

English Language Arts

Grade K

Reading: Literature

Competency: *Students will make meaning of increasingly complex literacy print and non-print texts, and provide text details to explain interpretations and thinking.*

	Standard
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.
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.4	Ask and answer questions about unknown words in a text.
RL.K.5	Recognize common types of texts (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.
RL.K.7	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).
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RL.K.10	Actively engage in group reading activities with purpose and understanding.

Reading: Informational Text

Competency: *Students will make meaning of increasingly complex informational print and non-print texts, and provide text details to explain interpretations and thinking.*

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.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
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.
RI.K.7	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).
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.K.10	Actively engage in group reading activities with purpose and understanding.

Reading: Foundational Skills

Competency: Students will read to make meaning while flexibly using a variety of strategies, demonstrating foundational literacy skills.

RF.K.1	<p>Demonstrate understanding of the organization and basic features of print.</p> <p><u>RF.K.1.A</u> Follow words from left to right, top to bottom, and page by page.</p> <p><u>RF.K.1.B</u> Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p><u>RF.K.1.C</u> Understand that words are separated by spaces in print.</p> <p><u>RF.K.1.D</u> Recognize and name all upper- and lowercase letters of the alphabet.</p>
RF.K.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><u>RF.K.2.A</u> Recognize and produce rhyming words.</p> <p><u>RF.K.2.B</u> Count, pronounce, blend, and segment syllables in spoken words.</p> <p><u>RF.K.2.C</u> Blend and segment onsets and rimes of single-syllable spoken words</p> <p><u>RF.K.2.D</u> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/,</p>

	<p>or /x/.)</p> <p><u>RF.K.2.E</u> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>
RF.K.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><u>RF.K.3.A</u> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p><u>RF.K.3.B</u> Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p><u>RF.K.3.C</u> Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p><u>RF.K.3.D</u> Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
RF.K.4	<p>Read emergent-reader texts with purpose and understanding.</p>
<p>Writing</p> <p><i>Competency: Students will draw/dictate/write to compose narrative texts, describing real or imaginary events or experiences.</i></p> <p><i>Competency: Students will draw/dictate/write to compose informative texts that convey information on specific topics.</i></p> <p><i>Competency: Students will examine a topic or text(s) and apply organizational strategies to support a personal opinion with drawing/dictating/writing.</i></p> <p><i>Competency: Students will engage in large and small group research/inquiry to investigate topics of shared interest and to interpret, integrate, and present information.</i></p>	
W.K.1	<p>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., <i>My favorite book is...</i>).</p>
W.K.2	<p>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.</p>
W.K.3	<p>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.</p>

W.K.5	With guidance and support from adults, respond to questions and suggestions from peers 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 and publish writing, including in collaboration with peers.
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Listening and Speaking

Competency: *Students will speak effectively to express ideas for a variety of purposes. Students will listen, view and interpret information from a variety of sources, in order to make meaning and respond effectively.*

Competency: *Students will speak effectively to express ideas for a variety of purposes. Students will listen, view and interpret information from a variety of sources, in order to make meaning and respond effectively.*

Competency: *Students will engage in large and small group research/inquiry to investigate topics of shared interest and to interpret, integrate, and present information.*

SL.K.1	<p>Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p><u>SL.K.1.A</u> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p><u>SL.K.1.B</u> Continue a conversation through multiple exchanges.</p>
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

Language

Competency: *Students will read to make meaning while flexibly using a variety of strategies, demonstrating foundational literacy skills.*

Competency: *Students will make meaning of increasingly complex literacy print and non-print texts, and provide text details to explain interpretations and thinking.*

L.K.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><u>L.K.1.A</u> Print many upper- and lowercase letters.</p> <p><u>L.K.1.B</u> Use frequently occurring nouns and verbs.</p> <p><u>L.K.1.C</u> Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p><u>L.K.1.D</u> Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p><u>L.K.1.E</u> Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p><u>L.K.1.F</u> Produce and expand complete sentences in shared language activities.</p>
L.K.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><u>L.K.2.A</u> Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p><u>L.K.2.B</u> Recognize and name end punctuation.</p> <p><u>L.K.2.C</u> Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p><u>L.K.2.D</u> Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>
L.K.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p><u>L.K.4.A</u> Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird</p>

	and learning the verb to <i>duck</i>).	
	<u>L.K.4.B</u> Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.	
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings. <u>L.K.5.A</u> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. <u>L.K.5.B</u> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). <u>L.K.5.C</u> Identify real-life connections between words and their use (e.g., note places at school that are colorful). <u>L.K.5.D</u> Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.	
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	
Standards/Competency/"I Can" Statements		
RF.K.1, RF.K.2, RF.K.3, RF.K.4, L.K.1, L.K.4, L.K.5	Students will read to make meaning while flexibly using a variety of strategies, demonstrating foundational literacy skills.	<ul style="list-style-type: none"> • I can apply concepts of print when reading print and non-print texts. • I can use grade-appropriate word analysis skills, including phonological skills, (understanding spoken words, syllables, and sounds/ phonemes) to figure out how to pronounce unfamiliar words. • I can use syntax, parts of speech, and context cues to determine intended word meaning, including when more than one meaning is possible. • I can read with purpose, recognize when something does not make sense, and apply strategies to self-correct. • I can read and comprehend a variety of texts with increasing automaticity and fluency (i.e. fluency increases with successive readings).

