

Kindergarten ELA Power Standards

Power Standards were chosen by grade level representatives June 2022 utilizing the [2020 Wisconsin Standards for English Language Arts](#).

Reading Foundations

RF.K.1: 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 spoken words are represented in written language by specific sequences of letters.
- c. Understand words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- 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.
- e. Add, delete, or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

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

- 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.
- 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

RF.K.4: Read emergent-reader texts with purpose and understanding.

Reading

R.K.1: With prompting and support, develop and answer questions about a text.

R.K.2: With prompting and support, retell stories and share key details from a text.

R.K.3: With prompting and support, identify characters, settings, and important events in a story or pieces of information in a text

R.K.4 With prompting and support, identify specific words that express feelings or content- specific words within a text.

Writing

W.K.1: Use a combination of drawing, dictating, and writing to compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

W.K.2 Use a combination of drawing, dictating, and writing to compose text in a variety of modes including opinion, informative, and narrative.

- a. Opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.
- b. Informative/explanatory text in which they name what they are writing about and supply some information about the topic.
- c. Convey events, real or imagined and 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.

Speaking & Listening

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

- a. Follow agreed-upon norms and participate by actively listening, taking turns, and staying on topic.
- b. Participate in a conversation through multiple exchanges.
- c. Ask questions about the topic/text.
- d. Consider individual differences when communicating with others

SL.K.2: With guidance and support, ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.K.4: With guidance and support, describe familiar people, places, things, and events.

Language

L.K.5: Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is

appropriate to use standardized English.

Appropriately use and explain the intended purpose of language choice with:

- a. Frequently used nouns, verbs, and prepositions.
- b. Oral pluralizations of nouns.
- c. Question words (who, what, etc.).
- d. Oral production and expansion of complete sentences.

L.K.6: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.

Appropriately use and explain the intended purpose in conventions with:

- a. Capitalization of the first word in a sentence.
- b. Name frequently used punctuation.
- c. Phonetically spell simple words drawing on knowledge of letter-sound relationships.
- d. Writes letters for most consonant and short vowel sounds (phonemes).