

Summary of Changes Document 2010 AZ English Language Arts Standards

Kindergarten Reading Standards for Literature

AZ Strand, Concept, PO	ELA Cluster	Movement
	Key Ideas and Details	
	K.RL.1-3: n/a	
	Craft and Structure	
	K.RL.4-5: n/a	
R01.S1C1.04: Identify the title, author, and table of contents of a book.	K.RL-6: With prompting and support, name the author and illustrator of a story and define the role of each in telling a story.	From G1 to GK
	Integration of Knowledge and Ideas	
	K.RL.7-8: n/a	
R01.S2C2.01: Compare events, characters, and conflicts in literary selections from a variety of cultures to their experiences.	K.RL.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	From G1 to GK
	Range of Reading and Level of Text Complexity	
	K.RL.10: n/a	

Kindergarten Reading Standards for Informational Text

AZ Strand, Concept, PO	ELA Cluster	Movement
	Key Ideas and Details	
	K.RI.1: n/a	
R01.S3C1.01: Identify the topic of expository text, heard or read. R01.S3C1.02: Answer questions (e.g., who, what, where, when, why, how) about expository text heard or read. R02.S3C1.01: Identify the main idea in expository text. R02.S3C1.02: Locate facts in response to questions about expository text.	K.RI.2: With prompting and support, identify the main topic and retell key details of a text.	From G1 to GK From G2 to GK
	K.RI.3: n/a	
	Craft and Structure	
	K.RI.4-6: n/a	
	Integration of Knowledge and Ideas	
	K.RI.7: n/a	
R03.S3C1.01: Identify the main idea and supporting details in expository text.	K.RI.8: With prompting and support, identify the reasons an author gives to support points in a text.	From G3 to GK
R02.S3C1.05: Locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text.	K.RI.9: With prompting and support, identify basic similarities in and differences between two text on the same topic (e.g., in illustrations, descriptions, or procedures).	From G2 to GK
	Range of Reading and Level of Text Complexity	
	K.RI.10: n/a	

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Kindergarten Reading Standards for Reading Foundations

AZ Strand, Concept, PO	ELA Cluster	Movement
	Print Concepts	
	K.RF.1: n/a	
	Phonological Awareness	
<p>R01.S1C2.01: Generate a series of rhyming words, including consonant blends.</p> <p>R01.S1C2.02: Orally segment a multi-syllable word into its syllables.</p> <p>R01.S1C2.03: Recognize the new spoken word when a specified phoneme is added, changed, or removed (e.g., change <i>cow</i> to <i>how</i>, <i>pan</i> to <i>an</i>).</p> <p>R01.S1C2.04: Distinguish between initial, medial, and final sounds in single-syllable words.</p>	<p>K.RF.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant), or CVC words. (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	From G1 to GK
	Phonics and Word Recognition	
<p>R01.S1C2.05: Distinguish between short and long vowel sounds in orally stated single-syllable words (bit/bite).</p> <p>R01.S1C3.04: Read words with common spelling patterns (e.g., -ite,-ill, -ate).</p> <p>R01.S1C3.05: Recognize high-frequency words and irregular sight words.</p>	<p>K.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	From G1 to GK
	Fluency	
<p>R01.S1C5.02: Read aloud with fluency in a manner that sounds like natural speech.</p>	K.RF.4: Read emergent-reader texts with purpose and understanding.	From G1 to GK

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Kindergarten Writing Standards

AZ Strand, Concept, PO	ELA Cluster	Movement
W01.S3C5.01: Write a response to a literature selection that identifies the: <ul style="list-style-type: none"> a. character(s) b. setting c. sequence of events d. main idea 	Text Types and Purposes 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 (e.g., My favorite book is . . .).	From G1 to GK
	K.W.2: n/a	
W01.S3C1.01: Write a narrative that includes: <ul style="list-style-type: none"> a. a main idea based on real or imagined events b. characters (s) c. a sequence of events W01.S3C5.01: Write a response to a literature selection (that) identifies the: <ul style="list-style-type: none"> a. character(s) b. setting c. sequence of events d. main idea 	K.W.3: 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.	From G1 to GK
	Production or Distribution of Writing	
	K.W.4: (Begins in grade 3)	
	K.W.5: n/a	
W03.S1C4.04: Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft. W03.S1C5.01: Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate for audience and purpose. VP.F3: Access, view and respond to visual forms such as computer programs, videos, artifacts, drawings, pictures and collages.	K.W.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.	From G3 to GK
	Research to Build and Present Knowledge	
	K.W.7: n/a	
	K.W.8: n/a	
	K.W.9 (Begins at grade4)	
	Range of Writing	
	K.W.10: (Begins at grade 4)	

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Kindergarten Speaking & Listening Standards

AZ Strand, Concept, PO	ELA Cluster	Movement
	Comprehension and Collaboration	
	K.SL.1: n/a	
	K.SL.2: n/a	
	K.SL.3: n/a	
	Presentation of Knowledge and Ideas	
	K.SL.4: n/a	
	K.SL.5: n/a	
	K.SL.6: n/a	

Kindergarten Language Standards

Conventions of Standard English		
<p>R01.S3C1.02: Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read.</p> <p>R01.S3C2.03: State the meaning of specific signs (e.g., traffic, safety, warning signs).</p> <p>W01.S2C6.08: Use subject/verb agreement in simple sentences.</p> <p>W01.S2C6.09: Use the following parts of speech correctly in simple sentences:</p> <ul style="list-style-type: none"> a. nouns b. action verbs <p>W06.S2C6.12: Use the following parts of speech in simple sentences:</p> <ul style="list-style-type: none"> a. nouns b. action/linking verbs c. personal pronouns d. adjectives e. adverbs f. conjunctions g. prepositions h. interjections 	<p>K.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). f. Produce and expand complete sentences in shared language activities. 	<p>From G1 to GK</p> <p>From G2 to GK</p> <p>From G6 to GK</p>
<p>W01.S2C6.02: Use capital letters correctly for:</p> <ul style="list-style-type: none"> a. the pronoun I b. the beginning of a sentence c. proper nouns (ie., names, days, months) 	<p>K.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun <i>I</i>. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	<p>From G1 to GK</p>

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Kindergarten Language Standards

AZ Strand, Concept, PO	ELA Cluster	Movement
	Knowledge of Language	
	K.L.3: begins in grade 3	
	Vocabulary Acquisition and Use	
R01.S1C4.01: Recognize base words and their inflections (e.g., look, looks, looked, looking).	K.L.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>kindergarten reading and content</i> . <ul style="list-style-type: none"> a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. 	From G1 to GK
R03.S1C4.06: Determine the meaning of common synonyms, antonyms, and homonyms.	K.L.5: Demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. 	From G3 to GK
	K.L.6: n/a	