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EDUCATION

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# Oregon English Language Arts and Literacy Standards

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Kindergarten Standards

June 2019

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## Introduction to the Oregon Standards for English Language Arts and Literacy

### Preparing Oregon’s Students

When Oregon adopted the Common Core State Standards (CCSS) in October 2010, our state joined other states in the pursuit of a common, standards-based education for our students, kindergarten through high school. Common standards can increase the likelihood that all students, no matter where they live, are prepared for success in college and the workplace.

Because skillful reading, writing, language use, and speaking and listening are similar across the states, common standards make sense. They make possible common assessments, common achievement goals for grade level groups, and efficiencies of scale for instructional and professional development materials.

### Incorporating a Unique Design

The College and Career Readiness (CCR) Anchor Standards, the “backbone” of the Standards, describe the literacy skills which all students need when they graduate. The grade-specific standards describe the literacy skills, corresponding to the CCR Anchor Standards by number, which all students need when they finish each grade. Keeping the college and career focus at the forefront of kindergarten through grade 11/12 implementation is critical; that is why the CCRs are placed before the grade-specific standards. It is this unique design that supports the preparation of all students to be successful in school, from the beginning of school, and proficient in the Essential Skills of Reading, Writing, and Speaking and Listening required for an Oregon Diploma.

### Using an Integrated Model of Literacy

- The Standards are cross-referenced across all four strands—Reading, Writing, Language, and Speaking and Listening—so they can be clustered for instruction.
- Language Standards apply to the other three strands—Reading, Writing, and Speaking and Listening.

### Focusing on Key Features

- Reading: Text complexity and the growth of comprehension
- Writing: Text types, responding to reading, and research
- Speaking and Listening: Flexible communication and collaboration
- Language: Conventions, effective use, and vocabulary
- Appendices

\* Denotes a revision has been made to the original Common Core State Standard.

- Appendix A: Supplementary material on the four strands; glossary of key terms included
- Appendix B: Text exemplars and sample performance tasks illustrating the complexity, quality, and range of reading appropriate for various grade levels
- Appendix C: Annotated examples of student writing demonstrating at least adequate performance at various levels

## Reading this Document

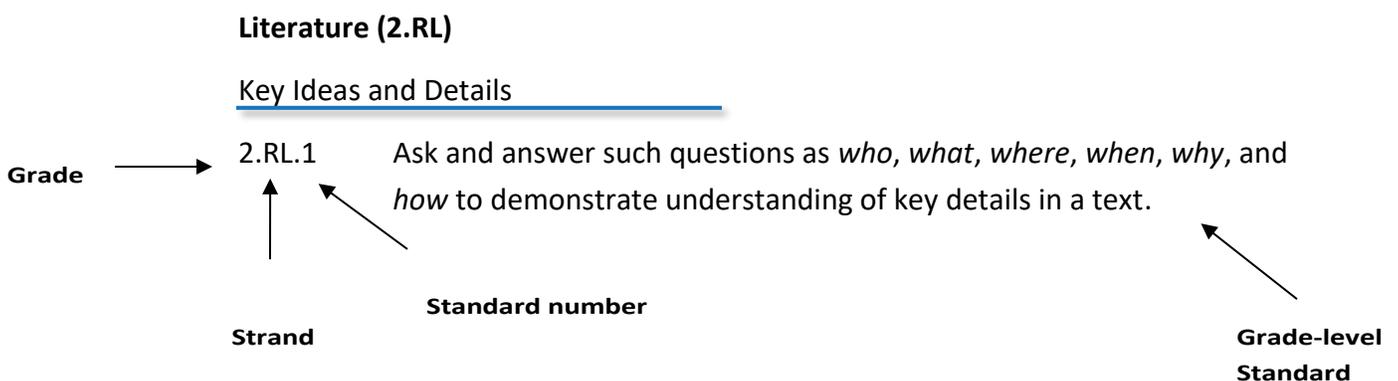
Only in the grade-level versions for K-5 do the Reading Foundational Skills Standards, which have no CCR Anchor Standards, precede the CCR Anchor Standards for Reading.

