

Grade K

Adopted 2023

English Language Arts Overarching Expectations

- 1. Read and write for a variety of purposes, including academic and personal, for extended periods of time.** [ELA.OE.1](#)

 - 2. Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.** [ELA.OE.2](#)

 - 3. Make inferences to support comprehension.** [ELA.OE.3](#)

 - 4. Collaborate with others and use active listening skills.** [ELA.OE.4](#)

 - 5. Cite evidence to explain and justify reasoning.** [ELA.OE.5](#)

 - 6. Create quality work by adhering to an accepted format.** [ELA.OE.6](#)
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Kindergarten

Foundations of Literacy

1. Demonstrate early phonological awareness to basic phonemic awareness in spoken words. [ELA.K.F.1](#)
 1. Count the number of words in a spoken sentence. [ELA.K.F.1.1](#)
 2. Recognize alliterative spoken words. [ELA.K.F.1.2](#)
 3. Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words. [ELA.K.F.1.3](#)
 4. Count, segment, and blend phonemes in single syllable spoken words made up of three or four phonemes and compound words. [ELA.K.F.1.4](#)
 5. Blend and segment onsets and rimes of single syllable spoken words. [ELA.K.F.1.5](#)
 6. Orally identify initial, medial, and final phonemes in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/. [ELA.K.F.1.6](#)
 7. Delete, add, and substitute the initial or final phonemes of a spoken CVC word. [ELA.K.F.1.7](#)
2. Demonstrate knowledge of the organization and basic concepts of print. [ELA.K.F.2](#)
 1. Locate a book's front cover, back cover, title page, and where to begin reading. [ELA.K.F.2.1](#)
 2. Demonstrate one-to-one correspondence by pointing to words, noting that there are spaces between words. [ELA.K.F.2.2](#)
 3. Follow words from left to right, top to bottom by returning to the beginning of the next line, and page by page. [ELA.K.F.2.3](#)
 4. Identify the beginning and end of a sentence by locating the capital letter and end punctuation. [ELA.K.F.2.4](#)
 5. Identify letters and words within sentences. [ELA.K.F.2.5](#)
3. Know and apply phonics and word analysis skills in decoding and encoding words. [ELA.K.F.3](#)
 1. Identify, name, and form all upper and lowercase letters with automaticity. [ELA.K.F.3.1](#)
 2. Compare and contrast letters based on similarities and differences, including name, shape, sound, and approach strokes for writing. [ELA.K.F.3.2](#)
 3. Produce one-to-one letter-sound correspondences for each consonant with automaticity. [ELA.K.F.3.3](#)
 4. Identify the vowel and produce the vowel sound in a printed syllable or word when decoding: [ELA.K.F.3.4](#)
 - a. in a closed syllable (VC: at; CVC: bat); [ELA.K.F.3.4.A](#)
 - b. in an open syllable (e.g. he, so, me, go, hi); and [ELA.K.F.3.4.B](#)
 - c. in a vowel-consonant-e (VCe) syllable with prompting and support. [ELA.K.F.3.4.C](#)

5. Blend letter sounds to decode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words in isolation and in text. [ELA.K.F.3.5](#)
6. Delete, add, and substitute the initial, middle, and end letters in CVC words to build or make new words. [ELA.K.F.3.6](#)
7. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words. [ELA.K.F.3.7](#)
8. Decode and encode words using: [ELA.K.F.3.8](#)
 - a. VC; [ELA.K.F.3.8.A](#)
 - b. CV; [ELA.K.F.3.8.B](#)
 - c. CVC; [ELA.K.F.3.8.C](#)
 - d. consonant digraphs (ch, sh, th, wh); and [ELA.K.F.3.8.D](#)
 - e. combination (e.g., qu). [ELA.K.F.3.8.E](#)
4. Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension. [ELA.K.F.4](#)
 1. Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity. [ELA.K.F.4.1](#)
 2. Read texts orally with accuracy and expression. [ELA.K.F.4.2](#)
 3. Read texts by: [ELA.K.F.4.3](#)
 - a. using letter-sound knowledge to segment and blend sounds together; [ELA.K.F.4.3.A](#)
 - b. decoding the word by analogy; and [ELA.K.F.4.3.B](#)
 - c. using visuals from the text to support decoding and confirm recognition. [ELA.K.F.4.3.C](#)

Applications of Reading

1. Evaluate and critique key literary elements that enhance and deepen meaning within and across texts. [ELA.K.AOR.1](#)
 1. Identify and describe the main character(s), setting, and events that move the plot forward. [ELA.K.AOR.1.1](#)
 2. Identify forms of figurative language to include alliteration and onomatopoeia, as well as descriptive words and rhyme in text. [ELA.K.AOR.1.2](#)
2. Evaluate and critique the development of themes and central ideas within and across texts. [ELA.K.AOR.2](#)
 1. Retell familiar stories using main story elements in a literary text. [ELA.K.AOR.2.1](#)
 2. Retell familiar texts by identifying the topic and supporting details in an informational text. [ELA.K.AOR.2.2](#)
3. Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts. [ELA.K.AOR.3](#)
 1. Identify and explain the roles of the author and the illustrator of a story. [ELA.K.AOR.3.1](#)
4. Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts. [ELA.K.AOR.4](#)
 1. Identify and explain the roles of the author and the illustrator in an informational text. [ELA.K.AOR.4.1](#)
5. Evaluate and critique how an author uses words, phrases, and text structures to craft text. [ELA.K.AOR.5](#)
 1. Identify and describe the basic characteristics of literary text to include narrative, drama, and poetry. [ELA.K.AOR.5.1](#)
 2. Identify and use text features such as titles, headings, subheadings, illustrations, and/or photographs to predict and confirm the topic of informational texts. [ELA.K.AOR.5.2](#)
 3. Identify an author's opinion about a topic in an informational text. [ELA.K.AOR.5.3](#)
6. Summarize and paraphrase text to support comprehension and understanding. [ELA.K.AOR.6](#)
 1. Retell a text orally to enhance comprehension: [ELA.K.AOR.6.1](#)
 - a. include main character(s), setting, and important events for a story; and [ELA.K.AOR.6.1.A](#)
 - b. include topic and supporting details for an informational text. [ELA.K.AOR.6.1.B](#)
7. Determine or clarify the meaning of unknown and multiple-meaning words and phrases. [ELA.K.AOR.7](#)
 1. Determine the meaning of known and unknown words and phrases, choosing from an array of strategies: [ELA.K.AOR.7.1](#)

