The following document is a checklist for teachers to use as a resource in teaching and assessing the Louisiana State Standards.

Louisiana Student Standards Checklist 2017-18

Kindergarten- English Language Arts

Morehouse Parish Elementary Curriculum Department

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| **Louisiana Student English/Language Arts Standards**  **Reading: Literature**  **Kindergarten** | | | | | |
| **Standard** | **Date Taught** | **Date Retaught** | **Date Reviewed** | **Date Assessed** | **Date Re-Assessed** |
| **Key Ideas and Details** | | | | | |
| RL .K.1 With prompting and support, ask and answer questions about key details in a text. |  |  |  |  |  |
| RL. K.2 With prompting and support, retell familiar stories, including key details. |  |  |  |  |  |
| RL. K.3 With prompting and support, identify characters, settings, and major events in a story. |  |  |  |  |  |
| **Craft and Structure** | | | | | |
| RL. K.4 Ask and answer questions about unknown words in a text. |  |  |  |  |  |
| RL. K.5 Recognize common types of texts (e.g., storybooks, poems). |  |  |  |  |  |
| RL. K.6 With prompting and support, define the role of the author and the illustrator of a story in telling the story. |  |  |  |  |  |
| **Integration of Knowledge and Ideas** | | | | | |
| RL.K. 7 With prompting and support, make connections between the illustrations in the story and the text. |  |  |  |  |  |
| RL.K.8 (Not applicable to literature) |  |  |  |  |  |
| RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. |  |  |  |  |  |
| **Range of Reading and Level of Text Complexity** | | | | | |
| RL.K.10 Actively engage in group reading activities with purpose and understanding. |  |  |  |  |  |
| **Reading: Informational Text** | | | | | |
| **Key Ideas and Details** | | | | | |
| RI.K.1 With prompting and support, ask and 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. |  |  |  |  |  |
| RI. K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. |  |  |  |  |  |
| **Craft and Structure** | | | | | |
| RI. K.4 With prompting and support, ask and answer questions about unknown words in a text. |  |  |  |  |  |

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| **Louisiana Student English/Language Arts Standards**  **Reading: Informational Text (continued)**  **Kindergarten** | | | | | |
| RI. K.5 Identify the front cover, back cover, and title page of a book. |  |  |  |  |  |
| RI. K.6 With prompting and support, define the role of the author and the illustrator of a text and present the ideas or information in a text. |  |  |  |  |  |
| **Integration of Knowledge and Ideas** | | | | | |
| RI.K.7 With prompting and support, make connections between the illustrations and the text. |  |  |  |  |  |
| RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text. |  |  |  |  |  |
| RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic. |  |  |  |  |  |
| **Range of Reading and Level of Text Complexity** | | | | | |
| RI.K.10 Actively engage in group reading activities with purpose and understanding. |  |  |  |  |  |
| **Reading: Foundational Skills** | | | | | |
| **Print Concepts** | | | | | |
| RF.K.1 Demonstrate understanding of the organization and basic features of print. |  |  |  |  |  |
| RF.K.1.A Follow words from left to right, top to bottom, and page by page. |  |  |  |  |  |
| RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters. |  |  |  |  |  |
| RF.K.1.C Understand that words are separated by spaces in print. |  |  |  |  |  |
| RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet. |  |  |  |  |  |
| **Phonological Awareness** | | | | | |
| RF. K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |  |  |  |  |  |
| RF.K.2.A Recognize and produce rhyming words. |  |  |  |  |  |
| RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words. |  |  |  |  |  |
| RF.K.2.C Blend and segment onsets and rimes of single-syllable spoken words. |  |  |  |  |  |

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| **Louisiana Student English/Language Arts Standards**  **Reading: Foundational Skills (continued)**  **Kindergarten** | | | | | |
| **Standard** | **Date Taught** | **Date Retaught** | **Date Reviewed** | **Date Assessed** | **Date Re-Assessed** |
| RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) I three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) |  |  |  |  |  |
| RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. |  |  |  |  |  |
| **Phonics and Word Recognition** | | | | | |
| RF. K.3 Know and apply grade-level phonics and word analysis skills in decoding words. |  |  |  |  |  |
| RF. K.3.A Demonstrate basic knowledge of one-to-one letter correspondences by producing the primary or many of the most frequent sounds for each consonant. |  |  |  |  |  |
| RF.K.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. |  |  |  |  |  |
| RF.K.3.C Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). |  |  |  |  |  |
| RF.K.3.D Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |  |  |  |  |  |
| **Fluency** | | | | | |
| RF.K.4 Read emergent-reader texts with  purpose and understanding. |  |  |  |  |  |
| **Writing** | | | | | |
| **Text Types and Purposes** | | | | | |
| 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…). |  |  |  |  |  |
| 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. |  |  |  |  |  |
| 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. |  |  |  |  |  |

