

Washington English Language Arts

# Kindergarten

## Reading

**ReadingK.** Students read, comprehend, interpret, use, analyze, and appreciate fiction, poetry, nonfiction, and multimodal texts from a broad range of genres, cultures, and media through shared reading and read alouds in the context of grade-level content to understand themselves, others, and the world. [WA.ELA-LITERACY.READINGK](#)

### Print Environment and Foundational Skills

- 1 Students interact with and explore texts in a language-rich environment. [WA.ELA-LITERACY.RK.1](#)
  - a Select texts that interest them and/or that are recommended by peers and adults. [WA.ELA-LITERACY.RK.1.A](#)
  - b Spend time holding, looking at, reading and/or listening to texts. [WA.ELA-LITERACY.RK.1.B](#)
  - c Make connections, tell stories and/or explain information based on imagination, images, and/or words they recognize in texts. [WA.ELA-LITERACY.RK.1.C](#)
- 2 Students know and apply the basic features of print and how it is organized. [WA.ELA-LITERACY.RK.2](#)
  - a Distinguish drawings from letters and words in a print-rich environment. [WA.ELA-LITERACY.RK.2.A](#)
  - b Follow a text from top to bottom, left to right, and page by page. [WA.ELA-LITERACY.RK.2.B](#)
  - c Identify front and back covers, titles, and the title page of printed books. [WA.ELA-LITERACY.RK.2.C](#)
  - d Recognize, name, and print the lowercase and uppercase letters and the sounds they represent with automaticity. [WA.ELA-LITERACY.RK.2.D](#)
  - e Recognize that spoken words are represented by specific sequences of letters in print. [WA.ELA-LITERACY.RK.2.E](#)
  - f Recognize that spoken words are separated by spaces in print. [WA.ELA-LITERACY.RK.2.F](#)
- 3 Students know and apply how concepts of sounds, syllables, words, and silence function in speech (phonological awareness). [WA.ELA-LITERACY.RK.3](#)
  - a Recognize, pronounce, separate, blend, and count the syllables in spoken words. [WA.ELA-LITERACY.RK.3.A](#)
  - b Recognize, pronounce, isolate, blend, and count initial, medial, and final sounds (phonemes) in spoken three-phoneme (consonant-vowel-consonant, or CVC) words. [WA.ELA-LITERACY.RK.3.B](#)
  - c Blend and segment onsets and rhymes of single syllable spoken words. [WA.ELA-LITERACY.RK.3.C](#)
  - d Recognize and produce rhyming words. [WA.ELA-LITERACY.RK.3.D](#)

- e Add, delete, or substitute individual spoken sounds (phonemes) in simple words to form new words. [WA.ELA-LITERACY.RK.3.E](#)
- f Parse individual words within spoken phrases and sentences. [WA.ELA-LITERACY.RK.3.F](#)
- 4 Students decode words with accuracy and fluency using grade-level word analysis skills. [WA.ELA-LITERACY.RK.4](#)
  - a Demonstrate knowledge of one-to-one letter-sound correspondence by producing the most common sounds for each consonant. [WA.ELA-LITERACY.RK.4.A](#)
  - b Associate the long and short sounds with common spellings for the five major vowels. [WA.ELA-LITERACY.RK.4.B](#)
  - c Add, delete or substitute letters and/or syllables in printed words to form new words. [WA.ELA-LITERACY.RK.4.C](#)
  - d Recognize, pronounce, separate, blend, and count the syllables in printed words. [WA.ELA-LITERACY.RK.4.D](#)
  - e Decode words using letter-sound correspondence and regular spelling patterns. [WA.ELA-LITERACY.RK.4.E](#)
  - f Read common high-frequency words by sight. [WA.ELA-LITERACY.RK.4.F](#)
  - g Read connected words in a sentence. [WA.ELA-LITERACY.RK.4.G](#)

#### Comprehending and Interpreting Texts

- 5 Students comprehend and interpret texts during shared reading, read alouds, and independent reading, using a variety of strategies. [WA.ELA-LITERACY.RK.5](#)
  - a Reflect on their purpose for reading. [WA.ELA-LITERACY.RK.5.A](#)
  - b Preview the text by noting author, illustrator, title, topic, genre, and images. [WA.ELA-LITERACY.RK.5.B](#)
  - c Visualize to make sense of what is in the text. [WA.ELA-LITERACY.RK.5.C](#)
  - d Make predictions and check them against what is in the text. [WA.ELA-LITERACY.RK.5.D](#)
  - e Use a variety of strategies that encourage and maintain motivation to engage with a text. [WA.ELA-LITERACY.RK.5.E](#)
  - f Re-connect when the flow of reading is interrupted using a variety of strategies. [WA.ELA-LITERACY.RK.5.F](#)
  - g Tell how the visual elements in a text represent and/or add to its meaning. [WA.ELA-LITERACY.RK.5.G](#)
  - h Ask and answer questions about a text's topic, characters, setting, and/or major events. [WA.ELA-LITERACY.RK.5.H](#)
  - i Retell familiar stories in their own words and/or say what they learned from a text. [WA.ELA-LITERACY.RK.5.I](#)

