



Kindergarten English Language Arts

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Louisiana Student Standards	Louisiana Connectors (LC)
RL.K.1 With prompting and support, ask and answer questions about key details in a text.	LC.RL.K.1 With prompting and support, answer questions about key details in a story.
RL.K.2 With prompting and support, retell familiar stories including key details.	LC.RL.K.2a With prompting and support, retell a favorite story, including key details. LC.RL.K.2b With prompting and support, sequence a set of events in a familiar story. LC.RL.K.2c With prompting and support, identify the beginning, middle, and ending of a familiar story. LC.RL.K.2d Retell a familiar story (e.g., What was the story about?).
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	LC.RL.K.3a With prompting and support, identify characters in a story. LC.RL.K.3b With prompting and support, identify major events (e.g., problem or solution) in a story. LC.RL.K.3c With prompting and support, show how characters interacted in a story. LC.RL.K.3d With prompting and support, identify a setting in a story.
RL.K.4 Ask and answer questions about unknown words in a text.	LC.RL.K.4a Ask questions about unknown words in a text. LC.RL.K.4b Answer questions about unknown words in a text.
RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	LC.RL.K.5a Answer questions about reading such as "Why do we read? What do we read?" LC.RL.K.5b Recognize common types of text.
RL.K.6 With prompting and support, define the role of the author and the illustrator of a story in telling the story.	LC.RL.K.6a With prompting and support, identify the author of a familiar story (e.g., Show me the author, Show me who wrote the book). LC.RL.K.6b With prompting and support, define the role of the author. LC.RL.K.6c With prompting and support, identify the illustrator. LC.RL.K.6d With prompting and support, define the role of the illustrator.



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RL.K.7 With prompting and support, make connections between the illustrations in the story and the text.	LC.RL.K.7a With prompting and support, identify illustrations to aid comprehension. LC.RL.K.7b With prompting and support, identify the relationship between an illustration and the story.
RL.K.8 (Not applicable to literature) ¹	
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	LC.RL.K.9 With prompting and support, compare and contrast (i.e., find something the same and something different) between familiar stories.
RL.K.10 Actively engage in group reading activities with purpose and understanding.	LC.RL.K.10a Answer questions about reading such as "Why do we read? What do we read?" LC.RL.K.10b Choose a literary text or poems to read and reread, listen to, or view for leisure purposes. LC.RL.K.10c Engage in group reading of stories or poems by sharing something learned or something enjoyed.
RI.K.1 With prompting and support, ask and answer questions about key details in a text.	LC.RI.K.1 With prompting and support, answer questions about key details in a text.
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	LC.RI.K.2a Discuss key details and main topic of a preferred text. LC.RI.K.2b With prompting and support identify the main topic. LC.RI.K.2c With prompting and support, retell/identify key details in a text.
RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	LC.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.	LC.RI.K.4a Ask questions about unknown words in a text. LC.RI.K.4b Answer questions about unknown words in a text.

¹ Standard 8 specifically addresses arguments of nonfiction text. Since Reading Literature is fictional text, a placeholder, "Not Applicable for Literature," has been placed by that standard. This standard is present in the non-fiction section.



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<p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p>	<p>LC.RI.K.5a Distinguish front of book from back of book. LC.RI.K.5b Identify the title of an informational text or the title page. LC.RI.K.5c Identify the title of a story or poem or the title page.</p>
<p>RI.K.6 With prompting and support, define the role of the author and the illustrator of a text in presenting the ideas or information in a text.</p>	<p>LC.RI.K.6 Identify the author's purpose in an informational text.</p>
<p>RI.K.7 With prompting and support, make connections between the illustrations and the text.</p>	<p>LC.RI.K.7a Identify a labeled photo or diagram or graphic from within an informational text. LC.RI.K.7b With prompting and support, interpret the information provided in photos or diagrams or graphics and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>
<p>RI.K.8 With prompting and support, identify the reason(s) an author gives to support point(s) in a text.</p>	<p>LC.RI.K.8 With prompting and support, identify the facts an author gives to support points in a text.</p>
<p>RI.K.9 With prompting and support, identify similarities and differences between two texts on the same topic.</p>	<p>LC.RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., imaginary or real bear; photo versus illustration of something not real).</p>
<p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>LC.RI.K.10a Choose an informational text to read and reread, listen to, or view for leisure or informational purposes (e.g., to answer questions; understand the world around them). LC.RI.K.10b Engage in group reading of informational text by sharing something learned or something enjoyed.</p>
<p>RF.K.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>LC.RF.K.1a During shared reading activities, point to text from top to bottom of page and left to right. LC.RF.K.1b During shared reading activities, indicate need to turn the page for continued reading. LC.RF.K.1c Distinguish individual letters from words.</p>



