

Standard Code	Standards
PK-LA-L.01.00.0	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PK-LA-L.01.A.0	Print many upper- and lowercase letters.
PK-LA-L.01.B.0	Use frequently occurring nouns and verbs.
PK-LA-L.01.C.0	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
PK-LA-L.01.D.0	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
PK-LA-L.01.E.0	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
PK-LA-L.01.F.0	Produce and expand complete sentences in shared language activities.
PK-LA-L.02.00.0	Indicate and awareness of letters that cluster as words, words in phrases, or sentences by the use of spacing, symbols, or marks.
PK-LA-L.03.00.0	(Begins in Grade 2)
PK-LA-L.04.00.0	Determine the meaning of new words with assistance or cues from adults (e.g., providing a frame of references; context or comparison).
PK-LA-L.05.00.0	With guidance and support from adults, explore word relationships and nuances in word meanings.
PK-LA-L.05.A.0	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
PK-LA-L.05.B.0	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
PK-LA-L.05.C.0	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
PK-LA-RF.01.00.0	Demonstrate understanding of the organization of basic features of print.
PK-LA-RF.01.A.0	Follow words from left to right, top to bottom, and page by page.
PK-LA-RF.01.B.0	Recognize that spoken words are represented in written language by specific sequences of letters.
PK-LA-RF.01.C.0	Understand that words are separated by space in print.
PK-LA-RF.01.D.0	Recognize and name some upper- and lower-case letters of the alphabet in addition to those in first name.
PK-LA-RF.02.00.0	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
PK-LA-RF.02.A.0	Recognize and produce rhyming words.
PK-LA-RF.02.B.0	Hear sounds in words by isolating syllables of a word using snapping, clapping, or rhythmic movement (e.g., cat, ap-ple).
PK-LA-RF.02.C.0	Recognize when words share phonemes (sounds) and repeat the common phoneme (e.g., /b/ as in Bob, ball, baby; /t/ as in Matt, kite, boat).
PK-LA-RF.03.D.0	Know and apply grade-level phonics and word analysis skills in decoding words.
PK-LA-RF.03.E.0	Demonstrate a beginning understanding of links between letters and sounds.
PK-LA-RF.03.F.0	Identify own name in print.
PK-LA-RF.03.G.0	Recognize and "read" familiar words or environmental print (e.g., McDonalds, Target, etc.).
PK-LA-RI.01.00.0	With prompting and support, ask and answer questions about key details in a text.

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PK-LA-RI.02.00.0	With prompting and support, identify the main topic and retell key details of a text.
PK-LA-RI.03.00.0	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
PK-LA-RI.04.00.0	With prompting and support, ask and answer questions about unknown words in a text.
PK-LA-RI.05.00.0	Identify the front cover, back cover, and title page of a book.
PK-LA-RI.06.00.0	With prompting and support, define the role of the author and the illustrator.
PK-LA-RI.07.00.0	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).
PK-LA-RI.08.00.0	With prompting and support, identify the reasons an author gives to support points in a text.
PK-LA-RI.09.00.0	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
PK-LA-RI.10.00.0	Actively engage in group reading activities with purpose and understanding.
PK-LA-RL.01.00.0	With prompting and support, ask and answer questions about key details in a text.
PK-LA-RL.02.00.0	With prompting and support, retell familiar stories, including key details through discussion, artistic works, or drama.
PK-LA-RL.03.00.0	With prompting and support, identify characters, settings, and major events in a story.
PK-LA-RL.04.00.0	With prompting and support, ask and answer questions about unknown words in a text.
PK-LA-RL.05.00.0	Identifies and explains whether a story is fantasy or reality. (e.g., talking flowers, and animals).
PK-LA-RL.06.00.0	With prompting and support, define the role of the author and the illustrator.
PK-LA-RL.07.00.0	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).
PK-LA-RL.08.00.0	(RL.K.8 not applicable to literature)
PK-LA-RL.09.00.0	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
PK-LA-RL.10.A.0	Actively engages in group reading activities with purpose and understanding, participates in the recitations of books, poems, chants, songs and nursery rhymes.
PK-LA-RL.10.B.0	Actively engages in shared reading experiences.
PK-LA-RL.10.C.0	Recites simple poems, nursery rhymes, and songs alone or in a group setting.
PK-LA-SL.01.00.0	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
PK-LA-SL.01.A.0	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
PK-LA-SL.01.B.0	Continue a conversation through multiple exchanges.

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PK-LA-SL.02.00.0	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.
PK-LA-SL.03.A.0	Use an expanding expressive vocabulary: Describes and tells the use of many familiar items.
PK-LA-SL.03.B.0	Speaks clearly; Is understood by most people; may mispronounce new, long, or unusual words
PK-LA-SL.03.C.0	Uses conventional grammar; Uses complete four to six word sentences
PK-LA-SL.03.D.0	Tells about another time or place; Tells elaborate stories that refer to other times and places
PK-LA-SL.04.00.0	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
PK-LA-SL.05.00.0	Add drawings or other visual displays to descriptions as desired to provide additional detail.
PK-LA-SL.06.00.0	Speak audibly and express thoughts, feelings, and ideas clearly.
PK-LA-W.01.00.0	Uses simple drawings, dictating, and emergent writing to share their favorite part of a familiar fiction story. This could include journaling or participating in interactive writing with the teacher, where the teacher models writing conventions (capital letters, left to right, punctuation, letter formation) allowing students to participate where appropriate.
PK-LA-W.02.00.0	Uses simple drawings, dictating, and emergent writing to depict understanding of a nonfiction text. This could include journaling or participating in interactive writing with the teacher, where the teacher models writing conventions (capital letters, left to right, punctuation, letter formation) allowing students to participate where appropriate.
PK-LA-W.03.00.0	Uses simple drawings, dictating, and emergent writing to depict a personal narrative event. This could include journaling or participating in interactive writing with the teacher, where the teacher models writing conventions (capital letters, left to right, punctuation, letter formation) allowing students to participate where appropriate.
PK-LA-W.04.00.0	Links spoken language with written language by "reading" emergent language to teacher or peers; Uses emergent writing to "write" words with mock letters, and some actual letters (e.g., mom, child's name)
PK-LA-W.05.00.0	With guidance and support from adults, respond to questions and suggestions from peers to add details to drawings and emergent writing.