

Kindergarten Reading

2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Reading - Stage I		
Standard 1: The student will demonstrate understanding of print concepts of the English language.		
K.RL.1 (Literature) Ask and answer questions about key details in a text. (Essential)		
K.RI.1 (Informational Text) With prompting and support, ask and answer questions about key details in a text . (Essential)		
K.RF.1 (Foundational Skills) Demonstrate understanding of the organization and basic features of print. (Essential: a, b, and c only) See Stage II following	HI-1: demonstrating the command of left to right, top to bottom directionality, and return sweep when “reading” books. (a only)	Print Concepts
	HI-2: demonstrating the one-to-one correlation between a spoken word and a printed word. (b and c only)	Print Concepts
Reading - Stage II (K.RF.1 only)		
K.RF.1 Stage II (Foundational Skills) Demonstrate understanding of the organization and basic features of print. (Essential: a, b, and c only) See Stage V following	B-1: tracking written words read aloud with one-to-one correlation. (b and c only and only in reference to a skill area)	Print Concepts
	LI-8: naming all upper and lower case letters of the alphabet with different fonts out of sequence. (d only and only in reference to a skill area)	Decoding
Reading - Stage V (K.RF.1 only)		
K.RF.1 Stage V (Foundational Skills) Demonstrate understanding of the organization and basic features of print. (Essential: a, b, and c	E-1: demonstrating the one-to-one correlation between a spoken word and a printed word. (b and c only and only in reference to a skill area)	Print Concepts

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only)		
	E-2: distinguishing between printed words, sentences, and paragraphs. (b and c only and only in reference to a skill area)	Print Concepts
	E-3: recognizing print conventions. (<i>e.g., punctuation, upper and lower case letters</i>) (Only in reference to a skill area.)	Print Concepts
K.RL.2 (Literature) With prompting and support, retell familiar stories, including key details. (Essential)		
K.RI.2 (Informational Text) With prompting and support, identify the main topic and retell key details of a text.		
K.RF.2 (Foundational Skills) Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Essential: a, b, c and d only)		
K.RL.3 (Literature) With prompting and support, identify characters, settings, and major events in a story. (Essential)		
K.RI.3 (Informational Text) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		
K.RF.3 (Foundational Skills) Know and apply grade-level phonics and word analysis skills in decoding words. (Essential: b, c, and d only)		
Reading - Stage II (K.RF.3 only)		
K.RF.3 Stage II (Foundational Skills) Know and apply grade-level phonics and word analysis	HI-10: producing a new word when a specific grapheme is changed, added, or removed.	Decoding

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<p>skills in decoding words. (Essential: b, c, and d only)</p>	<p>(d only and only in reference to a skill area)</p>	
	<p>HI-13: reading high frequency words and irregular sight words fluently. (c only and only in reference to a skill area)</p>	<p>Decoding</p>
<p>K.RL.4 (Literature) Ask and answer questions about unknown words in a text.</p>		
<p>K.RI.4 (Informational Text) With prompting and support, ask and answer questions about unknown words in a text.</p>		
<p>K.RF.4 (Foundational Skills) Read emergent-reader texts with purpose and understanding.</p>		
<p>K.RL.5 (Literature) Recognize common types of texts (e.g., storybooks, poems). (Essential)</p>		
<p>K.RI.5 (Informational Text) Identify the front cover, back cover, and title page of a book. (Essential)</p>	<p>HI-1: demonstrating the command of left to right, top to bottom directionality, and return sweep when “reading” books. (In reference to a skill area only.)</p>	<p>Print Concepts</p>
<p>K.RL.6 (Literature) With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (Essential)</p>		
<p>K.RI.6 (Informational Text) Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (Essential)</p>		
<p>K.RL.7 (Literature) With prompting and support, describe the relationship between illustrations and the</p>		

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<p>story in which they appear (e.g., what moment in a story an illustration depicts). (Essential)</p>		
<p>K.RI.7 (Informational Text) 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). (Essential)</p>		
<p>K.RL.8 (Literature) (Not applicable to literature)</p>		
<p>K.RI.8 (Informational Text) With prompting and support, identify the reasons an author gives to support points in a text. (Essential)</p>		
<p>K.RL.9 (Literature) With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>		
<p>K.RI.9 (Informational Text) With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>		
<p>K.RL.10 (Literature) Actively engage in group reading activities with purpose and understanding.</p>		
<p>K.RI.10 (Informational Text) Actively engage in group reading activities with purpose and understanding.</p> <ol style="list-style-type: none"> a. Actively engage in group reading of informational and functional texts, including history/social studies, science, and technical texts, with 		