Because the CCR Anchor Standards are the backbone of the Standards, with the exception of the Foundational Reading Skills Standards as noted above, the CCRs for each strand are featured on a separate page before the grade-specific standards for that strand; this placement underscores the importance of the CCR connection to every standard. Reading down the columns, the order is as follows:

- Foundational Reading Skills Standards

<b>Reading CCRs</b> <ul style="list-style-type: none"> <li>• Literature Standards</li> <li>• Informational Standards</li> </ul>	<b>Language CCRs</b> <ul style="list-style-type: none"> <li>• Language Standards</li> </ul>
<b>Writing CCRs</b> <ul style="list-style-type: none"> <li>• Writing Standards</li> </ul>	<b>Speaking and Listening CCRs</b> <ul style="list-style-type: none"> <li>• Speaking and Listening Standards</li> </ul>

*Notation for grade-specific standards:* Individual grade-specific standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **2.RL.1**, means grade 2, Reading Literature, standard 1.



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## Reading Standards: Foundational Skills

These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

### Kindergarten Reading Foundational Skills (K.RF)

#### Print Concepts

- K.RF.1 Demonstrate understanding of the organization and basic features of print.
- K.RF.1a Follow words from left to right, top to bottom, and page by page.
- K.RF.1b Recognize that spoken words are represented in written language by specific sequences of letters.
- K.RF.1c Understand that words are separated by spaces in print.
- K.RF.1d Recognize and name all upper- and lowercase letters of the alphabet.

#### Phonological Awareness

- K.RF.2 Demonstrate understanding of spoken words, syllables, and phonemes.\*
- K.RF.2a Recognize and produce rhyming words.
- K.RF.2b Count, pronounce, blend, and segment syllables in spoken words.
- K.RF.2c Delete syllables in compound words with two syllables.\*
- K.RF.2d Blend and segment onsets and rimes of single-syllable spoken words.\*
- K.RF.2e Isolate and pronounce the initial, medial vowel, and final phonemes in three-phoneme words.\*
- K.RF.2f Add, delete, and substitute individual phonemes in simple, one-syllable words to make new words.\*

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## Phonics and Word Recognition

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- K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- 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.
- K.RF.3b Associate the long and short sounds with common spellings for the five major vowels.\*
- K.RF.3c Read common grade-appropriate high-frequency words by sight.\*
- K.RF.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- K.RF.3e Decode cvc words.\*

## Fluency

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- K.RF.4 Read emergent texts to develop fluency and comprehension skills.\*
- K.RF.4a Read emergent texts with one-to-one correspondence with purpose and understanding.

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## College and Career Readiness Anchor Standards for Reading

The K-5 standards define what students should understand and be able to do by the end of each grade. Each grade-specific standard corresponds to the same College and Career Readiness (CCR) Anchor Standard below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### **Key Ideas and Details**

1. 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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### **Craft and Structure**

4. 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.
5. 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.
6. Assess how point of view or purpose shapes the content and style of a text.

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

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

### **Note on range and content of student reading**

*To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.*

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# Kindergarten

8. 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.
9. 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***

10. Read and comprehend complex literary and informational texts independently and proficiently.

### **Reading Standards: Literature**

The following standards offer a focus for instruction and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

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## Kindergarten Reading Literature (K.RL)

### Key Ideas and Details

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- 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. Identify beginning/middle/end.\*

### Craft and Structure

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- K.RL.4 With prompting and support, ask and answer questions about unknown words in a text.\*
- K.RL.5 Recognize common types of texts.\*
- K.RL.6 With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story.\*

### Integration of Knowledge and Ideas

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- K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.\*
- K.RL.8 (Not applicable to literature)
- K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

### Range of Reading and Level of Text Complexity

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- K.RL.10 Actively engage in group reading activities with purpose and understanding.

