Arizona’s English Language Arts Standards - Kindergarten

Reading Standards for Literature

Key Ideas and Details

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, retell familiar stories, including key details.
- With prompting and support, identify characters, settings, and major events in a story.

Phonological Awareness

- With prompting and support, ask and answer questions about unknown words in a text.
- Recognize common types of texts (e.g., storybooks, poems); identify the from, back cover, and title page of a book.
- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Conventions of Standard English

- Demonstrate understanding of the organization and basic features of print.
  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. Identify that a sentence is made up of a group of words.
  d. Recognize the difference between a letter and a printed word.
  e. Understand that words are separated by spaces in print.
  f. Recognize and name all upper and lowercase letters of the alphabet.

Range of Reading and Level of Text Complexity

- 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).

Reading Standards for Informational Text

Key Ideas and Details

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, identify the main topic and retell key details in a text.
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

- With prompting and support, ask and answer questions about unknown words in a text.
- Recognize common types of informational text, identify the front cover, back cover, and title page of a book.
- With prompting and support, name 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

- 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 is illustrated).
- With prompting and support, identify the reasons an author gives to support points in a text.
- With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

- With prompting and support, actively engage in group reading activities with purpose and understanding.

Writing Standards

Text Types and Purposes

- With guidance and support from adults, use a combination of drawing, dictating, and writing to compose opinions in 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). With guidance and support from adults, 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.
- With guidance and support from adults, produce a combination of drawing, dictating, and writing to narrate a single event or several closely linked events, tell about the events in the order in which they occurred, and provide a reason to what happened.

Production and Distribution of Writing

- With guidance and support from adults, use a combination of drawing, dictating, and writing to write about a topic or book to share with others.
- With guidance and support from adults, use a combination of drawing, dictating, and writing to produce a multigenre format or other media by asking and answering questions about key details and requesting clarification if something is not understood.

Conventions of Standard English

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
  a. Use frequently occurring nouns and verbs.
  b. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
  c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
  d. Use the most frequently occurring prepositions (e.g., to, from, in, on, out, off, for, of, by, with).
  e. Produce and expand complete sentences in shared language activities.

Vocabulary Acquisition and Use

- With guidance and support from adults, explore word relationships and nuances in word meanings.
  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 antonyms.
  c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
  d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, walk, stroll, parade) by their degree of tactility.

Speaking and Listening Standards

Comprehension and Collaboration

- 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 (e.g., listening to others, taking turns sharing thoughts about the topics and texts under discussion).
  b. Continue a conversation through multiple exchanges.
  c. Clarify understanding of a text by asking questions or clarifying information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Presentation of Knowledge and Ideas

- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- Add drawings or other visual displays to descriptions as desired to provide additional detail.
- Speak audibly and express thoughts, feelings, and ideas clearly.

AZ Kinder 2016 ELA Standards