



Kindergarten

Arkansas

English Language Arts Standards

2016

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Introduction

The Arkansas English Language Arts Standards for Grades K-12 have been developed to prepare students for success after high school. Students who are successful in college and careers have attained particular literacy capacities. These students

- demonstrate independence;
- build strong content knowledge;
- respond to the varying demands of audience, task, purpose, and discipline;
- comprehend as well as critique;
- value evidence;
- use technology and digital media strategically and capably;
- come to understand other perspectives and cultures.

The English classroom focuses on reading and analyzing literature and literary nonfiction, studying the English language, and writing about related topics. A separate document, the Arkansas Disciplinary Literacy Standards, has been created to address the unique literacy needs in other content areas.

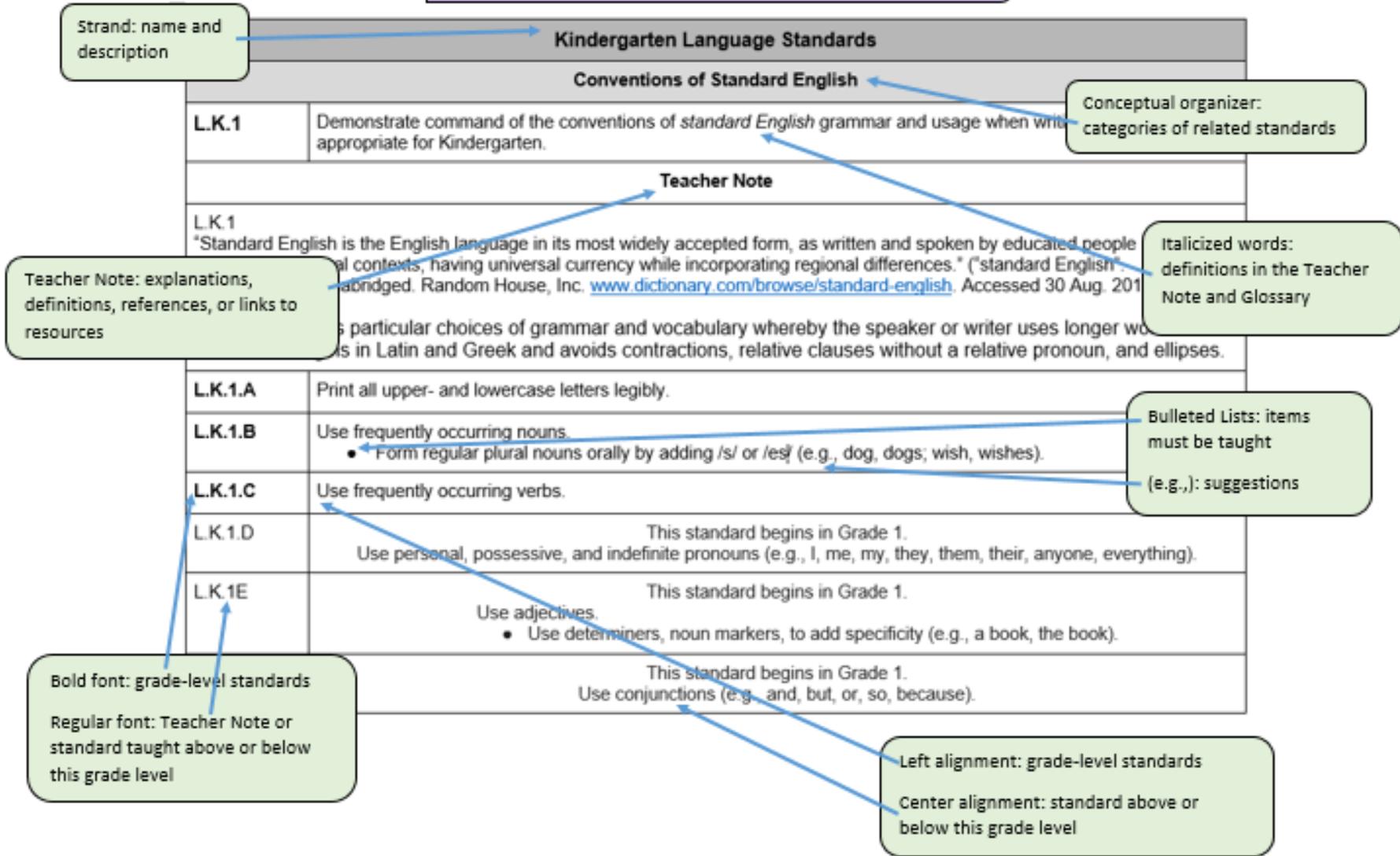
This document is organized around anchor standards and grade-level standards. The anchor standards address overarching knowledge and skills in reading, writing, speaking and listening, and language. Although the document is organized by strands, the standards should be integrated during instruction. The grade-level standards, which are aligned to the anchor standards, represent the progression of learning for Grades K-12. The grade-level standards include teacher notes that provide explanations, definitions, and links to resources to support teachers.

