



# Priority Standards

## ELA Priority Standards – Grade K

Below is a table of the priority standards.

Priority Standards	Description
W.K.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., <i>My favorite book is . . .</i> ).
W.K.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.
W.K.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.
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
RI.K.1	<i>With prompting and support</i> , ask and answer questions about key details in a text.
RI.K.2	<i>With prompting and support</i> , identify the main topic and retell key details of a text.
RI.K.4	<i>With prompting and support</i> , ask and answer questions about unknown words in a text.
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI.K.8	<i>With prompting and support</i> , identify the reasons an author gives to support points in a text.
RL.1	<i>With prompting and support</i> , ask and answer questions about key details in a text.
RL.2	<i>With prompting and support</i> , retell familiar stories, including key details.
RL.4	Ask and answer questions about unknown words in a text.
RL.6	<i>With prompting and support</i> , name the author and illustrator of a story and define the role of each in telling the story.
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> <li>RF.K.2.a Recognize and produce rhyming words.</li> </ul>

Priority Standards	Description
	<ul style="list-style-type: none"> <li>• RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words.</li> <li>• RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>• RF.K.2.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 CVC ending with /l/, /r/, or /x/.)</li> <li>• RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>
RF.K.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>• RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</li> <li>• RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>• RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>• RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., bat/cat, bat/bit/, bat/bad).</li> </ul>
SL.1	<p>Participate in collaborative conversations with diverse partners about <i>Kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>• SL.K.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>• SL.K.1.b Continue a conversation through multiple exchanges.</li> </ul>
SL.3	<p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
SL.4	<p>Use details to describe familiar people, places, things, or events <i>with prompting and support</i>.</p>