<p>RL.K.1-7 RL.K.9-10</p>	<p>Students will make meaning of increasingly complex literary print and non-print* texts, and provide text details to explain interpretations and thinking.</p>	<p>I can actively engage with text by retelling a story, using key details to answer explicit questions (characters, actions, sequence of events, problem solution) and react to the text as a whole (e.g., share thinking about author word choice, and my response).</p> <ul style="list-style-type: none"> • I can use context cues to determine intended word meaning, including when more than one meaning is possible. • I can locate and explain examples that distinguish among unique characteristics of literary texts types (plays, stories, poems/rhymes, songs). • I can compare how different texts present literary elements (such as characters, setting, and story lines in fairy tales). • I can explain what I think the author’s purpose for writing a text might be (e.g., describing a lesson learned by a character) and support my thinking.
<p>RI.K.1-7 RI.K.9-10</p>	<p>Students will make meaning of increasingly complex informational print and non-print texts, and provide text details to explain interpretations and thinking. • I can actively</p>	<ul style="list-style-type: none"> • I can actively engage with text by identifying the main topic, using key details to answer questions and react to the text as a whole (e.g., share thinking; connect to prior knowledge). • I can use context cues to determine intended word meaning, including when more than one meaning is possible. • I can locate and explain examples that distinguish among unique features of informational texts (headings, captions, diagrams, glossary, photos, etc.) and explain how they help me understand the text • I can compare how different texts present topics or ideas (e.g., comparing words, visuals). • I can explain what I think the author’s purpose for writing this text or use of specific features might be (e.g., what does this text teach me?). • I can explain how information in the text is connected (e.g., words-visuals, sequence “how-to” steps or events, connect cause-effect, compare-contrast facts).
<p>W.K.3,</p>	<p>Students will draw/ dictate/ write to</p>	<p>I can compose a beginning that tells who is in</p>

W.K.5	compose narrative texts, describing real or imaginary events or experiences.	<p>the story and what is happening</p> <ul style="list-style-type: none"> • I can connect the beginning to the ending by adding details to describe events/actions, words, thoughts, and feelings of characters. • I can compose an ending that tells how the problem was solved or how things worked out. • I can use illustrations that add interesting details and elaboration. • With support, I can edit and revise my text for clarity (e.g., using grade appropriate punctuation, capital letters, simple sentences, descriptive words/vocabulary, and visuals).
W.K.2, W.K.5	Students will draw/dictate/write to compose informative texts that convey information on specific topics.	<p>I can state a topic at the beginning and a conclusion at the end.</p> <ul style="list-style-type: none"> • I can use sources (books, pictures, discussions) to find facts and details that support and add interest to my focus. • I can group my ideas and details together to show how some facts are connected. • I can use sources to find and add features such as labeled pictures or diagrams to help explain details and add information. • With support, I can edit and revise my text for clarity (e.g., using grade appropriate punctuation, capital letters, labels, simple sentences/fact statements, descriptive words/vocabulary, and visuals).
W.K.1, W.K.5	Students will examine a topic or text(s) and apply organizational strategies to support a personal opinion with drawing/ dictating/ writing.	<ul style="list-style-type: none"> • I can state an opinion that answers a question about a topic or text (e.g., what was your favorite part?). • I can state reasons to support my opinion and then use facts and details to say more about each reason. • I can use sources (texts, pictures, discussion) to find and add labeled pictures or diagrams to help explain my reasons. • I have a beginning that states my opinion, a middle that supports my opinion with reasons and facts, and an ending. • With support, I can edit and revise my text for clarity (e.g., using grade appropriate punctuation, capital letters, labels, simple sentences/fact statements, vocabulary, and visuals)
SL.K.1, SL.K.2, SL.K.3,	Students will speak effectively to express ideas for a variety of purposes. Students will listen, view	<p>I can participate in a focused discussion.</p> <ul style="list-style-type: none"> • I can use grade-appropriate grammar and vocabulary to clarify a message when

<p>SL.K.6, L.K.1, L.K.4, L.K.6,</p>	<p>and interpret information from a variety of sources, in order to make meaning and respond effectively.</p>	<p>speaking.</p> <ul style="list-style-type: none"> • I can work with others to clearly present ideas visually and orally. • I can actively listen to information delivered orally or visually and respond by asking related questions, restating key points, or adding ideas
<p>W.K.6, W.K.7, W.K.8 SL.K.1-6, L.K.4, L.K.6</p>	<p>Students will engage in large and small group research/ inquiry to investigate topics of shared interest and to interpret, integrate, and present information.</p>	<ul style="list-style-type: none"> • I can work with others to gather and organize information while investigating a topic or question of interest. • I can locate information from print and non-print sources to develop and support my ideas. • I can work with others to integrate information (visually, orally, in writing) and communicate what was learned. • I can use descriptive and domain specific vocabulary to communicate my message.