



English Language Arts and Literacy Standards

Kindergarten

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OREGON
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Introduction

Shared Expectations for Student Learning

The Oregon content standards set clear, shared expectations for what all students should know and be able to do by the end of each year, grade band, or course. They reflect a commitment to equitable education, ensuring all students have access to consistent academic content, connected to and uplifted by their communities, backgrounds, and abilities. Adopted and maintained by the State Board of Education in accordance with ORS 329.045, the standards are regularly reviewed and revised to support high-quality, grade-level learning for every student.

For more information, visit the [Oregon's Standards website](#) or email ODE.Standards@ode.oregon.gov.

Vision for Equity and Excellence in Student Learning

Oregon's content standards reflect a shared commitment to equity, belonging, and the success of every student by guiding grade-level learning across all subjects while honoring students' identities, cultures, languages, and lived experiences.

Broader statewide educational initiatives, including the [Student Success Plans](#), the [Transformative Social and Emotional Learning \(SEL\) Framework and Standards](#), and [Tribal History/Shared History Curriculum](#), reinforce this vision and help establish the conditions for learning in classrooms. The required Transformative SEL Standards are intentionally designed to be integrated across all content standards, promoting culturally responsive, strengths-based instruction that elevates student voice and identity and fosters belonging for every student. The Tribal History/Shared History curriculum also ensures that the histories, cultures, and sovereignty of the nine federally recognized Tribal Nations in Oregon are taught with honesty and integrity.

Oregon's [Early Literacy](#) and [Adolescent Literacy](#) frameworks, [Multilingual Learner Strategic Plan](#), along with [English Language Proficiency Standards](#) are essential to supporting learning across all content areas. Skills in reading, writing, speaking, listening, and critical thinking enable students to access complex ideas and communicate their understanding effectively. When literacy and language development are intentionally integrated within high-quality instructional materials and classroom instruction, students, including multilingual learners, can use their cultural and linguistic assets to engage deeply with content and build the knowledge and skills needed for future learning. Alongside content standards, [high-quality instructional materials](#) play a critical role in ensuring that every student, every day, is engaged in meaningful, affirming, grade-level instruction. When instructional materials are aligned to standards and designed to support inclusive and culturally responsive teaching, they help educators deliver coherent, engaging instruction that supports all learners.

This vision, in alignment with these Oregon initiatives, frameworks, and approaches, creates the conditions for learning where every student can thrive and succeed.

Content Standards Development

In Oregon, content standards are developed through a collaborative process that brings together educators, content experts, and partners from across the state. Oregon Department of Education convenes standards review panels that examine research, national standards and trends, and current classroom practice to ensure the standards reflect high expectations for all students. Draft standards are shared for public input and feedback before being finalized and adopted by the State Board of Education. This process helps ensure that Oregon’s standards are relevant and reflective of the diverse perspectives and experiences of students and communities across the state.

Structure of the Content Standards

Oregon’s content standards are intentionally designed to promote coherence and complexity of thought across all subject areas. Each set of standards is informed by relevant frameworks, including Webb’s Depth of Knowledge (DOK), ensuring that expectations for student learning follow a coherent K-12 learning progression that deepens understanding and increases cognitive complexity.

Oregon uses a similar structure across content areas to help educators navigate the standards more easily. This shared design supports clearer implementation, promotes alignment across content areas, and helps educators focus on building students’ knowledge and skills in a coherent and integrated way across grade levels and content areas.

Oregon’s content standards are developed and organized to clearly articulate the core components and expectations for student learning. Each content area identifies a discipline – such as Mathematics, Science, or English Language Arts and defines the broad domain of learning. Grade levels specify the learner population and instructional window in which students engage with the standards, establishing a coherent progression across the K–12 continuum. This may refer to a single academic year, a multi-year grade band, or a credit-bearing course.

Domains and **sub-domains** provide the primary organizational structure for the standards.

Domains represent broad, conceptual categories within a discipline, while sub-domains can further refine these categories into more specific areas of focus. Together, they organize standards into meaningful, connected threads that support coherence within and across grade levels, making learning progressions.

Content standards define the essential knowledge and skills students are expected to learn and are formally adopted by the State Board of Education. **Indicators**, which are optional and may appear in guidance, offer additional detail by illustrating the breadth and depth of a standard. They describe the types of thinking or evidence students may demonstrate, supporting clarity and consistent interpretation without prescribing instruction.

The coding structure example below shows how each part of a standard is organized to communicate the content area, grade level, domain, and specific standard.

Key:

ELA.5.RL.1 = Content Area (English Language Arts)

ELA.**5**.RL.1 = Grade Level (5th Grade)

ELA.5.**RL**.1 = Domain (Reading Literature)

ELA.5.RL.**1** = Standard (first standard for this domain and grade level)

Introduction to the 2026 K-12 English Language Arts Literacy Standards

Oregon’s English Language Arts and Literacy standards are grounded in national research and best practices, including the science of reading, and are informed by [Oregon’s Early Literacy Framework](#) and [Adolescent Literacy Framework](#). They reflect evidence-based understanding of how students develop literacy skills, particularly in foundational reading, language development, and comprehension.

Organized within familiar domains and subdomains to support coherence and clarity, the standards are structured as a developmental learning progression from kindergarten through grade 12. Designed as end-of-year expectations, they emphasize essential literacy skills and competencies and illustrate how knowledge and skills deepen and expand over time as students grow. This vertically articulated structure supports high-quality and meaningful learning while honoring developmental considerations and equitable and responsive instruction, with the goal of ensuring all students graduate proficient in literacy.

