

Standard Code	Standard Code and Standard	Keep or Propose Change	Change: Removed, Re-written, Broken Up	Quality Standard Rule #	Reason for Proposed Change
K.RL.1	K.RL.1 With prompting and support, ask and answer questions about key details in a text.	Keep			
K.RL.2	K.RL.2 With prompting and support, retell familiar stories, including key details.	Keep			
K.RL.3	K.RL.3 With prompting and support, identify describe characters, settings, and major events in a story.	Change	Rewritten	2,3	
K.RL.4	K.RL.4 With prompting and support, ask and answer questions about unknown words in a text. stories, poems, nursery rhymes, or songs.	Change	Rewritten	3	
K.RL.5	K.RL.5 Recognize common types of texts (e.g., storybooks, poems). With prompting and support, explain differences between common types of texts.	Change	Rewritten	2	
K.RL.6	K.RL.6 With prompting and support, name Identify the author and illustrator of a story and define the role of each in telling the story. a text.	Change	Rewritten	2	
K.RL.7	K.RL.7 With prompting and support, describe explain the relationship between illustrations and the text. story in which they appear (e.g., what moment in a story an illustration depicts).	Change	Rewritten	2	
K.RL.8	K.RL.8 (Not applicable to literature)				
K.RL.9	K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Keep			

K.RL.10	<p>K.RL.10 Actively engage in group reading activities with purpose and understanding. By the end of the year read and comprehend a variety of literary text.</p> <p>a. With prompting and support, read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands.)</p> <p>b. With prompting and support, self-select texts for personal enjoyment, interest, and academic tasks.</p>	Change	Rewritten	2	
K.RI.1	K.RI.1 With prompting and support, ask and answer questions about key details in a text.	Keep			
K.RI.1	K.RI.2 With prompting and support, identify the main topic and retell key details of a text.	Keep			
K.RI.3	K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Keep			We are concerned about "with prompting and support" Making changes to this standard will impact many other standards and other grade levels. See notes from the day and suggestions of what could be added to the unpacked standards.
K.RI.4	K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.	Keep			
K.RI.5	K.RI.5 Identify the front cover, back cover, and title page of a book. With prompting and support, know and use various text features.	Change	Remove and Rewritten	2	Move the standard to foundational skills and replace it with skills that will scaffold for first grade.
K.RI.6	K.RI.6 Name Identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Change	Reword	1	Reword to align with other grade levels
K.RI.7	K.RI.7 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 an illustration depicts).	Change	Remove	1	Taking out "extra" language that is not needed

K.RI.8	K.RI.8 With prompting and support, identify the reasons details and evidence an author gives to support points in a text.	Change	Remove and Rewritten		
K.RI.9	K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). compare and contrast two texts on the same topic. (similarities and differences)	Change	Remove and Rewritten	1 and 2	This will change the language in 1st grade to vertically align.
K.RI.10	K.RI.10 Actively engage in group reading activities with purpose and understanding. By the end of the year read and comprehend a variety of informational text. a. With prompting and support, read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands.) b. With prompting and support, self-select texts for personal enjoyment, interest, and academic tasks.	Change	Remove and Rewritten	2, 3	Increase rigor
K.RF.1	K.RF.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 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. e. Identify the front cover, back cover, and title page of a book.	Change	Add/Moved	2	Moved from R.I. 5

K.RF.2	<p>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>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/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. three-phoneme (consonant-vowel-consonant, or CVC) words to make new words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p>	Change	Add	3	
K.RF.3	<p>K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read grade-level appropriate common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	Change	Rewritten, Removed	2	

K.RF.4	<p>K.RF.4 Read emergent reader texts with purpose and understanding. Read emergent reader texts with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation and expression) on consecutive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	Change	Rewritten, Removed	2	
K.W.1	<p>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 . . .).</p>	Change	Removed	1	
K.W.2	<p>K.W.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.</p>	Keep			
K.W.3	<p>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.</p>	Keep			
K.W.4	K.W.4 (Begins in grade 3)				
K.W.5	<p>K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	Change	Removed	1	
K.W.6	<p>K.W.6 With guidance and support from adults, individually and collaboratively explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	Change	Removed, Rewritten	1	
K.W.7	<p>K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	Change	Removed	1	

K.W.8	K.W.8 With guidance and support from adults, provide a response to a question using a combination of drawing, dictating, and writing by recalling information from experiences or gathering information from provided sources to answer a question using background knowledge and/or information gathered from provided sources	Change			
K.W.9	K.W.9 (Begins in grade 4)				
K.W.10	K.W.10 (Begins in grade 3)				
K.SL.1	K.SL.1 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 and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	Change	Removed	1	Examples are not needed to clarify standard's meaning.
K.SL.2	K.SL.2 Confirm understanding from a source of information from 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.	Change	Removed, Rewritten	1	Changed wording to simplify standard.
K.SL.3	K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Keep			
K.SL.4	K.SL.4 Describe familiar people, places, things, and events. With prompting and support, provide additional detail.	Change	Rewritten	1	
K.SL.5	K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	Change	Removed	1	Changed wording to simplify standard.

K.SL.6	K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.	Keep			
K.L.1	<p>K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper and lowercase letters. Print all uppercase (capital) and lowercase letters of the alphabet using correct formation.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>f. Produce and expand complete sentences in shared language activities.</p>	Change	Removed, Rewritten	2	We changed "many" to "all" and changed the language to match what other grade levels added to their language standard.
K.L.2	<p>K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. With prompting and support, capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	Change	Rewritten	3	
K.L.3	K.L.3 (Begins in grade 2)				

K.L.4	<p>K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>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.</p>	Keep			
K.L.5	<p>K.L.5 With guidance prompting and support from adults, explore word relationships and subtle differences and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among between verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	Change	Removed	1	Removed and reworded to align with other grade level wording and wording from previous standards.
K.L.6	<p>K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. Use vocabulary acquired through conversations, reading, and learning experiences to ask questions and convey ideas.</p>	Change	Reworded	1	Reworded to align with other grade levels and provide clarification to the meaning of the standard