

Arizona English Language Arts Standards: Kindergarten Summary of Changes

Standards, Curriculum, and Instruction

Standards are what a student needs to know, understand, and be able to do by the end of each grade. Standards build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the State Board of Education.

Curriculum refers to the resources used for teaching and learning the standards. Curricula are adopted at the local level by districts and schools.

Instruction refers to the methods used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of students in their classes to help them progress through the curriculum in order to master the standards.

Overarching Changes to the 2016 Arizona ELA Standards (Impact K-12)

- The required percentages for the use of literary and informational texts across the school day have been removed. There are still 10 Reading Informational Text and 9 Reading Literature standards at each grade level, so a balance of texts is necessary. However, that balance is now determined at the local level.
- The 6-12 Literacy Standards for History/Social Studies, Science, and Technical Subjects have been removed. Grades 6-12 content area teachers will now integrate the new ELA Reading Informational Text, Writing, and Speaking & Listening standards in place of the Grades 6-12 Standards for Literacy in History, Science, and Technical Subjects.
- The two text complexity standards in grades 2-12 now require the use of quantitative and qualitative measures to determine the appropriateness of a text for a specific grade-level. Guidance on text complexity is found in the glossary.
- Examples in the standards that reference specific works or authors have been removed, as curricular items are adopted at the local level.
- A new K-5 Writing: Foundational Skills sub-strand was added to the standards to work with the K-5 Reading: Foundational Skills sub-strand and the Language strand to support early literacy skills.

Additions to the 2016 Arizona ELA Kindergarten Standards

- K.RF.1.c
- K.RF.1.d
- K.RF.2.a
- K.RF.3.b
- K.WF.1
- K.WF.2
- K.WF.3

Deletions from the 2016 Arizona ELA Kindergarten Standards

- AZ.K.RI.10 (This standard is subsumed in K.RI.10.)
- AZ.K.W.4 (This standard is subsumed in K.W.4.)
- K.L.2.c (A version of this standard now appears in K.WF.2.b.)
- K.L.2.d (This skill is now addressed in more detail in K.WF.3.)
- K.L.4 (This standard progression now begins in 1st grade.)

Moves within the 2016 Arizona ELA Kindergarten Standards	Parameter Changes/Clarifications to the 2016 Arizona ELA Kindergarten Standards
<ul style="list-style-type: none"> • K.RF.1.c (2010) moved to K.RF.1.e (2016) • K.RF.1.d (2010) moved to K.RF.1.f (2016) • K.RF.2.a (2010) moved to K.RF.2.b (2016) • K.RF.2.b (2010) moved to K.RF.2.c (2016) • K.RF.2.c (2010) moved to K.RF.2.d (2016) • K.RF.2.d (2010) moved to K.RF.2.e (2016) • K.L.1.b (2010) moved to K.L.1.a (2016) • K.L.1.c (2010) moved to K.L.1.b (2016) • K.L.1.d (2010) moved to K.L.1.c (2016) • K.L.1.e (2010) moved to K.L.1.d (2016) • K.L.1.f (2010) moved to K.L.1.e (2016) 	<ul style="list-style-type: none"> • K.RL.4 - Added "With prompting and support." • K.RL.5 - Added "Identify the front cover, back cover, and title of a book." • K.RL.10 - Added "With prompting and support." • K.RI.5 - Added "Recognize common types of informational text." • K.RI.6 - Added "With prompting and support." • K.RI.10 - Added "With prompting and support." • K.RF.3.a - Added "and the five major vowels." • K.RF.3.c - Added "from a research-based word list." Removed the parenthetical examples. • K.W.1 - Added "with guidance and support from adults." • K.W.2 - Added "with guidance and support from adults." • K.W.3 - Added "with guidance and support from adults." • K.W.7 - Added "with guidance and support from adults." • K.L.5 - Changed the word "opposites" to "antonyms".
Areas of Emphasis to Consider	
<ul style="list-style-type: none"> • The Language, Reading: Foundational Skills, and the new Writing: Foundational Skills standards are designed to work together to improve students’ decoding, encoding, handwriting, sentence construction, grammar, and punctuation skills. • The Writing: Foundational Skills standards call for spelling progressions starting with letter-sound correspondences in grades K-1 (WF.3), moving to patterns and syllables in grades 2-3 (WF.3), and then to morphology (Greek and Latin roots/affixes) in grades 4-5 (4.L.2.d, 4.RF.3 and 5.L.2.e, 5.RF.3). • A number of kindergarten standards begin with the phrase "with prompting and support", encouraging the appropriate use of supports to help students to access the standards. • The standards call for students to build knowledge through exposure to literary and informational texts. • The standards call for students to speak/draw/write about the texts they read and have read to them. 	