## Analyzing, Evaluating and Using Texts

- 6 Students describe how the author, illustrator, and/or creator shape meaning and affect a reader's experience of the text. [WA.ELA-LITERACY.RK.6](#)
    - a Reflect on what the text makes them feel, think, and/or want to do. [WA.ELA-LITERACY.RK.6.A](#)
    - b Describe the effect of images and specific words on the reader's understanding. [WA.ELA-LITERACY.RK.6.B](#)
    - c Identify and compare choices made by authors, illustrators and creators of multimodal texts to show emotions, places, objects, movement, action, and/or information. [WA.ELA-LITERACY.RK.6.C](#)
  - 7 Students evaluate texts. [WA.ELA-LITERACY.RK.7](#)
    - a Say what they may or may not like about a text and why. [WA.ELA-LITERACY.RK.7.A](#)
  - 8 Students use texts they have read for purposes relevant to them. [WA.ELA-LITERACY.RK.8](#)
    - a To better understand themselves and others, explore characters' thoughts, and feelings. [WA.ELA-LITERACY.RK.8.A](#)
    - b To develop imagination and social reasoning, say what they would think, feel, and/or do in situations similar to those they have read about. [WA.ELA-LITERACY.RK.8.B](#)
    - c Use information or examples from texts for discussions and projects. [See W.K3 and SLDF.3.] [WA.ELA-LITERACY.RK.8.C](#)
    - d Use choices made by authors, illustrators, and creators of multimodal texts as ideas for their own multimodal compositions. [See W.K4b.] [WA.ELA-LITERACY.RK.8.D](#)
  - 9 Not in K. [WA.ELA-LITERACY.RK.9](#)
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## Writing

**WritingK. Students compose multimodal texts through drawing, visually representing, dictating, and writing in a variety of genres in the context of grade level content.** [WA.ELA-LITERACY.WRITINGK](#)

### Writing Purposes and Products

- 1 Students compose to make personal sense of information, ideas, opinions, emotions, and/or experiences. [Not all products from WK.1 must be taken through the writing process in WK.2 – WK.10.] [WA.ELA-LITERACY.WK.1](#)
- 2 Students compose multimodal texts in a variety of genres to communicate with others. [WA.ELA-LITERACY.WK.2](#)
  - a Describe experiences, ideas, and imaginings. [WA.ELA-LITERACY.WK.2.A](#)
  - b Inform others about their observations and explanations of the world. [WA.ELA-LITERACY.WK.2.B](#)
  - c Express their opinions and/or preferences. [WA.ELA-LITERACY.WK.2.C](#)
  - d Persuade others to consider new options, resolve conflicts, and create and strengthen communities. [WA.ELA-LITERACY.WK.2.D](#)
  - e Tell the story of a single event or several loosely linked events. [WA.ELA-LITERACY.WK.2.E](#)

### Plan and Generate Ideas

- 3 Students plan and complete writing projects. [WA.ELA-LITERACY.WK.3](#)
  - a Connect the prompt to their interests, perspectives, and/or experiences. [WA.ELA-LITERACY.WK.3.A](#)
  - b Determine the process or steps needed to complete the project. [WA.ELA-LITERACY.WK.3.B](#)
- 4 Students generate and gather ideas, including appropriate use of tools. [WA.ELA-LITERACY.WK.4](#)
  - a Identify topics and ideas from experience, imagination, reading, media, conversations, products from WK.1, and/or desire to communicate. [WA.ELA-LITERACY.WK.4.A](#)
  - b Determine which features and/or genre conventions to follow or adapt from mentor texts. [WA.ELA-LITERACY.WK.4.B](#)
  - c Answer questions about what the writer knows that the audience does not. [WA.ELA-LITERACY.WK.4.C](#)
  - d Choose facts from group research (see RMLK.4), images, and/or other media that illustrate and support their ideas. [WA.ELA-LITERACY.WK.4.D](#)

### Draft and Establish Voice

- 5 Students draft content. [WA.ELA-LITERACY.WK.5](#)
  - a State some information about the topic. [WA.ELA-LITERACY.WK.5.A](#)

