

| Standard Code | Standard Code and Standard                                                                                                                                                                                                      | Keep or Propose Change | Change: Removed, Re-written, | 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, <del>identify</del> <b>describe</b> characters, settings, and major events in a story.                                                                                                       | Change                 | Rewritten                    | 3                       | clarifying language                                         |
| K.RL.4        | K.RL.4 <b>With prompting and support</b> , ask and answer questions about unknown words <del>in a text.</del> <b>stories, poems, nursery rhymes, or songs.</b>                                                                  | Change                 | Rewritten                    | 3                       | clarifying language and specific examples                   |
| K.RL.5        | K.RL.5 <del>Recognize common types of texts (e.g., storybooks, poems).</del> <b>With prompting and support, explain differences between common types of texts.</b>                                                              | Change                 | Rewritten                    | 2                       | Connect learning within and across grades levels or course. |
| K.RL.6        | K.RL.6 <del>With prompting and support, name</del> Identify the author and illustrator <del>of a story and define the role of each in telling the story.</del> <b>a text.</b>                                                   | Change                 | Rewritten                    | 2                       | Connect learning within and across grades levels or course. |
| K.RL.7        | K.RL.7 With prompting and support, <del>describe</del> <b>explain</b> the relationship between illustrations and the <b>text.</b> <del>story in which they appear (e.g., what moment in a story an illustration depicts).</del> | Change                 | Rewritten                    | 2                       | Connect learning within and across grades levels or course. |
| K.RL.8        | K.RL.8 (Not applicable to literature)                                                                                                                                                                                           | NA                     |                              |                         |                                                             |
| K.RL.9        | K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.                                                                                                       | Keep                   |                              |                         |                                                             |

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| K.RL.10 | <p><del>K.RL.10 Actively engage in group reading activities with purpose and understanding.</del> <b>By the end of the year read and comprehend a variety of literary text.</b></p> <p><b>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></p> <p><b>b. With prompting and support, self-select texts for personal enjoyment, interest, and academic tasks.</b></p> | Change | Rewritten  | 2 | Connect learning within and across grades levels or course. Same language k-12                                                                                                                                                        |
| K.RI.1  | K.RI.1 With prompting and support, ask and answer questions about key details in a text.                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Keep   |            |   |                                                                                                                                                                                                                                       |
| K.RI.2  | 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  | <p><del>K.RI.5 Identify the front cover, back cover, and title page of a book.</del> <b>With prompting and support, know and use various text features.</b></p>                                                                                                                                                                                                                                                                                                                                                                                  | Change | Remove and | 2 | Move the standard to foundational skills and replace it with skills that will scaffold for first grade.                                                                                                                               |
| K.RI.6  | <p><del>K.RI.6 Name</del> <b>Identify</b> the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>                                                                                                                                                                                                                                                                                                                                                                                 | Change | Reword     | 1 | Reword to align with other grade levels                                                                                                                                                                                               |

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| K.RI.7  | <del>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).</del>                                                                                                                                                                                                                                                                                                                        | Change | Remove              | 1       | Taking out "extra" language that is not needed                  |
| K.RI.8  | K.RI.8 With prompting and support, identify the reasons <b>details and evidence</b> an author gives to support points in a text.                                                                                                                                                                                                                                                                                                                                                                                                       | Change | Remove              | 2       | clarifying language                                             |
| K.RI.9  | <del>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).</del> <b>compare and contrast two texts on the same topic. (similarities and differences)</b>                                                                                                                                                                                                                                                        | Change | Rewritten, Removed  | 1 and 2 | This will change the language in 1st grade to vertically align. |
| K.RI.10 | <del>K.RI.10 Actively engage in group reading activities with purpose and understanding.</del> <b>By the end of the year read and comprehend a variety of informational text.</b><br><b>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><br><b>b. With prompting and support, self-select texts for personal enjoyment, interest, and academic tasks.</b> | Change | Remove<br>Rewritten | 2, 3    | Increase rigor                                                  |

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| K.RF.1 | <p>K.RF.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>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.</p> <p><b>e. Identify the front cover, back cover, and title page of a book.</b></p>                                                                                                                                                                                    | 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. <b>three-phoneme (consonant-vowel-consonant, or CVC) words to make new words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</b></p> | Change | Add       | 3 | Use clear language that clarifies for all stakeholders what students should be able to know and do at the end of a particular grade or course. |