- a. ask and answer questions about words and phrases to determine their meaning; and [ELA.K.AOR.7.1.A](#)
 - b. use words and phrases acquired through conversations, being read to, and responding to texts. [ELA.K.AOR.7.1.B](#)
 - 8. Analyze word relationships and nuances in word meanings within literary and informational texts. [ELA.K.AOR.8](#)
 - 1. Determine the effectiveness of an author's use of words and phrases in literary, informational, and multimedia texts: [ELA.K.AOR.8.1](#)
 - a. sort words and phrases into categories (e.g., apple, fruit and carrot, vegetable) to develop an understanding of word relationships; [ELA.K.AOR.8.1.A](#)
 - b. deepen understanding of words by relating words to their opposites; and [ELA.K.AOR.8.1.B](#)
 - c. identify and explain descriptive words and phrases that suggest feelings or appeal to the senses. [ELA.K.AOR.8.1.C](#)
 - 9. Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking. [ELA.K.AOR.9](#)
 - 1. Use knowledge of morphemes to extract meaning from oral language in grade-appropriate content. [ELA.K.AOR.9.1](#)
 - 10. Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience. [ELA.K.AOR.10](#)
 - 1. Describe the relationship between visuals (e.g., illustrations, photographs) and the text. [ELA.K.AOR.10.1](#)
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Research

- 1. Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge. [ELA.K.R.1](#)
 - 1. Ask and answer questions (who, what, when, where, why, and how) about print and non-print sources to obtain and refine knowledge. [ELA.K.R.1.1](#)
 - 2. Instruction of this indicator begins in second grade. [ELA.K.R.1.2](#)
 - 3. Instruction of this indicator begins in fourth grade. [ELA.K.R.1.3](#)
 - 4. Instruction of this indicator begins in fourth grade. [ELA.K.R.1.4](#)
 - 5. Instruction of this indicator begins in fourth grade. [ELA.K.R.1.5](#)

Written and Oral Communications

1. Write arguments to support claims with clear reasons and relevant evidence. [ELA.K.C.1](#)
 1. Use a combination of drawing, dictating, and writing to state a topic and communicate an opinion and a supporting reason. [ELA.K.C.1.1](#)
2. Write informative/expository texts to analyze and explain complex ideas and information. [ELA.K.C.2](#)
 1. Use a combination of drawing, dictating, and writing to compose informative/explanatory pieces about a topic with supporting details. [ELA.K.C.2.1](#)
3. Write narratives to develop real or imagined experiences using effective techniques. [ELA.K.C.3](#)
 1. Use a combination of drawing, dictating, and writing to narrate a single event or linked events in a logical order. [ELA.K.C.3.1](#)
4. Demonstrate command of standard English grammar and conventions when writing. [ELA.K.C.4](#)
 1. Form and use complete simple sentences. When writing: [ELA.K.C.4.1](#)
 - a. capitalize the first word in a sentence and the pronoun I; [ELA.K.C.4.1.A](#)
 - b. identify and name end punctuation marks (e.g., periods, exclamation points, and question marks); [ELA.K.C.4.1.B](#)
 - c. identify and use periods to punctuate sentences; [ELA.K.C.4.1.C](#)
 - d. identify and use common singular and plural nouns; [ELA.K.C.4.1.D](#)
 - e. identify and use action verbs; and [ELA.K.C.4.1.E](#)
 - f. identify and use simple and declarative sentences. [ELA.K.C.4.1.F](#)
5. Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task. [ELA.K.C.5](#)
 1. With guidance and support, plan, revise, edit, and build on personal ideas and the ideas of others to strengthen writing. [ELA.K.C.5.1](#)
6. Write independently and legibly for a variety of tasks and purposes. [ELA.K.C.6](#)
 1. Print all uppercase and lowercase letters, focusing on pencil grasp, letter formation, legibility, and pacing; use appropriate spacing for letters, words, and sentences. [ELA.K.C.6.1](#)
7. Organize and communicate ideas through a range of formats to engage a variety of audiences. [ELA.K.C.7](#)
 1. Present information orally in a logical order of events using conjunctions and temporal words (e.g., before, after). [ELA.K.C.7.1](#)
8. Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives. [ELA.K.C.8](#)

1. Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts: [ELA.K.C.8.1](#)
 - a. enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions; and [ELA.K.C.8.1.A](#)
 - b. consider the ideas of others while engaging in conversations. [ELA.K.C.8.1.B](#)
9. Evaluate and critique ideas and concepts interactively through listening and speaking. [ELA.K.C.9](#)
 1. Ask and answer questions in conversation on a topic. [ELA.K.C.9.1](#)