KINDERGARTEN

Kindergarten Reading Foundational Skills (ELA.K.RF)

Print Concepts

ELA.K.RF.1 Demonstrate understanding of the organization and basic features of print to aid in comprehension.

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

Phonological Awareness

ELA.K.RF.2 Demonstrate understanding of spoken words, syllables, and phonemes.

- a. Blend and segment syllables in spoken words.
- b. Blend and segment the onsets and rimes of single-syllable spoken words.
- c. Isolate and pronounce the initial, medial vowel, and final phonemes in three-phoneme words.
- d. Blend and segment the individual phonemes of single-syllable spoken words (up to three phonemes).
- e. Add and substitute individual phonemes in three-phoneme CVC words to make new words.

Phonics and Word Recognition

ELA.K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound and the most frequent sounds for each consonant.
- b. Associate the long and short sounds with common spellings for the five major vowels.
- c. Read common, high-frequency words by sight.
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- e. Decode and encode CVC words.

Fluency

ELA.K.RF.4 Read grade-level text with purpose and understanding to support the development of fluency (accuracy, rate, prosody) and comprehension skills.

Kindergarten Reading Literature / Informational Text (ELA.K.RL / ELA.K.RI)

Key Ideas and Details

Reading Literature	Reading Informational
ELA.K.RL.1 With prompting and support, ask and answer explicit questions about key ideas and details and make logical inferences to construct meaning from a text.	ELA.K.RI.1 With prompting and support, ask and answer explicit questions about key concepts and details and make logical inferences to construct meaning from the text.
ELA.K.RL.2 With prompting and support, retell familiar stories, including key details, and demonstrate understanding of the lesson learned in the story development.	ELA.K.RI.2 With prompting and support, identify the main topic and retell key details from a text.
ELA.K.RL.3 With prompting and support, identify characters, settings, and major events in a story. Identify beginning/middle/end.	ELA.K.RI.3 With prompting and support, describe the connection between individuals, events, ideas, or pieces of information presented over the course of a text.

Craft and Structure

Reading Literature	Reading Informational
ELA.K.RL.4 With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	ELA.K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.
ELA.K.RL.5 With prompting and support, recognize the structures of common types of texts, including poems, stories, and dramas.	ELA.K.RI.5 Identify the front cover, back cover, and title page of a book.

Reading Literature	Reading Informational
ELA.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.	ELA.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

Reading Literature	Reading Informational
ELA.K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.	ELA.K.RI.7 With prompting and support, describe the relationship between visuals and the text in which they appear.
ELA.K.RL.8 (Not applicable to literature)	ELA.K.RI.8 With prompting and support, identify the reasons an author gives to support points in a text.
ELA.K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	ELA.K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on similar themes or topics.

Range of Reading and Level of Text Complexity

Reading Literature	Reading Informational
ELA.K.RL.10 With prompting and support, flexibly use a variety of decoding and comprehension strategies to make sense of grade-level appropriate, complex literary texts.	ELA.K.RI.10 With prompting and support, flexibly use a variety of decoding and comprehension strategies to make sense of grade-level appropriate, complex informational texts.

Kindergarten Writing (ELA.K.W)

Text Types and Purposes

- ELA.K.W.1 With scaffolded guidance and support, use a combination of drawing, dictating, and writing to compose opinion pieces to tell a reader the topic or the name of the book being written about and state an opinion or preference about the topic or book.
- a. Introduce the topic.
 - b. Provide reasons with details to support the opinion.
 - c. Use grade-appropriate transitions to develop text structure across ideas.
 - d. Provide a conclusion.
- ELA.K.W.2 With scaffolded guidance and support, use a combination of drawing, dictating, and writing to compose informative/explanatory texts naming the topic and supplying some information about it.
- a. Introduce the topic.
 - b. Supply information to develop the topic.
 - c. Use grade-appropriate conjunctions to develop text structure within sentences.
 - d. Use grade-appropriate transitions to develop text structure across ideas.
 - e. Provide a conclusion.
- ELA.K.W.3 With scaffolded guidance and support, 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.
- a. Recount a single event.
 - b. Include details which describe actions, thoughts, and emotions.
 - c. Provide a conclusion.

Production and Distribution of Writing

- ELA.K.W.4 (Begins in grade 3)
- ELA.K.W.5 With guidance and support, respond to questions and suggestions from peers and add details and pictures to strengthen writing as needed.
- ELA.K.W.6 With guidance and support, expand access to and explore digital tools and handwriting to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

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

Range of Writing

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

Kindergarten Language (ELA.K.L)

Conventions of Standard English

ELA.K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper-and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns by orally adding /s/ or /es/.
- d. Form interrogative sentences using who, what, where, when, why, and how.
- e. Form sentences using common prepositions.
- f. Produce and expand complete sentences in shared language activities.

ELA.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, name, and use end punctuation.
- c. Write a letter or letters for all consonant and short-vowel phonemes.
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

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

Vocabulary Acquisition and Use

ELA.K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- a. Identify homophones.
- b. Identify new meanings for familiar words and apply them accurately.
- c. Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.

ELA.K.L.5 With scaffolded guidance and support, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their synonyms and antonyms.

- c. Identify real-life connections between words and their uses.
- d. Distinguish shades of meaning among verbs describing the same general action.

ELA.K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Kindergarten Speaking and Listening (ELA.K.SL)

Comprehension and Collaboration

ELA.K.SL.1 With scaffolded guidance and support, participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions.
- b. Continue conversations through multiple exchanges.

ELA.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.

ELA.K.SL.3 Ask and answer questions to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

ELA.K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

ELA.K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

ELA.K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.