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| K.RF.3 | <p>K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate <del>basic knowledge</del> of one-to-one letter-sound correspondences by producing the primary sound or <del>many of the most frequent sounds</del> for each consonant.</p> <p>b. Associate the long and short sounds <del>with common spellings (graphemes)</del> for the five <del>major</del> vowels.</p> <p>c. Read <b>grade-level appropriate</b> <del>common</del> high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. <del>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</del></p> | Change | Rewritten, Removed | 2 | connect language to other grade levels               |
| K.RF.4 | <p>K.RF.4 <del>Read emergent reader texts with purpose and understanding.</del> <b>Read emergent-reader texts with sufficient accuracy and fluency to support comprehension.</b></p> <p><b>a. Read grade-level text with purpose and understanding.</b></p> <p><b>b. Read grade-level text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation and expression) on consecutive readings.</b></p> <p><b>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b></p>                                                                                                                                                      | Change | Rewritten, Removed | 2 | clarifying language to connect to other grade levels |
| 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 (<del>e.g., My favorite book is . . .</del>).</p>                                                                                                                                                                                                                                                                                                                                                                                                              | Change | Removed            | 1 | eliminating examples not deemed essential            |
| 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   |                    |   |                                                      |

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| K.W.3  | 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.                                                                                                                                      | Keep   |                    |   |                                           |
| K.W.4  | K.W.4 (Begins in grade 3)                                                                                                                                                                                                                                                                                                                                       |        |                    |   |                                           |
| K.W.5  | K.W.5 With guidance and support <del>from adults</del> , respond to questions and suggestions from peers and add details to strengthen writing <del>as needed</del> .                                                                                                                                                                                           | Change | Removed            | 1 | clarifying expectation of skills          |
| K.W.6  | K.W.6 With guidance and support <del>from adults</del> , <b>individually and collaboratively</b> explore a variety of digital tools to produce and publish writing, <del>including in collaboration with peers</del> .                                                                                                                                          | Change | Removed, Rewritten | 1 | clarifying expectation of skills          |
| K.W.7  | K.W.7 Participate in shared research and writing projects <del>(e.g., explore a number of books by a favorite author and express opinions about them)</del> .                                                                                                                                                                                                   | Change | Removed            | 1 | clarifying expectation of skills          |
| K.W.8  | K.W.8 With guidance and support <del>from adults</del> , <b>provide a response to a question using a combination of drawing, dictating, and writing</b> by recalling information from experiences or gathering information from provided sources <del>to answer a question</del> . using background knowledge and/or information gathered from provided sources | Change | re-written         | 2 | connect to other grade level expectations |
| K.W.9  | K.W.9 (Begins in grade 4)                                                                                                                                                                                                                                                                                                                                       | NA     |                    |   |                                           |
| K.W.10 | K.W.10 (Begins in grade 3)                                                                                                                                                                                                                                                                                                                                      | NA     |                    |   |                                           |

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| 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. <del>Print many upper- and lowercase letters.</del> <b>Print all uppercase (capital) and lowercase letters of the alphabet using correct formation.</b></p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (<del>e.g., dog, dogs; wish, wishes</del>).</p> <p>d. Understand and use question words (interrogatives) (<del>e.g., who, what, where, when, why, how</del>).</p> <p>e. Use the most frequently occurring prepositions (<del>e.g., to, from, in, out, on, off, for, of, by, with</del>).</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. <b>With prompting and support</b>, 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 | clarification of language                                                                                              |
| K.L.3 | K.L.3 (Begins in grade 2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | NA     |                    |   |                                                                                                                        |
| 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   |                    |   |                                                                                                                        |

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| K.L.5 | <p>K.L.5 With <del>guidance</del> <b>prompting</b> and support from adults, explore word relationships <b>and subtle differences</b> and <del>nuances</del> in word meanings.</p> <p>a. Sort common objects into categories (<del>e.g., shapes, foods</del>) 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 (<del>e.g., note places at school that are colorful</del>).</p> <p>d. Distinguish <del>shades of meaning among</del> <b>between</b> 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 <del>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</del> <b>Use vocabulary acquired through conversations, reading, and learning experiences to ask questions and convey ideas.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Change | Reworded | 1 | Reworded to align with other grade levels and provide clarification to the meaning of the standard |