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| **Louisiana Student English/Language Arts Standards**  **Writing (continued)**  **Kindergarten** | | | | | |
| **Standard** | **Date Taught** | **Date Retaught** | **Date Reviewed** | **Date Assessed** | **Date Re-Assessed** |
| **Production and Distribution of Writing** | | | | | |
| W.K.4 Begins in grade 3. |  |  |  |  |  |
| 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. |  |  |  |  |  |
| W.K.6 With guidance and support from adults, explore a variety of digital tools in participating in a production of a published writing. |  |  |  |  |  |
| **Research to Build and Present Knowledge** | | | | | |
| 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). |  |  |  |  |  |
| W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |  |  |  |  |  |
| W.K.9 Begins in grade 4. |  |  |  |  |  |
| **Range of Writing** | | | | | |
| W.K.10 Begins in grade 3. |  |  |  |  |  |
| **Speaking & Listening** | | | | | |
| **Comprehension and Collaboration** | | | | | |
| SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. |  |  |  |  |  |
| SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). |  |  |  |  |  |
| SL.K.1.B Continue a conversation through multiple exchanges. |  |  |  |  |  |
| 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. |  |  |  |  |  |
| SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |  |  |  |  |  |

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| **Louisiana Student English/Language Arts Standards**  **Speaking & Listening (continued)**  **Kindergarten** | | | | | |
| **Standard** | **Date Taught** | **Date Retaught** | **Date Reviewed** | **Date Assessed** | **Date Re-Assessed** |
| **Presentation of Knowledge and Ideas** | | | | | |
| SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. . |  |  |  |  |  |
| SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. |  |  |  |  |  |
| SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. |  |  |  |  |  |
| **Language** | | | | | |
| **Conventions of Standard English** | | | | | |
| L.K.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. |  |  |  |  |  |
| L.K.1.A Print many upper- and lowercase letters. |  |  |  |  |  |
| L.K.1.B Use frequently occurring nouns and verbs. |  |  |  |  |  |
| L.K.1.C Form regular plural nouns orally by adding */s/* or *[es]* (e.g., dog, dogs; wish, wishes). |  |  |  |  |  |
| L.K.1.D Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). |  |  |  |  |  |
| L.K.1.E Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). |  |  |  |  |  |
| L.K.1.F Produce and expand complete sentences in shared language activities. |  |  |  |  |  |
| L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |  |  |  |  |  |
| L.K.2A Capitalize the first word in a sentence and the pronoun I. |  |  |  |  |  |
| L.K.2B Recognize and name end punctuation. |  |  |  |  |  |
| L.K.2C Write a letter or letters for most consonant and short-vowel sounds (phonemes). |  |  |  |  |  |
| L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships. |  |  |  |  |  |

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| **Louisiana Student English/Language Arts Standards**  **Language (continued)**  **Kindergarten** | | | | | |
| **Standard** | **Date Taught** | **Date Retaught** | **Date Reviewed** | **Date Assessed** | **Date Re-Assessed** |
| **Knowledge of Language** | | | | | |
| L.K.3 Begins in grade 2. | | | | | |
| **Vocabulary Acquisition and Use** | | | | | |
| L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. |  |  |  |  |  |
| L.K.4.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 to duck). |  |  |  |  |  |
| L.K.4.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. |  |  |  |  |  |
| L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. |  |  |  |  |  |
| L.K.5.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. |  |  |  |  |  |
| L.K.5.B Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). |  |  |  |  |  |
| L.K.5.C Identify real-life connections between words and their use (e.g., note places at school that are colorful). |  |  |  |  |  |
| L.K.5.D Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. |  |  |  |  |  |
| L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. |  |  |  |  |  |