The document focuses on literacy skills rather than literary content. Teachers have the opportunity to select grade-appropriate literature and literary nonfiction texts to teach the standards. The texts must provide opportunities to teach all the strands at grade-level rigor. Three measures of text complexity should guide text selection: quantitative, qualitative, and reader and task. Teacher notes in the grade-level documents provide support for effective text selection.

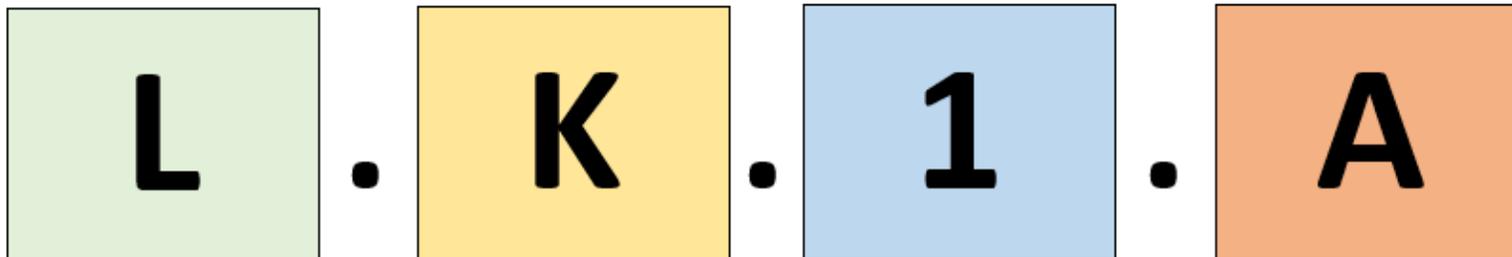
Teachers are encouraged to become familiar with the standards above and below the grade level they teach. The standards below grade level will guide decisions for providing interventions for students who do not have all the grade-level skills in place, and the standards above grade level will guide decisions for extending students who are ready to move ahead. In addition, familiarity with the K-12 standards will support developing a smooth learning progression from kindergarten through high school.

The Arkansas Department of Education academic standards are intended to assist in district curriculum development, unit design, and to provide a uniform, comprehensive guide for instruction. The standards are not intended to be a state-mandated curriculum.

How to Read the Standards Document



How the Standards are Labeled



The letter in the first position of the standard numbering system represents the strand:

Reading Literature (RL)
Reading Informational (RI)
Reading Foundational (RF)
Writing (W)
Speaking and Listening (SL)
Language (L)

The symbol in the second position of the standard numbering system represents the grade level.

The number in the third position represents the standard.

Some standards are broken into segments that are represented by a letter in the fourth position.

How to Label the Anchor Standards

R

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CCR

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The letter in the first position of the anchor standard numbering system represents the strand:

Reading (R)

Writing (W)

Speaking and Listening (SL)

Language (L)

The symbol in the second position of the anchor standard numbering system represents college and career readiness.

The number in the third position of the anchor standard numbering system represents the standard.

Arkansas Anchor Standards for Reading

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. The grade-specific standards correspond by number to the Arkansas Anchor Standards for Reading. The Arkansas Anchor Standards and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meaning; analyze how specific word choices shape meaning and/or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, stanza) relate to each other and the whole.
6. Assess how point of view, perspective, and/or purpose shape the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats.
8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s).

