craft and Structure	K.RI.6	<b><i>With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</i></b>	<del>Name</del> the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas	K.RI.7	<b><i>With prompting and support, describe the relationship between illustrations and the text in which they appear.</i></b>	<b>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).</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
Integration of Knowledge and Ideas	K.RI.8	With prompting and support, identify the reasons an author gives to support points in a text.	With prompting and support, identify the reasons an author gives to support points in a text.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
Integration of Knowledge and Ideas	K.RI.9	<b><i>With prompting and support, identify basic similarities in and differences between two texts on the same topic.</i></b>	<b>With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</b>	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity	K.RI.10	Actively engage in group reading activities with purpose and understanding.	Actively engage in group reading activities with purpose and understanding.	<b><i>Read and comprehend complex</i></b> literary and informational texts independently and proficiently.
<b>Writing</b>				
Text Types and Purposes	K.W.1	<b><i>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.</i></b>	<b>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</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

			<b>preference about the topic or book (e.g., <del>My favorite book is . . .</del>).</b>	
Text Types and Purposes	K.W.2	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.	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.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Text Types and Purposes	K.W.3	<b><i>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, <u>sequence</u> the events in the order in which they occurred, and provide a reaction to what happened.</i></b>	<b>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, <del>tell about</del> the events in the order in which they occurred, and provide a reaction to what happened.</b>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Production and Distribution of Writing	K.W.4	(Begins in grade 3)	(Begins in grade 3)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Production and Distribution of Writing	K.W.5	<b><i>With guidance and support, respond to questions and suggestions from peers and add details to strengthen writing as needed.</i></b>	<b>With guidance and support <del>from adults</del>, respond to questions and suggestions from peers and add details to strengthen writing as needed.</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Production and Distribution of Writing	K.W.6	<b><i>With guidance and support, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</i></b>	<b>With guidance and support <del>from adults</del>, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</b>	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge	K.W.7	<b><i>With guidance and support, participate in shared research and writing projects.</i></b>	<b>Participate in shared research and writing projects (<del>e.g., explore a number of books by a favorite author and express opinions about them</del>).</b>	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Research to Build and Present Knowledge	K.W.8	<b><i>With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</i></b>	<b>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</b>	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
Research to Build and Present Knowledge	K.W.9	(Begins in grade 4)	(Begins in grade 4)	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing	K.W.10	(Begins in grade 3)	(Begins in grade 3)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>Language</b>				
Conventions of Standard English	K.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Conventions of Standard English	K.L.1a	<b><i>Print <u>all</u> upper- and lowercase letters.</i></b>	<b>Print <del>many</del> upper- and lowercase letters.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Conventions of Standard English	K.L.1b	Use frequently occurring nouns and verbs.	Use frequently occurring nouns and verbs.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Conventions of Standard English	K.L.1c	<b><i>Form regular plural nouns orally by adding /s/ or /es/.</i></b>	<b>Form regular plural nouns orally by adding /s/ or /es/ (e.g., <del>dog, dogs; wish, wishes).</del></b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Conventions of Standard English	K.L.1d	<b><i>Understand and use question words.</i></b>	<b>Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Conventions of Standard English	K.L.1e	<b><i>Use the most frequently occurring prepositions.</i></b>	<b>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Conventions of Standard English	K.L.1f	Produce and expand complete sentences in shared language activities.	Produce and expand complete sentences in shared language activities.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Conventions of Standard English	K.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Conventions of Standard English	K.L.2a	Capitalize the first word in a sentence and the pronoun I.	Capitalize the first word in a sentence and the pronoun I.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Conventions of Standard English	K.L.2b	Recognize and name end punctuation.	Recognize and name end punctuation.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Conventions of Standard English	K.L.2c	<b><i>Write a letter or letters for <u>all</u> consonant and short-vowel <u>phonemes</u>.</i></b>	<b>Write a letter or letters for <del>most</del> consonant and short-vowel <del>sounds</del> (phonemes).</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Conventions of Standard English	K.L.2d	<b><i>Spell simple words phonetically.</i></b>	<b>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	K.L.3	(Begins in grade 2)	(Begins in grade 2)	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary Acquisition and Use	K.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
Vocabulary Acquisition and Use	K.L.4a	<b><i>Identify new meanings for familiar words and apply them accurately.</i></b>	<b>Identify new meanings for familiar words and apply them accurately (e.g., <del>knowing duck is a bird and learning the verb to duck</del>).</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
Vocabulary Acquisition and Use	K.L.4b	<b><i>Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.</i></b>	<b>Use the most frequently occurring inflections and affixes (e.g., <del>ed, s, re, un, pre, ful, less</del>) as a clue to the meaning of an unknown word.</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
Vocabulary Acquisition and Use	K.L.5	<b><i>With guidance and support, explore word relationships and nuances in word meanings.</i></b>	<b>With guidance and support from adults, explore word relationships and nuances in word meanings.</b>	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
Vocabulary Acquisition and Use	K.L.5a	<b><i>Sort common objects into categories to gain a sense of the concepts the categories represent.</i></b>	<b>Sort common objects into categories (e.g., <del>shapes, foods</del>) to gain a sense of the concepts the categories represent.</b>	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Vocabulary Acquisition and Use	K.L.5b	<b><i>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their <u>antonyms</u>.</i></b>	<b>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their <u>opposites (antonyms)</u>.</b>	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
Vocabulary Acquisition and Use	K.L.5c	<b><i>Identify real-life connections between words and their use.</i></b>	<b>Identify real-life connections between words and their use (<del>e.g., note places at school that are colorful</del>).</b>	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
Vocabulary Acquisition and Use	K.L.5d	<b><i>Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.</i></b>	<b>Distinguish shades of meaning among verbs describing the same general action (<del>e.g., walk, march, strut, prance</del>) by acting out the meanings.</b>	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
Vocabulary Acquisition and Use	K.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>Speaking and Listening</b>				
Comprehension and Collaboration	K.SL.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
Comprehension and Collaboration	K.SL.1a	<b><i><u>With guidance and support, follow agreed-upon rules for discussions.</u></i></b>	<b>Follow agreed-upon rules for discussions (<del>e.g., listening to others and taking turns speaking about the topics and texts under discussion</del>).</b>	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Comprehension and Collaboration	K.SL.1b	Continue conversations through multiple exchanges.	Continue conversations through multiple exchanges	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
Comprehension and Collaboration	K.SL.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.	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.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
Comprehension and Collaboration	K.SL.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas	K.SL.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
Presentation of Knowledge and Ideas	K.SL.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	Add drawings or other visual displays to descriptions as desired to provide additional detail.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
Presentation of Knowledge and Ideas	K.SL.6	<b><i>Speak audibly and express thoughts, feelings, and ideas clearly.</i></b>	<b>Apply audibly and express thoughts, feelings, and ideas clearly.</b>	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.