

# North Dakota English Language Arts & Literacy Content Standards

## Kindergarten Prioritized Standards

Northeast Education Services Cooperative (NESC) - 2017



## How to Read This Document

Example: K.RL.1

“K.RL.1” references the grade level followed by the content strand and then the code for the anchor. The code “RL.1” is taken directly from the North Dakota Department of Public Instruction’s standards document. The “K” was added by the NESC for clear referencing of grade levels when working with the prioritized standards documents.

## Prioritized Standards

### Reading Standards for Literature/Fiction

Key Ideas and Details:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
K.RL.1	With prompting and support, ask and answer questions about key/supporting details in a text before, during, and after reading	✓	✓	✓	✓	✓	5
K.RL.2	With prompting and support, retell familiar stories, including key/supporting details.	✓	✓	✓	✓	✓	5
K.RL.3	With prompting and support, identify characters, settings, and major events in a story.	✓	✓	✓	✓	✓	5

Craft and Structure:

No standards were prioritized within this cluster.

For more information about this document or the prioritization process please contact the NESC:

[nesc@nescnd.org](mailto:nesc@nescnd.org) / 701-662-7650

[www.nesc.k12.nd.us](http://www.nesc.k12.nd.us)

Integration of Knowledge and Ideas:  
 No standards were prioritized within this cluster.

Range of Reading and Level of Text Complexity:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
K.RL.10	Actively engage in group reading activities with purpose and understanding.	✓	✓	✓		✓	4

Reading Standards for Informational/Nonfiction Text

Key Ideas and Details:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
K.RI.1	With prompting and support, ask and answer questions about key/supporting details in a text.	✓	✓	✓	✓	✓	5
K.RI.2	With prompting and support, identify the main topic and retell key/supporting details of a text.	✓	✓	✓	✓	✓	5

Craft and Structure:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
K.RI.5	Identify the front cover, back cover, and title page of a book.	✓	✓	✓	✓	✓	5

Integration of Knowledge and Ideas:  
 No standards were prioritized within this cluster.

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## Reading Standards: Foundational Skills

### Print Concepts:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
K.RF.1	Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize spoken words are represented in written language by specific sequences of letters. c. Understand words are separated by spaces in print. d. Recognize and name all uppercase and lowercase letters of the alphabet.	✓	✓	✓	✓	✓	5

### Phonological Awareness:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
K.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. 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/). e. Add or substitute individual sounds (phonemes) in simple, single-syllable words to make new words.	✓	✓	✓	✓	✓	5

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Phonics and Word Recognition:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
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 sounds for each consonant.</p> <p>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>c. Decode and use CVC words.</p> <p>d. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	✓	✓	✓	✓	✓	5

Fluency:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
K.RF.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade level text with purpose and understanding.</p> <p>b. Read grade level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	✓	✓	✓	✓	✓	5

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## Writing

### Text Types and Purposes:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
K.W.3	Write narratives using a combination of drawing and writing. a. Narrate a single event or several loosely linked events. b. Tell about the events in the order in which they occurred. c. Provide a reaction to what happened.	✓	✓	✓	✓	✓	5

### Production, Distribution, and Range of Writing

No standards were prioritized within this cluster.

### Research to Build and Present Knowledge:

No standards were prioritized within this cluster.

## Speaking and Listening

### Comprehension and Collaboration:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
K.SL.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	✓	✓	✓		✓	4

### Presentation of Knowledge and Ideas:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
K.SL.6	Speak audibly and express thoughts, feelings, and ideas clearly.	✓	✓	✓		✓	4

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## Language

### Conventions of Standard English:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
K.L.1	<p>Within the context of authentic English writing and speaking...</p> <p><u>Introduce:</u></p> <ul style="list-style-type: none"> <li>a. Uppercase and lowercase letters</li> <li>b. Use question words (interrogatives)</li> <li>c. Produce complete sentences in shared language activities</li> <li>d. Common and proper noun</li> <li>e. Use regular plural nouns orally by adding /s/ or /es/</li> <li>f. Use frequently occurring adjectives</li> <li>g. Use articles</li> <li>h. Use frequently occurring conjunctions (and, or, but)</li> <li>i. Use prepositions</li> </ul>	✓	✓	✓	✓	✓	5
K.L.2	<p>Within the context of authentic English writing and speaking...</p> <p><u>Introduce:</u></p> <ul style="list-style-type: none"> <li>a. Recognize and name end punctuation</li> <li>b. Use end punctuation for sentences</li> <li>c. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words</li> <li>d. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions</li> <li>e. Use conventional spelling for high-frequency and other studied words</li> <li>f. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)</li> </ul> <p><u>Display proficiency in:</u></p> <ul style="list-style-type: none"> <li>g. Capitalize the first word in a sentence and the pronoun I</li> </ul>	✓	✓	✓	✓	✓	5

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	h. Write a letter or letters for most consonant and short-vowel sounds (phonemes) i. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.						
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Knowledge of Language:

No standards were prioritized within this cluster.

Vocabulary Acquisition and Use:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
K.L.6	Use words and phrases acquired through conversations, reading, being read to, and responding to texts.	✓	✓	✓		✓	4

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