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on Range and Content of Student Reading Grades K-5

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, and poems from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Kindergarten Reading Standards for Literature

The grade-level standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

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.

Teacher Note

RL.K.2

Retell is an informal written or oral ordering of narrative events which does not necessarily include the following: clear sequence, context, first or third person, past tense, or closure (e.g., evaluates; summarizes; addresses message, lesson, moral).

The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”:

<http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade>.

(Conrad-Curry, Dea. “Retell, Recount, Summarize? A Common Core Shift from Kindergarten to Fourth Grade.” Blog. Partner In Education, Feb. 2013, <http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade>. Accessed 30 Aug. 2016.)

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 text (e.g., storybooks, poems).

RL.K.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	
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., based on this picture, what is happening?).
RL.K.8	RL.K.8 is not applicable to literature based on anchor standard R.CCR.8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RL.K.9	With prompting and support, compare and contrast the characters (e.g., adventures and experiences) in familiar stories.
Range of Reading and Level of Text Complexity	
RL.K.10	Actively engage in teacher-led reading activities with purpose and understanding.
Teacher Note	
<p>RL.K.10 It is critical that children are reading on grade-level. “In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers.” (Fiester, Leila. “Early Warning Confirmed.” The Annie E. Casey Foundation, 2013, aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11. Accessed 30 Aug. 2016.)</p>	

Kindergarten Reading Standards for Informational Text

The grade-level standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

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.

Teacher Note

RI.K.2

Retell is an informal written or oral ordering of narrative events which does not necessarily include the following: clear sequence, context, first or third person, past tense, or closure (e.g., evaluates; summarizes; addresses message, lesson, moral).

The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”:

<http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade>.

(Conrad-Curry, Dea. “Retell, Recount, Summarize? A Common Core Shift from Kindergarten to Fourth Grade.” Blog. Partner In Education, Feb. 2013, <http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade>. Accessed 30 Aug. 2016.)

RI.K.3 With prompting and support, describe the connection between two topics (individuals, events, ideas, or scientific concepts).

Craft and Structure

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5 Identify the front cover, back cover, and title page of a book.

RI.K.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	
RI.K.7	With prompting and support, describe the relationship between visual images and the text in which they appear (e.g., what person, place, thing, or idea in the text a visual image depicts).
RI.K.8	With prompting and support, identify the details an author gives to support points in a text.
RI.K.9	With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, procedures).
Range of Reading and Level of Text Complexity	
RI.K.10	Actively engage in teacher-led reading activities with purpose and understanding.
Teacher Note	
<p>RI.K.10 It is critical that children are reading on grade-level. “In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers.” (Fiester, Leila. “Early Warning Confirmed.” The Annie E. Casey Foundation, 2013, aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11. Accessed 30 Aug. 2016.)</p>	

Kindergarten Reading Standards for Foundational Skills

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: In Kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Print Concepts

RF.K.1	Demonstrate understanding of the organization and basic features of print.
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RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
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RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.
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RF.K.1.C	Understand that words are separated by spaces in print.
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Teacher Note

RF.K.1.C
Teachers might assess this understanding by asking students to demonstrate one-to-one correspondence by matching spoken words to printed words.

RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
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Phonological Awareness	
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Teacher Note	
RF.K.2 To assess the understanding of words, teachers might ask students to count words in spoken sentences: <ul style="list-style-type: none"> • blend two individual words to form a compound word (e.g., star + fish...starfish). • segment a compound word into its two individual words (e.g., starfish...star fish). 	
RF.K.2.A	Recognize and produce rhyming words orally.
RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.
Teacher Note	
RF.K.2.B Some examples of segmenting and blending may be found at the following link: http://www.corestandards.org/assets/Appendix_A.pdf#page=19 . (National Governors Association Center for Best Practices, Council of Chief State School Officers. "Appendix A." <u>Common Core State Standards</u> . National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, p. 19, www.corestandards.org/assets/Appendix_A.pdf#page=19. Accessed 30 Aug. 2016.)	
RF.K.2.C	Blend and segment onsets and rimes of one-syllable spoken words.
Teacher Note	
RF.K.2.C An explanation of onset and rime manipulation in spoken language may be found at the following link: http://www.corestandards.org/assets/Appendix_A.pdf#page=19 . (National Governors Association Center for Best Practices, Council of Chief State School Officers. "Appendix A." <u>Common Core State Standards</u> . National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, p. 19, www.corestandards.org/assets/Appendix_A.pdf#page=19. Accessed 30 Aug. 2016.)	