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purpose and understanding. (AZ.K.RI.10)		
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2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Reading - Stage I		
Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.		
K.RL.1 (Literature) Ask and answer questions about key details in a text. (Essential)		
K.RI.1 (Informational Text) With prompting and support, ask and answer questions about key details in a text . (Essential)		
K.RF.1 (Foundational Skills) Demonstrate understanding of the organization and basic features of print. (Essential: a, b, and c only) See Stage V following	HI-5: naming all upper and lower case letters of the alphabet with different fonts out of sequence. (d only)	Decoding
Reading - Stage V (K.RF.1 only)		
K.RF.1 Stage V (Foundational Skills) Demonstrate understanding of the organization and basic features of print. (Essential: a, b, and c only)	PE-1: identifying and naming the upper and lower case letters of the alphabet (d only and only in reference to a skill area)	Decoding

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<p>K.RL.2 (Literature) With prompting and support, retell familiar stories, including key details. (Essential)</p>		
<p>K.RI.2 (Informational Text) With prompting and support, identify the main topic and retell key details of a text.</p>		
<p>K.RF.2 (Foundational Skills) Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Essential: a, b, c and d only)</p>	<p>HI-1: segmenting one-syllable words into its phonemes. (b, c, and d only)</p>	<p>Phonemic Awareness</p>
	<p>HI-2: orally producing groups of words that begin with the same initial sounds (alliteration). (In reference to a skill area only.)</p>	<p>Phonemic Awareness</p>
	<p>HI-3: blending two or three spoken syllables to produce words. (b only)</p>	<p>Phonemic Awareness</p>
	<p>HI-4: orally forming words by substituting simple onsets (/c/) with given rimes (/at/). (a and e only)</p>	<p>Phonemic Awareness</p>
	<p>HI-10: decoding common CVC words. (c only)</p>	<p>Decoding</p>
<p>K.RL.3 (Literature) With prompting and support, identify characters, settings, and major events in a story. (Essential)</p>		

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<p>K.RI.3 (Informational Text) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>		
<p>K.RF.3 (Foundational Skills) Know and apply grade-level phonics and word analysis skills in decoding words. (Essential: b, c, and d only)</p> <p>See Stage V following</p>	<p>HI-6: producing letter sounds represented by the single lettered consonants and vowels. (a and b only)</p>	<p>Decoding</p>
	<p>HI-7: reading high frequency words with automaticity in context. (c only)</p>	<p>Decoding</p>
	<p>HI-8: producing new words when initial sound(s), including digraphs, are changed (i.e., word families). (d only)</p>	<p>Decoding</p>
	<p>HI-9: decoding a new word when a specific letter is changed, added, or removed. (d only)</p>	<p>Decoding</p>
<p>Reading - Stage V (K.RF.3 only)</p>		
<p>K.RF.3 Stage V (Foundational Skills) Know and apply grade-level phonics and word analysis skills in decoding words. (Essential: b, c, and d only)</p>	<p>E-3: reading a newly created word when a specific grapheme is changed, added, or removed in the initial, medial, or final position. (<i>e.g., face to place</i>) (d only and only in reference to a skill area)</p>	<p>Decoding</p>
	<p>HI-7 reading high-frequency words (c only and only in reference to a skill area)</p>	<p>Decoding</p>
<p>K.RL.4 (Literature) Ask and answer questions about unknown words in a text.</p>		
<p>K.RI.4 (Informational Text) With prompting and support, ask and answer questions about unknown words in a text.</p>		

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<p>K.RF.4 (Foundational Skills) Read emergent-reader texts with purpose and understanding.</p>		
<p>K.RL.5 (Literature) Recognize common types of texts (e.g., storybooks, poems). (Essential)</p>		
<p>K.RI.5 (Informational Text) Identify the front cover, back cover, and title page of a book. (Essential)</p>		
<p>K.RL.6 (Literature) With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (Essential)</p>		
<p>K.RI.6 (Informational Text) Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (Essential)</p>		
<p>K.RL.7 (Literature) 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). (Essential)</p>		
<p>K.RI.7 (Informational Text) 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). (Essential)</p>		
<p>K.RL.8 (Literature) (Not applicable to literature)</p>		

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<p>K.RI.8 (Informational Text) With prompting and support, identify the reasons an author gives to support points in a text. (Essential)</p>		
<p>K.RL.9 (Literature) With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>		
<p>K.RI.9 (Informational Text) With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>		
<p>K.RL.10 (Literature) Actively engage in group reading activities with purpose and understanding.</p>		
<p>K.RI.10 (Informational Text) Actively engage in group reading activities with purpose and understanding.</p> <ul style="list-style-type: none">b. Actively engage in group reading of informational and functional texts, including history/social studies, science, and technical texts, with purpose and understanding. <p>(AZ.K.RI.10)</p>		