2010 Arizona English Language Arts Standards

Reading Standards for Literature	
Key Ideas and Details	
K.RL.1	With prompting and support, ask and answer questions about key details in a text.
K.RL.2	With prompting and support, retell familiar stories, including key details.
K.RL.3	With prompting and support, identify characters, settings, and major events in a story.
Craft and Structure	
K.RL.4	Ask and answer questions about unknown words in a text.
K.RL.5	Recognize common types of texts (e.g., storybooks, poems).
K.RL.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
Integration of Knowledge and Ideas	
K.RL.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
K.RL.8	(Not applicable to literature)
K.RL.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	
K.RL.10	Actively engage in group reading activities with purpose and understanding.
Reading Standards for Informational Text	
Key Ideas and Details	

2016 Arizona English Language Arts Standards

Reading Standards for Literature	
Key Ideas and Details	
K.RL.1	With prompting and support, ask and answer questions about key details in a text.
K.RL.2	With prompting and support, retell familiar stories, including key details.
K.RL.3	With prompting and support, identify characters, settings, and major events in a story.
Craft and Structure	
K.RL.4	With prompting and support, ask and answer questions about unknown words in a text.
K.RL.5	Recognize common types of texts (e.g., storybooks, poems); identify the front cover, back cover, and title of a book.
K.RL.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
Integration of Knowledge and Ideas	
K.RL.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
K.RL.8	(Not applicable to literature)
K.RL.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	
K.RL.10	With prompting and support, actively engage in group reading activities with purpose and understanding.
Reading Standards for Informational Text	
Key Ideas and Details	

K.RI.1	With prompting and support, ask and answer questions about key details in a text.
K.RI.2	With prompting and support, identify the main topic and retell key details of a text.
K.RI.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Craft and Structure	
K.RI.4	With prompting and support, ask and answer questions about unknown words in a text.
K.RI.5	Identify the front cover, back cover, and title page of a book.
K.RI.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Integration of Knowledge and Ideas	
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).
K.RI.8	With prompting and support, identify the reasons an author gives to support points in a text.
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).
Range of Reading and Level of Text Complexity	

K.RI.1	With prompting and support, ask and answer questions about key details in a text.
K.RI.2	With prompting and support, identify the main topic and retell key details of a text.
K.RI.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Craft and Structure	
K.RI.4	With prompting and support, ask and answer questions about unknown words in a text.
K.RI.5	Recognize common types of informational text; identify the front cover, back cover, and title page of a book.
K.RI.6	With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Integration of Knowledge and Ideas	
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).
K.RI.8	With prompting and support, identify the reasons an author gives to support points in a text.
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).
Range of Reading and Level of Text Complexity	

K.RI.10	Actively engage in group reading activities with purpose and understanding.
AZ.K.RI.10	a. Actively engage in a group reading of informational and functional texts, including history/social studies, science, and technical texts, with purpose and understanding.

Reading Standards: Foundational Skills

Print Concepts

K.RF.1	<p>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 sequence 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.</p>
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Phonological Awareness

K.RI.10	With prompting and support, actively engage in group reading activities with purpose and understanding.