<p>RF.K.2.C (continued) Additional information is available in a document by Louisa Moats which is found on page 4 of the Reading Rockets website: http://www.readingrockets.org/article/development-phonological-skills. (Moats, Louisa, Carol Tolman. "The Development of Phonological Skills." <u>Reading Rockets</u>, 2009, readingrockets.org/article/development-phonological-skills. Accessed 30 August 2016.)</p>	
RF.K.2.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/.)
RF.K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.2.F	<p>This standard begins in Grade 1. Add or substitute individual sounds (phonemes) in simple, spoken words to make new words.</p>
RF.K.2.G	<p>This standard begins in Grade 1. Delete individual initial and final sounds (phonemes) in simple, spoken words (e.g., say "nice" without the /n/, say "lamp" without the /p/).</p>
Phonics and Word Recognition	
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
Teacher Note	
<p>RF.K.3 Each district will choose or create a phonics curriculum that is systematic and explicit, which aligns to the known research and uses evidence-based strategies. Guidance for selecting or developing a phonics program may be found on pages 20-22 and 37 at the following link: http://www.corestandards.org/assets/Appendix_A.pdf#page=20. (National Governors Association Center for Best Practices, Council of Chief State School Officers. "Appendix A." <u>Common Core State Standards</u>. National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, p. 20, www.corestandards.org/assets/Appendix_A.pdf#page=20. Accessed 30 Aug. 2016.)</p>	
RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequently used sound for each consonant.
RF.K.3.B	Associate the long and short sounds with the five major vowel graphemes (a,e,i,o,u), using open and closed syllable types (e.g., open-go, closed-got).

RF.K.3.C	Read common <i>high-frequency words</i> by sight (e.g., the, of, to, you, she, my, is, are, do, does).
Teacher Note	
<p>RF.K.3.C High-frequency words are “Regular and irregular words that appear often in printed text” (Honig, Bill, Linda Diamond, and Linda Gutlohn. <u>Teaching Reading Sourcebook</u>. Arena, 2008, p. 243.)</p> <p>Districts should consider sight words and high-frequency words when aligning their curriculum.</p> <p>“Sight words are any words recognized instantly” (Honig, Bill, Linda Diamond, and Linda Gutlohn. <u>Teaching Reading Sourcebook</u>. Arena, 2008, p. 243).</p>	
RF.K.3.D	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., hat, fat, rat; cap, cup, cop; him, hip, hit).
RF.K.3.E	Decode CVC words.
RF.K.3.F	Decode open and closed one-syllable words.
Fluency	
RF.K.4	Read <i>grade-appropriate</i> texts with purpose and understanding.
Teacher Note	
<p>RF.K.4 Grade-appropriate refers to texts, materials, resources, and activities that are rigorous enough to engage students in grade-level content and concepts across all strands.</p> <p>It is critical that children are reading on grade-level. “In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers.” (Fiester, Leila. “Early Warning Confirmed.” The Annie E. Casey Foundation, 2013, aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11. Accessed 30 Aug. 2016.)</p>	

RF.K.4.A	<p style="text-align: center;">This standard begins in Grade 1. Read grade-level text with purpose and understanding.</p>
RF.K.4.B	<p style="text-align: center;">This standard begins in Grade 1. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
RF.K.4.C	<p style="text-align: center;">This standard begins in Grade 2. Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

Arkansas Anchor Standards for Writing

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. The grade-specific standards correspond by number to the Arkansas Anchor Standards for Writing. The Arkansas Anchor Standards and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on Range and Content of Student Writing Grades K-5

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Kindergarten Writing Standards

The following standards offer a focus for writing instruction to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected in the standards.

