

# North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

## KINDERGARTEN

Strand	Code	Standard Description	Essential Vocabulary
Reading Standards for Literature/Fiction	K.RL.1	With prompting and support, ask and answer questions about key/supporting details in a text before, during, and after reading.	key detail, story, literature, character, setting, problem/solution, actions, feelings
	K.RL.2	With prompting and support, retell familiar stories, including key/supporting details.	retell, sequence, beginning, middle, end, character, setting, detail, main idea
	K.RL.3	With prompting and support, identify characters, settings, and major events in a story.	character, setting, events, who, what, when, where, why
	K.RL.10	Actively engage in group reading activities with purpose and understanding.1	proficient, independent
Reading Standards for Informational/Nonfiction	K.RI.1	With prompting and support, ask and answer questions about key/supporting details in a text.	key detail, topic, question, facts, ask and answer questions
	K.RI.10	Actively engage in group reading activities with purpose and understanding.	proficient, independent
Reading Standards: Foundational Skills	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 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 uppercase and lowercase letters of the alphabet.	alphabet, letters, uppercase, lowercase, words, space, illustration, book
	K.RF.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.4 d) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words.5 (This does not include CVCs ending with /l/, /r/, or /x/). e) Add or substitute individual sounds (phonemes) in simple, single-syllable words to make new words.	phoneme, beginning sound, ending sound, middle sound, vowel, letter, sound, syllables, rhyming, blend



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<b>Reading Standards: Foundational Skills</b>	K.RF.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a) 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>b) Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>c) Decode and use CVC words.</li> <li>d) Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>e) Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>	<p>sound, consonant, letter, decode, blend, long vowel, short vowel, high-frequency word, read</p>
	K.RF.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a) Read grade level text with purpose and understanding.</li> <li>b) Read grade level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul>	<p>words, sentence, book, illustrations, fluency, who, what, when, where, why, how questions</p>
<b>Writing Standards</b>	K.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>b) Develop the topic with facts, definitions, and details.</li> <li>c) Use transitional words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</li> <li>d) Provide a concluding statement or section</li> </ul>	<p>topic, sentence, word choice, opening, closing, text, draw, explain, tell</p>
	K.W.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>c) Use transitional words and phrases to signal event order.</li> <li>d) Provide a sense of closure.</li> </ul>	<p>first, next, last, events, details, narrative, introduction, conclusion, sentence</p>
<b>Speaking &amp; Listening Standards</b>	K.SL.1	<p>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>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>b) Continue a conversation through multiple exchanges.</li> </ul>	<p>discuss, partner, topic, taking turns, listen, rules, question</p>



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Speaking and Listening Standards	K.SL.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	question words – who, what, when, where, why, how, tell, explain
	K.SL.6	Speak audibly and express thoughts, feelings, and ideas clearly.	who, what, when, why, how, tell, speaking, telling
Language Standards	K.L.2	<p>Within the context of authentic English writing and speaking...</p> <p>Introduce:</p> <ul style="list-style-type: none"> <li>a) Recognize and name end punctuation.</li> <li>b) Use end punctuation for sentences.</li> <li>c) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>d) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> <li>e) Use conventional spelling for high-frequency and other studied words.</li> <li>f) Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).</li> </ul> <p>Display proficiency in:</p> <ul style="list-style-type: none"> <li>g) Capitalize the first word in a sentence and the pronoun I.</li> <li>h) Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>i) Spell simple words phonetically, drawing on knowledge of sound-letter relationship.</li> </ul>	sounds, consonant, writing, word, vowel, capitalize, punctuation, period, question mark, exclamation point