Reading Standards: Foundational Skills

Print Concepts

K.RF.1	<p>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. Identify that a sentence is made up of a group of words.</p> <p>d. Recognize the difference between a letter and a printed word.</p> <p>e. Understand that words are separated by spaces in print.</p> <p>f. Recognize and name all upper and lowercase letters of the alphabet.</p>
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Phonological Awareness

K.RF.2	<p>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. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>c. 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>d. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>
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Reading Standards: Foundational Skills

Phonics and Word Recognition

K.RF.3	<p>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 or many of the most frequent sound 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 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>
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Fluency

K.RF.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Identify and produce sounds (phonemes) in a spoken word.</p> <p>b. Recognize and produce rhyming words.</p> <p>c. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Blend spoken phonemes to form one-syllable words (e.g., /m/ /a/ /n/).</p> <p>d. Isolate and pronounce the initial, medial vowel (long and short vowels) and final sounds (phonemes) in three-phoneme words. *(This does not include CVCs (Consonant-Vowel-Consonant) ending with /l/, /r/, or /x/.)</p> <p>e. Add, substitute, and delete individual phonemes in simple, one-syllable words to make new words.</p>
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Reading Standards: Foundational Skills

Phonics and Word Recognition

K.RF.3	<p>Know and apply phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.</p> <p>b. Decode regularly spelled closed syllable words.</p> <p>c. Read 50 common high-frequency words by sight from a research-based word list.</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
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Fluency

K.RF.4	Read emergent-reader texts with purpose and understanding
Writing Standards	
Text Types and Purposes	
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 . . .).
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.
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.
Production and Distribution of Writing	
K.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).

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K.W.3	With guidance and support from adults, 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.
Production and Distribution of Writing	
K.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).

AZ.K.W.4	a. With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables) in which the development and organization are appropriate to task and purpose.
K.W.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
K.W.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge	
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).
K.W.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
K.W.9	(Begins in grade 4)
Range of Writing	
K.W.10	(Begins in grade 3)

K.W.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
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K.W.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
K.W.9	(Begins in grade 4)
Range of Writing	
K.W.10	(Begins in grade 3)
Writing Standards: Foundational Skills	
Sound-letter Basics and Handwriting	
K.WF.1	Demonstrate and apply handwriting skills. a. Match upper and lower case manuscript letters. b. Write upper and lower manuscript letters, with reference to a model. c. Write left to right using appropriate spacing between words.

Speaking and Listening Standards
Comprehension and Collaboration

K.WF.2	<p>Demonstrate and apply sound-letter concepts.</p> <p>a. Segment all the phonemes in two and three-phoneme syllables and represent those phonemes with letters.</p> <p>b. Write the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.</p>
Spelling	
K.WF.3	<p>Know and apply phonics and word analysis skills when encoding words.</p> <p>a. Represent phonemes in simple words, using letter-sound relationships.</p> <p>b. Write or select an initial or final consonant when a medial vowel is provided.</p> <p>c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds.</p> <p>d. Accurately write grade-level appropriate words, as found in a research-based word list. (*See guidelines under <i>Word Lists</i> in the ELA Glossary.)</p> <p>e. Attempt phonetic spelling of unknown words.</p>
Speaking and Listening Standards	
Comprehension and Collaboration	

K.SL.1	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, taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
K.SL.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.
K.SL.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Presentation of Knowledge and Ideas	
K.SL.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
K.SL.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
K.SL.6	Speak audibly and express thoughts, feelings, and ideas clearly.
Language Standards	
Conventions of Standard English	

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, taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
K.SL.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.
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K.SL.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
K.SL.6	Speak audibly and express thoughts, feelings, and ideas clearly.
Language Standards	
Conventions of Standard English	

K.L.1	<p>1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities.
K.L.2	<p>2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. 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.
Knowledge of Language	
K.L.3	(Begins in grade 2)
Vocabulary Acquisition and Use	

K.L.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use frequently occurring nouns and verbs. b. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). d. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). e. Produce and expand complete sentences in shared language activities.
K.L.2	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation.
Knowledge of Language	
K.L.3	(Begins in grade 2)
Vocabulary Acquisition and Use	

K.L.4	<p>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>
K.L.5	<p>5. With guidance and support from adults, explore word relationships 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 verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>
K.L.6	<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

K.L.4	(Begins in grade 1)
K.L.5	<p>With guidance and support from adults, explore word relationships 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 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 verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>
K.L.6	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>