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.1.A	This standard begins in Grade 3. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.K.1.B	This standard begins in Grade 3. Provide reasons that support an opinion.
W.K.1.C	This standard begins in Grade 3. Use linking words (e.g., because, therefore, since, for example) and phrases to connect opinion and reasons.
W.K.1.D	This standard begins in Grade 6. Establish and maintain a formal style.
W.K.1.E	This standard begins in Grade 3. Provide a concluding statement or section.
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name the topic and supply some information about it.
W.K.2.A	This standard begins in Grade 3. Introduce a topic and group related information; include illustrations when useful to aid comprehension.

W.K.2.B	This standard begins in Grade 3. Develop the topic with facts, definitions, and details.
W.K.2.C	This standard begins in Grade 1. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
W.K.2.D	This standard begins in Grade 4. Use precise language and domain-specific words to inform about or explain the topic.
W.K.2.E	This standard begins in Grade 6. Establish and maintain a formal style.
W.K.2.F	This standard begins in Grade 3. Provide a concluding statement or section.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events and provide a reaction to what happened.
W.K.3.A	This standard begins in Grade 3. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.K.3.B	This standard begins in Grade 3. Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
W.K.3.C	This standard begins in Grade 3. Use <i>temporal</i> words and phrases to signal event order.
W.K.3.D	This standard begins in Grade 4. Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.K.3.E	This standard begins in Grade 3. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing	
W.K.4	This standard begins in Grade 3. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W.K.5	With guidance and support from adults, respond to questions and add details to strengthen writing as needed.
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce some writing, including in collaboration with peers.
Teacher Note	
W.K.6 Students should be given an opportunity to write using digital tools, but not all writing has to be produced digitally.	
Research to Build and Present Knowledge	
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books on a specific topic and produce simple findings).
W.K.8	Recall information, with prompting and support, from experiences or gather information from provided sources to answer a question.
W.K.9	This standard begins in Grade 4. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.K.9.A	This standard begins in Grade 4. Apply Grade 4 Reading standards to literature.
W.K.9.B	This standard begins in Grade 4. Apply Grade 4 Reading standards to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text).

Range of Writing

W.K.10

Write routinely, with prompting and support, over short time frames for a range of discipline-specific tasks, purposes, and audiences.

Arkansas Anchor Standards for Speaking and Listening

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. The grade-specific standards correspond to the Arkansas Anchor Standards for Speaking and Listening by number. The Arkansas Anchor Standards and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media such as visual, quantitative, and oral.
3. Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence with organization, development, and style appropriate to task, purpose, and audience so that listeners can follow the line of reasoning.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on Range and Content of Student Speaking and Listening Grades K-5

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations--as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Kindergarten Speaking and Listening Standards

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Comprehension and Collaboration

SL.K.1	Participate in <i>collaborative conversations/discussions</i> with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.
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Teacher Note

SL.K.1
 For information about oral language development see Appendix A, page 26, paragraphs 3 and 4 at the following link:
http://www.corestandards.org/assets/Appendix_A.pdf#page=26.
 (National Governors Association Center for Best Practices, Council of Chief State School Officers. "Appendix A." Common Core State Standards. National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, p. 26, www.corestandards.org/assets/Appendix_A.pdf#page=26. Accessed 30 Aug. 2016.)

Collaborative conversations/discussions take place when students talk jointly with others especially in an intellectual endeavor (e.g., Think Pair Share, Reciprocal Teaching, teacher-led class discussion).

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).
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SL.K.1.B	Continue a conversation through multiple exchanges.
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SL.K.1.C	<p>This standard begins in Grade 1.</p> <p>Ask questions to clear up any confusion about the topics and texts under discussion.</p>
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SL.K.1.D	<p>This standard begins in Grade 3.</p> <p>Explain their own ideas and understanding in light of the discussion.</p>
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SL.K.2	With prompting and support, ask and answer questions about key details to demonstrate understanding of a topic read aloud, presented orally, or through other media.
Teacher Note	
SL.K.2 Confirm understanding of a topic (e.g., through read aloud, oral presentation, or through other media) by asking and answering questions about key details.	
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Presentation of Knowledge and Ideas	
SL.K.4	Describe familiar people, places, things, and events; provide additional details with prompting and support.
SL.K.5	Add drawings or other <i>visual displays</i> to descriptions of familiar people, places, things, and events as desired to provide additional detail.
Teacher Note	
SL.K.5 A visual display is a presentation of information that can be seen.	
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
Teacher Note	
SL.K.6 See L.K.1 for specific language expectations for Kindergarten students when speaking and writing.	