- b** Tell events in stories in order. [WA.ELA-LITERACY.WK.5.B](#)
  - c** Illustrate and/or approximate some text features and/or formatting they notice in mentor texts. [WA.ELA-LITERACY.WK.5.C](#)
- 6** Students compose introductions. [WA.ELA-LITERACY.WK.6](#)
  - a** Name topics. [WA.ELA-LITERACY.WK.6.A](#)
- 7** Starts in 1st grade. [WA.ELA-LITERACY.WK.7](#)

#### Revise and Edit

- 8** Students discuss their compositions with others. [WA.ELA-LITERACY.WK.8](#)
  - a** Re-read to determine whether the draft says what they want it to say. [WA.ELA-LITERACY.WK.8.A](#)
  - b** Describe what their composition means and/or represents to an adult or peer. [WA.ELA-LITERACY.WK.8.B](#)
  - c** Ask an adult or peer to describe their perceived meaning of the composition. [WA.ELA-LITERACY.WK.8.C](#)
- 9** Students revise their compositions. [WA.ELA-LITERACY.WK.9](#)
  - a** Add or change words or details to better communicate and represent meaning. [WA.ELA-LITERACY.WK.9.A](#)

#### Share and Publish

- 10** Students share and publish compositions in person and/or on digital or non-digital platforms for known and trusted audiences. [WA.ELA-LITERACY.WK.10](#)
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## Speaking, Listening, and Digital Forums

**SpeakingListeningDigitalForumsK.** Students comprehend, engage in, and learn from collaborative discussions, presentations, and public speaking in a variety of genres in the context of grade-level content, in person and/or through teacher-moderated digital forums. WA.ELA-

LITERACY.SPEAKINGLISTENINGDIGITALFORUMSK

### Discussion

- 1** Students listen, respond respectfully, and contribute during discussions. WA.ELA-LITERACY.SLDFK.1
  - a** Identify expectations and roles within the community, changing them when needed. WA.ELA-LITERACY.SLDFK.1.A
  - b** Answer questions about what was said in previous conversations to continue the discussion. WA.ELA-LITERACY.SLDFK.1.B
  - c** Ask questions about the topic and others' observations and opinions. WA.ELA-LITERACY.SLDFK.1.C
  - d** Draw on experience, observation, and prior learning to answer questions. WA.ELA-LITERACY.SLDFK.1.D
  - e** Restate what they heard others say to build common understanding, asking and answering questions to clarify something they didn't understand. WA.ELA-LITERACY.SLDFK.1.E
  - f** Connect statements to others' contributions to build community and propel conversation. WA.ELA-LITERACY.SLDFK.1.F
  - g** Identify points of agreement or disagreement. WA.ELA-LITERACY.SLDFK.1.G
  - h** Ask questions to explore why someone else may relate or think differently. WA.ELA-LITERACY.SLDFK.1.H
  - i** Identify opinions or understandings that have changed. WA.ELA-LITERACY.SLDFK.1.I
  - j** Review memorable and/or important moments or ideas. WA.ELA-LITERACY.SLDFK.1.J

2 Starts in 3rd. [WA.ELA-LITERACY.SLDFK.2](#)

#### Collaboration

- 3 Students collaborate on projects and tasks. [WA.ELA-LITERACY.SLDFK.3](#)
- a Identify expectations and roles, changing them when needed. [WA.ELA-LITERACY.SLDFK.3.A](#)
  - b Connect the project to their interests, experiences, and/or community needs. [WA.ELA-LITERACY.SLDFK.3.B](#)
  - c Review progress and discuss what needs to happen next. [WA.ELA-LITERACY.SLDFK.3.C](#)

#### Public Speaking and Presentations

- 4 Students express experience, positions, ideas, findings, and creative work. [WA.ELA-LITERACY.SLDFK.4](#)
- a Identify topics from the situation, experience, imagination, reading, group research (see RMLK.4), media, conversations, and/or products from WK.1. [WA.ELA-LITERACY.SLDFK.4.A](#)
  - b Develop content by considering what they want to communicate within the situation. [WA.ELA-LITERACY.SLDFK.4.B](#)
  - c Use images, media, and artifacts in presentations to clarify content. [WA.ELA-LITERACY.SLDFK.4.C](#)

#### Voice

- 5 Students determine how to present themselves and their ideas. [WA.ELA-LITERACY.SLDFK.5](#)
- a Express voice by building on strengths and personality. [WA.ELA-LITERACY.SLDFK.5.A](#)
  - b Determine how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas. [WA.ELA-LITERACY.SLDFK.5.B](#)
  - c Determine which language and/or languages support their purpose. [WA.ELA-LITERACY.SLDFK.5.C](#)

d Determine what they want or do not want to share and why. WA.ELA-

LITERACY.SLDFK.5.D

6 Students use an audible voice, gesture, and pacing to illuminate the content. WA.ELA-

LITERACY.SLDFK.6

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## Language

**LanguageK.** Students develop command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing. [WA.ELA-LITERACY.LANGUAGEK](#)

