

Kindergarten

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking

- 1 Oral language. The student develops oral language through listening, speaking, and discussion** **K.ELA.B1**
 - A** listen actively and ask questions to understand information and answer questions using multi-word responses **K.ELA.B1.A**
 - B** restate and follow oral directions that involve a short, related sequence of actions **K.ELA.B1.B**
 - C** share information and ideas by speaking audibly and clearly using the conventions of language **K.ELA.B1.C**
 - D** work collaboratively with others by following agreed-upon rules for discussion, including taking turns **K.ELA.B1.D**
 - E** develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants **K.ELA.B1.E**

2 Beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell **K.ELA.B2**

A demonstrate phonological awareness by: **K.ELA.B2.A**

- i** identifying and producing rhyming words **K.ELA.B2.AI**
- ii** recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound **K.ELA.B2.AII**
- iii** identifying the individual words in a spoken sentence **K.ELA.B2.AIII**
- iv** identifying syllables in spoken words **K.ELA.B2.AIV**
- v** blending syllables to form multisyllabic words **K.ELA.B2.AV**
- vi** segmenting multisyllabic words into syllables **K.ELA.B2.AVI**
- vii** blending spoken onsets and rimes to form simple words **K.ELA.B2.AVII**
- viii** blending spoken phonemes to form one-syllable words **K.ELA.B2.AVIII**
- ix** manipulating syllables within a multisyllabic word **K.ELA.B2.AIX**
- x** segmenting spoken one-syllable words into individual phonemes **K.ELA.B2.AX**

B demonstrate and apply phonetic knowledge by: **K.ELA.B2.B**

- i** identifying and matching the common sounds that letters represent **K.ELA.B2.BI**
- ii** using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words **K.ELA.B2.BII**
- iii** recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap **K.ELA.B2.BIII**
- iv** identifying and reading at least 25 high-frequency words from a research-based list **K.ELA.B2.BIV**

C demonstrate and apply spelling knowledge by: **K.ELA.B2.C**

- i** spelling words with VC, CVC, and CCVC **K.ELA.B2.CI**
- ii** spelling words using sound-spelling patterns **K.ELA.B2.CII**
- iii** spelling high-frequency words from a research-based list **K.ELA.B2.CIII**

D demonstrate print awareness by: **K.ELA.B2.D**

- i** identifying the front cover, back cover, and title page of a book **K.ELA.B2.DI**
- ii** holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep **K.ELA.B2.DII**
- iii** recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries **K.ELA.B2.DIII**
- iv** recognizing the difference between a letter and a printed word **K.ELA.B2.DIV**
- v** identifying all uppercase and lowercase letters **K.ELA.B2.DV**

E develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality. [K.ELA.B2.E](#)

3 Vocabulary. The student uses newly acquired vocabulary expressively [K.ELA.B3](#)

A use a resource such as a picture dictionary or digital resource to find words [K.ELA.B3.A](#)

B use illustrations and texts the student is able to read or hear to learn or clarify word meanings [K.ELA.B3.B](#)

C identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations [K.ELA.B3.C](#)

4 The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time [K.ELA.B4](#)

**Comprehension skills:
listening, speaking,
reading, writing, and
thinking using multiple
texts**

5 The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts [K.ELA.B5](#)

A establish purpose for reading assigned and self-selected texts with adult assistance [K.ELA.B5.A](#)

B generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance [K.ELA.B5.B](#)

C make and confirm predictions using text features and structures with adult assistance [K.ELA.B5.C](#)

D create mental images to deepen understanding with adult assistance [K.ELA.B5.D](#)

E make connections to personal experiences, ideas in other texts, and society with adult assistance [K.ELA.B5.E](#)

F make inferences and use evidence to support understanding with adult assistance [K.ELA.B5.F](#)

G evaluate details to determine what is most important with adult assistance [K.ELA.B5.G](#)