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<ul style="list-style-type: none"> 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. 	<p>LC.RF.K.1d Identify familiar written words when spoken (e.g., Show me the word "Tony").</p> <p>LC.RF.K.1e Recognize that words are separated by spaces in print.</p> <p>LC.RF.K.1f Identify or name uppercase letters of the alphabet.</p>
<p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> 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. (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	<p>LC.RF.K.2a Recognize rhyming words.</p> <p>LC.RF.K.2b Produce rhyming words.</p> <p>LC.RF.K.2c Count syllables in spoken words.</p> <p>LC.RF.K.2d Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>LC.RF.K.2e Blend and segment syllables in spoken words.</p> <p>LC.RF.K.2f Isolate initial sounds in consonant-vowel-consonant (CVC) words (not including blends).</p> <p>LC.RF.K.2g Isolate final sounds in consonant-vowel-consonant (CVC) words (not including blends).</p> <p>LC.RF.K.2h Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>
<p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound(s) 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., <i>the, of, to, you, she, my, is, are, do, does</i>). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	<p>LC.RF.K.3a Recognize the primary sound(s) for each consonant.</p> <p>LC.RF.K.3b Produce the primary sound(s) for each consonant.</p> <p>LC.RF.K.3c Identify the long and short vowel sounds in common spellings for the five major vowel sounds.</p> <p>LC.RF.K.3d Read common kindergarten high frequency words by sight.</p> <p>LC.RF.K.3e Identify the sound that differs between two similarly spelled words.</p>
<p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>	<p>LC.RF.K.4 Participate in reading emergent-reader texts.</p>



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<p>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., My favorite book is . . .).</p>	<p>LC.W.K.1a Write, draw, or dictate the topic they are communicating about. LC.W.K.1b Write, draw, or dictate the name of a book of interest. LC.W.K.1c Produce a statement which states an opinion or preference about the topic or book of interest.</p>
<p>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.</p>	<p>LC.W.K.2a With prompting and support, create an informative/explanatory permanent product (e.g., select/generate words to form a sentence or two) which names the topic they are communicating about and supplies some information about the topic. LC.W.K.2b Describe information gained from a stimulus (e.g., text, event, photo, etc.).</p>
<p>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.</p>	<p>LC.W.K.3a Generate story ideas in response to a stimulus (e.g., event, photo, text, daily writing log). LC.W.K.3b Write, dictate, or draw about an event. LC.W.K.3c Organize the details of an event in the order in which they occurred.</p>
<p>W.K.4 Begins in grade 3.</p>	
<p>W.K.5 With guidance and support, orally respond to questions and suggestions from adults and peers and add details to strengthen writing as needed.</p>	<p>LC.W.K.5a With guidance and support from adults, use feedback to strengthen permanent products (e.g., add a drawing or detail).</p>
<p>W.K.6 With guidance and support from adults and peers, explore a variety of digital tools by participating in the production of a published writing.</p>	<p>LC.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish permanent products, including collaborating with peers.</p>
<p>W.K.7 With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p>LC.W.K.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>



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<p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>LC.W.K.8a With guidance and support from adults, recall information from experiences to answer a question.</p> <p>LC.W.K.8b Identify various sources (e.g., word wall, book talks, visuals/images, Internet) that can be used to gather information or to answer a question (e.g., “How do we find out?”).</p> <p>LC.W.K.8c Use provided illustrations or visual displays to gain information on a topic.</p> <p>LC.W.K.8d With guidance and support from adults, gather information (e.g., highlight in text, quote or paraphrase from discussion) from provided sources to answer a question.</p>
<p>W.K.9 Begins in grade 4.</p>	
<p>W.K.10 Begins in grade 3.</p>	
<p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> 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. 	<p>LC.SL.K.1 Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>
<p>SL.K.2 Confirm understanding of 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.</p>	<p>LC.SL.K.2a With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by requesting clarification if something is not understood.</p> <p>LC.SL.K.2b Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details.</p>



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<p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>LC.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
<p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>LC.SL.K.4a Describe familiar people, places, things, and a single event or series of events. LC.SL.K.4b With prompting and support, provide additional details to describe familiar people, places, things, and events. LC.SL.K.4c Describe factual information about familiar people, places, things, and events.</p>
<p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>LC.SL.K.5 Use drawings or visual displays to add detail to written products or oral discussions.</p>
<p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>SL.K.6 Share information from a selected permanent product or a favorite text.</p>
<p>L.K.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). Produce and expand complete sentences in shared language activities. 	<p>LC.L.K.1a Produce many upper- and lowercase letters. LC.L.K.1b Use high frequency nouns when communicating. LC.L.K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). LC.L.K.1d Produce complete sentences in shared language activities.</p>
<p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun I. Recognize and name end punctuation. 	<p>LC.L.K.2a Capitalize the first word in a sentence and the pronoun "I". LC.L.K.2b Produce a letter or letters for most consonant and short-vowel sounds (phonemes).</p>



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<ul style="list-style-type: none"> c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	
<p>L.K.3 Begins in grade 2.</p>	
<p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> a. With guidance and support, identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb <i>to duck</i>). b. With guidance and support, 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>LC.L.K.4a Identify new meanings for familiar words. LC.L.K.4b Identify an affix or inflectional ending for a frequently occurring word. LC.L.K.4c Identify the meaning of common inflections and affixes. LC.L.K.4d Use meanings of common inflections and affixes as a clue to the meaning of an unknown word.</p>
<p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> 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 opposites (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, march, strut, prance) by acting out the meanings. 	<p>LC.L.K.5a With guidance and support from adults, sort objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent. LC.L.K.5b With guidance and support from adults, match the opposites for frequently used verbs and adjectives. LC.L.K.5c With guidance and support from adults, use newly acquired words in real-life context.</p>
<p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>LC.L.K.6a Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>