### Knowledge of Language

- 1 Students notice when and why language is used differently at school, at home, and with peers. [WA.ELA-LITERACY.LK.1](#)
  - a Name familiar objects and topics as said at school, at home, and with peers. [WA.ELA-LITERACY.LK.1.A](#)
  - b Identify when a word, phrase or sentence best answers a question. [WA.ELA-LITERACY.LK.1.B](#)
- 2 Not in K. [WA.ELA-LITERACY.LK.2](#)

### Structure and Function of English

- 3 Students produce and expand complete sentences in group and individual activities in the context of conversations and writing about experiences, events, and kindergarten content. [WA.ELA-LITERACY.LK.3](#)
  - a Produce simple sentences. [WA.ELA-LITERACY.LK.3.A](#)
  - b Expand simple sentences by adding information or details that clarify the message. [WA.ELA-LITERACY.LK.3.B](#)
  - c Capitalize the first word in a sentence. [WA.ELA-LITERACY.LK.3.C](#)
  - d Recognize and name end punctuation. [WA.ELA-LITERACY.LK.3.D](#)
- 4 Students use words and phrases acquired through conversations, reading, and being read to. [WA.ELA-LITERACY.LK.4](#)
  - a Determine or clarify the meaning of new and multiple-meaning words and phrases. [WA.ELA-LITERACY.LK.4.A](#)
  - b Understand and use high frequency nouns, verbs, and prepositions. [WA.ELA-LITERACY.LK.4.B](#)
  - c Understand and use question words. [WA.ELA-LITERACY.LK.4.C](#)
  - d Form regular plural nouns orally by adding /s/ or /es/. [WA.ELA-LITERACY.LK.4.D](#)
  - e Capitalize the pronoun I. [WA.ELA-LITERACY.LK.4.E](#)
- 5 Students explore word relationships and distinguish shades of meaning in the context of kindergarten conversations and reading about experiences, events, and ideas. [WA.ELA-LITERACY.LK.5](#)
  - a Use the most frequently occurring affixes as a clue to the meaning of an unknown word. [WA.ELA-LITERACY.LK.5.A](#)
  - b Identify real-life connections between words and their use by sorting common objects into categories to gain a sense of the concepts the categories represent. [WA.ELA-LITERACY.LK.5.B](#)

- c Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. [WA.ELA-LITERACY.LK.5.C](#)
  - d Distinguish shades of meaning among verbs describing the same general action. [WA.ELA-LITERACY.LK.5.D](#)
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**Research and Media  
Literacy**

**ResearchK.** Students ask questions, seek answers from a variety of sources, and use their learning. [WA.ELA-LITERACY.RESEARCHK](#)

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**MediaLiteracyK. Students identify the effects and parts of media messages and people who provide information.** WA.ELA-LITERACY.MEDIALITERACYK

Research and Inquiry

- 1 Students ask questions about a provided topic or things that make them curious. WA.ELA-LITERACY.RMLK.1
- 2 Students seek answers from provided information sources. WA.ELA-LITERACY.RMLK.2
  - a Discuss where they might find answers to their questions. WA.ELA-LITERACY.RMLK.2.A
  - b Identify a variety of print and digital information sources and where to find them, including libraries. WA.ELA-LITERACY.RMLK.2.B
  - c Observe adults using digital search tools. WA.ELA-LITERACY.RMLK.2.C
  - d Talk with adults or peers about the topic. WA.ELA-LITERACY.RMLK.2.D
- 3 Students identify relevant information from their searches. WA.ELA-LITERACY.RMLK.3
- 4 Students use and/or share new learning. WA.ELA-LITERACY.RMLK.4

Media Literacy and Critical Thinking

- 5 Students identify the effects of media messages. WA.ELA-LITERACY.RMLK.5
  - a Identify how media messages make them feel. WA.ELA-LITERACY.RMLK.5.A
- 6 Not in K. WA.ELA-LITERACY.RMLK.6
- 7 Students identify characteristics of different parts of media messages. WA.ELA-LITERACY.RMLK.7
  - a Identify facts and opinions within media messages. WA.ELA-LITERACY.RMLK.7.A
  - b Identify what's realistic and what's pretend within media messages. WA.ELA-LITERACY.RMLK.7.B
  - c Identify images within media messages. WA.ELA-LITERACY.RMLK.7.C
- 8 Students identify people who provide information. WA.ELA-LITERACY.RMLK.8
  - a Identify who decided what to include in a particular information source. WA.ELA-LITERACY.RMLK.8.A
  - b Identify people who are experts on a particular topic and could provide information about it. WA.ELA-

LITERACY.RMLK.8.B

9 Not in K. WA.ELA-LITERACY.RMLK.9