H synthesize information to create new understanding with adult assistance [K.ELA.B5.H](#)

I monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance [K.ELA.B5.I](#)

**Response skills:
listening, speaking,
reading, writing, and**

6 The student responds to an increasingly challenging variety of sources that are read, heard, or viewed [K.ELA.B6](#)

thinking using multiple texts

- A describe personal connections to a variety of sources** K.ELA.B6.A
- B provide an oral, pictorial, or written response to a text** K.ELA.B6.B
- C use text evidence to support an appropriate response** K.ELA.B6.C
- D retell texts in ways that maintain meaning** K.ELA.B6.D
- E interact with sources in meaningful ways such as illustrating or writing** K.ELA.B6.E
- F respond using newly acquired vocabulary as appropriate** K.ELA.B6.F

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts

- 7 Literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts** K.ELA.B7
 - A discuss topics and determine the basic theme using text evidence with adult assistance** K.ELA.B7.A
 - B identify and describe the main character(s)** K.ELA.B7.B
 - C describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance** K.ELA.B7.C
 - D describe the setting** K.ELA.B7.D

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts

- 8 Genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts** K.ELA.B8
 - A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes** K.ELA.B8.A
 - B discuss rhyme and rhythm in nursery rhymes and a variety of poems** K.ELA.B8.B
 - C discuss main characters in drama** K.ELA.B8.C
 - D recognize characteristics and structures of informational text, including:** K.ELA.B8.D
 - i the central idea and supporting evidence with adult assistance** K.ELA.B8.DI
 - ii titles and simple graphics to gain information** K.ELA.B8.DII
 - iii the steps in a sequence with adult assistance** K.ELA.B8.DIII
 - E recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do** K.ELA.B8.E

F recognize characteristics of multimodal and digital texts K.ELA.B8.F

Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts

9 The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances K.ELA.B9

A discuss with adult assistance the author's purpose for writing text K.ELA.B9.A

B discuss with adult assistance how the use of text structure contributes to the author's purpose K.ELA.B9.B

C discuss with adult assistance the author's use of print and graphic features to achieve specific purposes K.ELA.B9.C

D discuss with adult assistance how the author uses words that help the reader visualize K.ELA.B9.D

E listen to and experience first- and third-person texts K.ELA.B9.E

Composition: listening, speaking, reading, writing, and thinking using multiple texts

10 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions K.ELA.B10

A plan by generating ideas for writing through class discussions and drawings K.ELA.B10.A

B develop drafts in oral, pictorial, or written form by organizing ideas K.ELA.B10.B

C revise drafts by adding details in pictures or words K.ELA.B10.C

D edit drafts with adult assistance using standard English conventions, including: K.ELA.B10.D

i complete sentences K.ELA.B10.DI

ii verbs K.ELA.B10.DII

iii singular and plural nouns K.ELA.B10.DIII

iv adjectives, including articles K.ELA.B10.DIV

v prepositions K.ELA.B10.DV

vi pronouns, including subjective, objective, and possessive cases K.ELA.B10.DVI

vii capitalization of the first letter in a sentence and name K.ELA.B10.DVII

viii punctuation marks at the end of declarative sentences K.ELA.B10.DVIII

ix correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words K.ELA.B10.DIX

E share writing K.ELA.B10.E

11 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful K.ELA.B11

A dictate or compose literary texts, including personal narratives K.ELA.B11.A

B dictate or compose informational texts K.ELA.B11.B

**Inquiry and research:
listening, speaking,
reading, writing, and
thinking using multiple
texts**

12 The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes K.ELA.B12

A generate questions for formal and informal inquiry with adult assistance; K.ELA.B12.A

B develop and follow a research plan with adult assistance; K.ELA.B12.B

C gather information from a variety of sources with adult assistance; K.ELA.B12.C

D demonstrate understanding of information gathered with adult assistance; and K.ELA.B12.D

E use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. K.ELA.B12.E