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## Kindergarten Reading Informational Text (K.RI)

### Key Ideas and Details

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- 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.
- K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

### Craft and Structure

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- K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.
- K.RI.5 Identify the front cover, back cover, and title page of a book.
- K.RI.6 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.\*

### Integration of Knowledge and Ideas

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- K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear.\*
- K.RI.8 With prompting and support, identify the reasons an author gives to support points in a text.
- K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic.\*

### Range of Reading and Level of Text Complexity

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- K.RI.10 Actively engage in group reading activities with purpose and understanding.

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## College and Career Readiness Anchor Standards for Writing

The K-5 standards define what students should understand and be able to do by the end of each grade. Each grade-specific standard corresponds to the same College and Career Readiness (CCR) Anchor Standard below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### ***Text Types and Purposes***

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. 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***

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Note on range and content of student writing**

*To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.*

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## ***Research to Build and Present Knowledge***

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

## ***Range of Writing***

10. 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.

## **Writing Standards**

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

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## Kindergarten Writing (K.W)

### Text Types and Purposes

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- K.W.1 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.\*
- 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.
- K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, sequence the events in the order in which they occurred, and provide a reaction to what happened.\*

### Production and Distribution of Writing

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- K.W.4 (Begins in grade 3)
- K.W.5 With guidance and support, respond to questions and suggestions from peers and add details to strengthen writing as needed.\*
- K.W.6 With guidance and support, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.\*

### Research to Build and Present Knowledge

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- K.W.7 With guidance and support, participate in shared research and writing projects.\*
- K.W.8 With guidance and support, recall information from experiences or gather information from provided sources to answer a question.\*
- K.W.9 (Begins in grade 4)

### Range of Writing

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- K.W.10 (Begins in grade 3)

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## College and Career Readiness Anchor Standards for Language

The K-5 standards define what students should understand and be able to do by the end of each grade. Each grade-specific standard corresponds to the same College and Career Readiness (CCR) Anchor Standard below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### ***Conventions of Standard English***

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### ***Knowledge of Language***

3. 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***

4. 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.
5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
6. 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.

### **Note on range and content of student language use**

*To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.*

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## Language Standards

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### Kindergarten Language (K.L)

#### Conventions of Standard English

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- K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - K.L.1a Print all upper- and lowercase letters.\*
  - K.L.1b Use frequently occurring nouns and verbs.
  - K.L.1c Form regular plural nouns orally by adding /s/ or /es/.\*
  - K.L.1d Understand and use question words.\*
  - K.L.1e Use the most frequently occurring prepositions.\*
  - K.L.1f Produce and expand complete sentences in shared language activities.
- K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - K.L.2a Capitalize the first word in a sentence and the pronoun I.
  - K.L.2b Recognize and name end punctuation.
  - K.L.2c Write a letter or letters for all consonant and short-vowel phonemes.\*
  - K.L.2d Spell simple words phonetically.\*

#### Knowledge of Language

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- K.L.3 (Begins in grade 2)

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## Vocabulary Acquisition and Use

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- K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.
- K.L.4a Identify new meanings for familiar words and apply them accurately.\*
- K.L.4b Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.\*
- K.L.5 With guidance and support, explore word relationships and nuances in word meanings.\*
- K.L.5a Sort common objects into categories to gain a sense of the concepts the categories represent.\*
- K.L.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms\*
- K.L.5c Identify real-life connections between words and their use.\*
- K.L.5d Distinguish shades of meaning among verbs describing the same general action.\*
- K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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# Kindergarten

## College and Career Readiness Anchor Standards for Speaking and Listening

The K-5 standards define what students should understand and be able to do by the end of each grade. Each grade-specific standard corresponds to the same College and Career Readiness (CCR) Anchor Standard below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### **Comprehension and Collaboration**

1. 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.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

4. 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.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## Speaking and Listening Standards

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### **Note on range and content of student speaking and listening**

*To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations— as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.*

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## Kindergarten Speaking and Listening (K.SL)

### Comprehension and Collaboration

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- K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- K.SL.1a With guidance and support, follow agreed-upon rules for discussions.\*
- K.SL.1b Continue conversations through multiple exchanges.
- 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.
- K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

### Presentation of Knowledge and Ideas

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- K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
- K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.\*

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