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2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Reading - Stage I		
Standard 3: The student will read analyze text for expression, enjoyment, and response to other related content areas.		
K.RL.1 (Literature) Ask and answer questions about key details in a text. (Essential)	HI-2: making and confirming predictions based on the title, cover illustrations and text.	Fiction/Non-Fiction
	HI-3: using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text.	Fiction/Non-Fiction
	HI-7: describing the main characters of a story.	Fiction
	HI-9: describing the key events of a story.	Fiction
K.RI.1 (Informational Text) With prompting and support, ask and answer questions about key details in a text . (Essential)	HI-3: using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text.	Fiction/Non-Fiction
	HI-5: identifying facts from text read aloud.	Fiction/Non-Fiction
	HI-10: locating information from a completed graphic organizer.	Non-Fiction
K.RF.1 (Foundational Skills) Demonstrate understanding of the organization and basic features of print. (Essential: a, b, and C only)		

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<p>K.RL.2 (Literature) With prompting and support, retell familiar stories, including key details. (Essential)</p>	<p>HI-4: sequencing a story or event including the beginning, middle, and end using transition words. (e.g., first, next, last)</p>	Fiction/Non-Fiction
	<p>HI-5: identifying facts from text read aloud.</p>	Fiction/Non-Fiction
	<p>HI-6: retelling a story with a beginning, middle, and end, using transition words (e.g., first, next, last), in complete sentences. (In reference to a skill area only.)</p>	Fiction
<p>K.RI.2 (Informational Text) With prompting and support, identify the main topic and retell key details of a text.</p>	<p>HI-4: sequencing a story or event including the beginning, middle, and end using transition words. (e.g., first, next, last)</p>	Fiction/Non-Fiction
	<p>HI-10: locating information from a completed graphic organizer.</p>	Non-Fiction
<p>K.RF.2 (Foundational Skills) Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Essential: a, b, c and d only)</p>	<p>HI-12: interpreting signs, labels, symbols, and captions within the environment. (In reference to a skill area only.)</p>	Non-Fiction
<p>K.RL.3 (Literature) With prompting and support, identify characters, settings, and major events in a story. (Essential)</p>	<p>HI-7: describing the main characters of a story.</p>	Fiction
	<p>HI-8: describing the setting of a story.</p>	Fiction
	<p>HI-9: describing the key events of a story.</p>	Fiction

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<p>K.RI.3 (Informational Text) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>		
<p>K.RF.3 (Foundational Skills) Know and apply grade-level phonics and word analysis skills in decoding words. (Essential: b, c, and d only)</p>		
<p>K.RL.4 (Literature) Ask and answer questions about unknown words in a text.</p>		
<p>K.RI.4 (Informational Text) With prompting and support, ask and answer questions about unknown words in a text.</p>		
<p>K.RF.4 (Foundational Skills) Read emergent-reader texts with purpose and understanding.</p>		
<p>K.RL.5 (Literature) Recognize common types of texts (e.g., storybooks, poems). (Essential)</p>	<p>HI-1: determining whether a literary selection, heard or read, is real or fantasy. (In reference to a skill area only.)</p>	<p>Fiction/Non-Fiction</p>
	<p>HI-10: locating information from a completed graphic organizer. (In reference to a skill area only.)</p>	<p>Non-Fiction</p>
<p>K.RI.5 (Informational Text) Identify the front cover, back cover, and title page of a book. (Essential)</p>		
<p>K.RL.6 (Literature) With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (Essential)</p>		
<p>K.RI.6 (Informational Text) Name the author and illustrator of a text and define the role of each in presenting the ideas or</p>		

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information in a text. (Essential)		
K.RL.7 (Literature) 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). (Essential)	HI-2: making and confirming predictions based on the title, cover illustrations and text.	Fiction/Non-Fiction
K.RI.7 (Informational Text) 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). (Essential)		
K.RI.7 (Informational Text) 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.RL.8 (Literature) (Not applicable to literature)		
K.RI.8 (Informational Text) With prompting and support, identify the reasons an author gives to support points in a text. (Essential)		
K.RL.9 (Literature) With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.		
K.RI.9 (Informational Text) With prompting and support, identify basic similarities in and differences between two texts		

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on the same topic (e.g., in illustrations, descriptions, or procedures).		
K.RL.10 (Literature) Actively engage in group reading activities with purpose and understanding.	HI-2: making and confirming predictions based on the title, cover illustrations and text.	Fiction/Non-Fiction
	HI-3: using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text.	Fiction/Non-Fiction
	HI-5: identifying facts from text read aloud.	Fiction/Non-Fiction
	HI-7: describing the main characters of a story.	Fiction
	HI-8: describing the setting of a story.	Fiction
K.RI.10 (Informational Text) Actively engage in group reading activities with purpose and understanding. c. Actively engage in group reading of informational and functional texts, including history/social studies, science, and technical texts, with purpose and understanding. (AZ.K.RI.10)	HI-5: identifying facts from text read aloud.	Fiction/Non-Fiction
	HI-10: locating information from a completed graphic organizer.	Non-Fiction
	HI-11: following multi-step written directions for classroom routines and academic activities that are	Non-Fiction

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	accompanied by pictures.	
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