

State Standards for Kindergarten English Language Arts
Standards for Foundational Skills, Writing, and Conventions
California, Maryland, Texas, Virginia

Foundational Skills

Standard	CA	MD	TX	VA
Follow words from left to right, top to bottom, and page by page	X	X	X	X
Recognize that spoken words are represented in written language by specific sequences of letters	X	X		X
Understand that words are separated by spaces in print	X	X	X	
Recognize the difference between a letter and a printed word			X	
Identify front cover, back cover, and title page of a book			X	X
Recognize and name all upper- and lowercase letters of the alphabet	X	X	X	X
Recognize and produce rhyming words	X	X	X	
Count, pronounce, blend, and segment syllables into spoken words	X	X	X	X
Blend and segment onsets and rimes of single-syllable spoken words		X		
Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme (CVC) words (not including CVC words ending in /l/, /r/, or /x/ (CA)	X		X	X
Identify beginning consonant sounds in single syllable words				X
Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words	X	X		
Blend two to three phonemes into recognizable words	X		X	

Standard	CA	MD	TX	VA
Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant	X	X	X	
Associate the long and short sounds with common spellings for the five major vowels	X	X		
Read common high-frequency words by sight (TX specified 25)	X	X	X	
Distinguish between similarly spelled words by identifying the sounds of the letters that differ	X	X	X	
Read emergent-reader texts with purpose and understanding	X	X	X	
Recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound			X	
Identify individual words in a spoken sentence			X	
Use letter-sound relationships to decode (VC, CVC, CCVC, and CVCC) words			X	

Writing

Standard	CA	MD	TX	VA
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 (My favorite book is . . .).	X	X		
Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic	X	X	X	X
Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	X	X	X	X
Develop and follow a research plan with adult assistance to include: gather information from a variety of sources and deliver results (written, oral, or multimodal)	X	X	X	

Conventions (writing or speaking)

Standard	CA	MD	TX	VA
Print many upper- and lowercase letters (TX, VA specify all upper- and lowercase letters)	X	X	X	X
Print his/her first and last names				X
Use frequently occurring nouns and verbs	X	X	X	
Form regular plural nouns orally by adding /s/ or /es/	X	X		
Understand and use question words	X	X		
Use the most frequently occurring prepositions (TX includes pronouns and adjectives)	X	X	X	
Produce and expand complete sentences in shared language activities	X	X		
Capitalize the first word in a sentence and the pronoun I (TX includes proper names)	X	X	X	
Recognize and name end punctuation	X	X	X	
Write a letter or letters for most of the consonant and short-vowel sounds	X	X		
Spell simple words phonetically, drawing on knowledge of sound-letter relationships (TX specified VC, CVC, and CCVC)	X	X	X	
Spell high-frequency words from research-based list			X	
Use letters and beginning consonant sounds to spell words phonetically to describe pictures or write about experiences				X
Use available technology for reading and writing				X

References

California Department of Education. (2013). *California common core stand standards: English language arts & literacy in history/social studies, science, and technical subjects*. <https://www.cde.ca.gov/re/cc/#:~:text=These%20standards%20are%20called%20the,in%20college%20and%20the%20workplace>

Maryland State Department of Education. (2015). *Maryland college and career ready standards for Unified English Braille: English language arts*. Retrieved July 11, 2019, from http://mdk12.msde.maryland.gov/share/frameworks/MD_CCRS_UEB_ELA.pdf. Archived at https://web.archive.org/web/20190711052340/http://mdk12.msde.maryland.gov/share/frameworks/MD_CCRS_UEB_ELA.pdf

Texas Education Agency. (2017). *Texas essential knowledge and skills for English language arts and reading: Subchapter A: Elementary*. <https://tea.texas.gov/about-tea/laws-and-rules/texas-administrative-code/19-tac-chapter-110>

Virginia Department of Education. (2017). *Standards of learning documents for English*. <https://www.doe.virginia.gov/teaching-learning-assessment/k-12-standards-instruction/english-reading-literacy/standards-of-learning/>