Arkansas Anchor Standards for Language

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. The grade-specific standards correspond by number to the Arkansas Anchor Standards for Language. The Arkansas Anchor Standards and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on Range and Content of Student Language Use Grades K-5

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking and listening; indeed, they are inseparable from such contexts.

Kindergarten Language Standards

The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Conventions of Standard English

L.K.1	Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Kindergarten when writing or speaking.
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Teacher Note

L.K.1
Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences. ("standard English." [Dictionary.com Unabridged](http://www.dictionary.com). Random House, 2016, www.dictionary.com/browse/standard-english. Accessed 30 Aug. 2016.)

L.K.1.A	This standard begins in Grade 3. Explain the function of nouns, pronouns, verbs, adjectives, prepositions, and adverbs in general and their functions in particular sentences.
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L.K.1.B	Use frequently occurring nouns. <ul style="list-style-type: none"> • Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
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L.K.1.C	Use frequently occurring verbs.
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L.K.1.D	This standard begins in Grade 1. Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything).
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L.K.1E	This standard begins in Grade 1. Use adjectives. <ul style="list-style-type: none"> • Use determiners, noun markers, to add specificity (e.g., a book, the book).
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L.K.1F	This standard begins in Grade 1. Use conjunctions (e.g., and, but, or, so).
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L.K.1.G	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by with).
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L.K.1.H	Independently produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> • With prompting and support, use spaces to separate words in a sentence.
L.K.1.I	This standard begins in Grade 4. Use <i>modal auxiliaries</i> (e.g., can, may, must) to convey various conditions.
L.K.1.J	Understand and use question words, interrogatives, (e.g., who, what, when, where, why, how).
L.K.1.K	Print all upper- and lowercase letters legibly.
L.K.2	Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Kindergarten when writing.
Teacher Note	
L.K.2 Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences. (“standard English.” <u>Dictionary.com Unabridged</u> . Random House, 2016, www.dictionary.com/browse/standard-english . Accessed 30 Aug. 2016.)	
L.K.2.A	Capitalize the first word in a sentence and the pronoun I.
L.K.2.B	Recognize and name end punctuation.
L.K.2.C	This standard begins in Grade 1. Use commas in dates and to separate single words in a series.

L.K.2.D	Write a letter or letters for most consonant and short-vowel sounds (phonemes). <ul style="list-style-type: none"> • Spell consonant-vowel-consonant (CVC) words correctly. • Spell words phonetically, drawing on knowledge of sound-letter relationships.
Teacher Note	
<p>L.K.2.D More information on Phoneme-Grapheme Correspondence may be found on a chart at the following link: http://www.corestandards.org/assets/Appendix_A.pdf#page=17. (National Governors Association Center for Best Practices, Council of Chief State School Officers. "Appendix A." <u>Common Core State Standards</u>. National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, p. 17, www.corestandards.org/assets/Appendix A. pdf#page=17. Accessed 30 Aug. 2016.)</p> <p>A chart of vowel sounds with examples can be found at the following link: http://www.corestandards.org/assets/Appendix_A.pdf#page=18. (National Governors Association Center for Best Practices, Council of Chief State School Officers. "Appendix A." <u>Common Core State Standards</u>. National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, p. 18, www.corestandards.org/assets/Appendix A. pdf#page=18. Accessed 30 Aug. 2016.)</p>	
Knowledge of Language	
L.K.3	This standard begins in Grade 2. Use knowledge of language and its conventions.
L.K.3.A	This standard begins in Grade 3. Choose words and phrases for effect.
L.K.3.B	This standard begins in Grade 3. Recognize and observe differences between the conventions of spoken and written <i>standard English</i> .

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	Identify new meanings for familiar words and apply them accurately (e.g., knowing a duck is a bird and learning the verb to duck).
L.K.4.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.
L.K.4.C	This standard begins in Grade 1. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
L.K.5	With guidance and support from adults, explore word relationships and <i>nuances</i> in word meanings.
Teacher Note	
L.K.5 Nuance is a subtle difference or distinction in expression or meaning. A single word choice can convey a nuanced meaning: The girl was _____ (e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).	
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, being read to, and responding to texts.

Glossary
Arkansas English Language Arts Standards Grades K-12

Collaborative conversation/discussion	Talking jointly with others, especially in an intellectual endeavor (e.g., Think Pair Share, Reciprocal Teaching, teacher-led class discussion)
Collegial discussion	Talking about ideas, some of them contentious, with mutual respect for peers even when disagreeing
Dialect	A variety of a language that is distinguished from other varieties of the same language by features of phonology, grammar, and vocabulary, and by its use by a group of speakers who are set off from others geographically or socially (“dialect.” Dictionary.com.Unabridged . www.dictionary.com/browse/dialect?s=t . Accessed 17 September 2016.)
Domain-specific words	Terms that are used within a particular discipline
Fluency (Reading)	The ability to read accurately, quickly, expressively, with good phrasing, and with good comprehension
Formal English	Particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek and avoids contractions, relative clauses without a relative pronoun, and ellipses
General academic words	General academic words refers to words that can be used across all disciplines
Grade-appropriate	Texts, materials, resources, and activities that are rigorous enough to engage students in grade-level content and concepts across all strands
High-frequency words	Regular and irregular words that appear often in printed text (Honig, Bill, Linda Diamond, and Linda Gutlohn. Teaching Reading Sourcebook . Arena, 2008, p. 243.)
Modal auxiliary	An auxiliary verb characteristically used with other verbs to express mood, aspect, or tense (e.g., can, could, may, might, must, ought, shall, should, will, would) (“modal auxiliary.” American Heritage® Dictionary of the English Language, Fifth Edition . Houghton Mifflin Harcourt, 2011, www.thefreedictionary.com/modal+auxiliary . Accessed 17 Sep. 2016.)
Multimedia	A technique in which several media are employed such as the combining of sound, video, and text for expressing ideas
Nuance	A subtle difference or distinction in expression or meaning
Objective summary	A shortened version of an original text that is unbiased and based on facts and does not include personal feelings, interpretations, or prejudice
Perspective	A particular way of viewing things that depends on one’s experience and personality (“perspective.” Cambridge Academic Dictionary . Cambridge UP, 2016, www.dictionary.cambridge.org/us/dictionary/English/perspective . Accessed 30 Aug. 2016.)
Point of view	The position of the narrator in relation to the story (e.g., first person, third person) which is instrumental in manipulating the reader’s understanding of the narrative
Precise language	Specific language that spells out relationships between ideas, leading readers to a desired conclusion

Recount	Formal written or oral ordering of narrative events including the following characteristics: clear sequence, context, first or third person point of view, past tense, and closure (e.g., evaluates; summarizes; addresses message, lesson, moral).
Register	The level of formality of language that a speaker uses in a particular social context
Retell	Informal written or oral ordering of narrative events which does not necessarily include the following: clear sequence, context, first or third person, past tense, or closure (e.g., evaluates; summarizes; addresses message, lesson, moral).
Standard English	The English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences (“standard English.” Dictionary.com Unabridged . Random House, 2016, www.dictionary.com/browse/standard-english . Accessed 30 Aug. 2016.)
Summary	A shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original (Kissner, Emily. <u>Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking</u> . Heinemann, 2006, p. 8.)
Temporal	Of or relating to time (e.g., first, last, before, after, next, then, prior to, afterward, as soon as)
Theme	A main idea or an underlying meaning of a literary work that may be stated directly or indirectly
Tone	The author’s attitude toward the subject, characters, or situation (e.g., amused, sad, angry)
Visual display	A presentation of information that can be seen

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