Kansas English Language Arts

Grade K

Adopted 2023

Kindergarten

Reading: Foundational

Print Concepts

1. Demonstrate understanding of the organization and basic features of print. RF.K.1
   a. Follow words from left to right, top to bottom and page by page. RF.K.1.A
   b. Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1.B
   c. Understand that words are separated by spaces in print and can point with one- to-one correspondence. RF.K.1.C
   d. Recognize and name all upper- and lowercase letters of the alphabet. RF.K.1.D

Phonological Awareness

2. Demonstrate understanding of phonemes (sounds). RF.K.2
   a. Manipulate (segment, blend or substitute) sounds in the initial, final and medial positions. (Phonemic awareness) RF.K.2.A
   b. Isolate and pronounce the initial, medial vowel, and final phonemes (sounds)) in three-phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVC ending with /l/, /r/ or /x/.) (Phonemic awareness) RF.K.2.B
   c. Count, produce, blend, and segment syllables in spoken words. RF.K.2.C
   d. Blend and segment onsets and rimes (word families) of single-syllable spoken words. RF.K.2.D

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.K.3
   a. Demonstrate basic knowledge of phoneme-grapheme correspondences of predictable consonants. RF.K.3.A
   b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. RF.K.3.B
   c. Read common high-frequency words (e.g., the, of, to, you, she, my, is, are, do, does). RF.K.3.C
   d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., bat/cat, bat/bit/, bat/bad). RF.K.3.D

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Fluency

4. Read decodable texts that support instruction. RF.K.4

Reading: Literature

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text. RL.K.1
2. With prompting and support, retell familiar stories, including key events. RL.K.2
3. With prompting and support, identify characters, settings and major events in a story. RL.K.3

Craft and Structure

4. Ask and answer questions about unknown words in a text. RL.K.4
5. Recognize common types of texts (e.g., storybooks, poems). RL.K.5
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.6

Integration of Knowledge and Ideas

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.7
8. Not applicable for literature. RL.K.8
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. RL.K.9

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Language in Reading: Literature

10. Begins in second grade. RL.K.10
11. Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension. RL.K.11
    a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb duck). RL.K.11.A
    b. Use the most frequently occurring inflectional endings and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. RL.K.11.B
12. With guidance and support from adults, explore word relationships and nuances in word meanings to expand language comprehension. RL.K.12
    a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. RL.K.12.A
    b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). RL.K.12.B
    c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). RL.K.12.C
    d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. RL.K.12.D

Range of Reading and Text Complexity

13. Listen to high quality drama, prose, and poetry to expand language comprehension. RL.K.13

Reading: Informational

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text. RI.K.1
2. With prompting and support, identify the main topic and retell key details of a text. RI.K.2
3. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text. RI.K.3

Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text. RI.K.4
5. Identify the front cover, back cover and title page of a book. RI.K.5
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.6

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Integration of Knowledge and Ideas

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.7
8. With prompting and support, identify the reasons an author gives to support points in a text. RI.K.8
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.9

Language in Reading: Informational

10. Begins in second grade. RI.K.10
11. Determine or clarify the meaning of unknown and multiple-meaning words and phrases in reading and content to expand language comprehension. RI.K.11
    a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb duck). RI.K.11.A
    b. Use the most frequently occurring inflectional endings and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) to determine the meaning of an unknown word. RI.K.11.B
12. With guidance and support from adults, explore word relationships and nuances in word meanings. RI.K.12
    a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. RI.K.12.A
    b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). RI.K.12.B
    c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). RI.K.12.C
    d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. RI.K.12.D

Range of Reading and Text Complexity

13. Actively engage in individual or group readings of informational text with purpose and understanding. RI.K.13

Writing

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Text Types and Purposes

1. 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., My favorite book is ...). W.K.1
2. 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. W.K.2
3. 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. W.K.3

Production and Distribution of Writing

4. Begins in third grade. W.K.4
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W.K.5
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.6

Research to Build and Present Knowledge

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.7
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.K.8
9. Begins in fourth grade. W.K.9

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Language in Writing

10. Demonstrate command of the conventions of standards English grammar and usage when writing. W.K.10
    a. Correctly form upper and lowercase letters with line awareness. W.K.10.A
    b. Use frequently occurring nouns and verbs in writing. W.K.10.B
    c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). W.K.10.C
    d. Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with). W.K.10.D
    e. Produce and expand complete sentences in shared language activities. W.K.10.E
11. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. W.K.11
    a. Capitalize the first word in a sentence and the pronoun I. W.K.11.A
    b. Recognize and name end punctuation. W.K.11.B
    c. Write a letter or letters for most consonant and short vowel sounds. W.K.11.C
    d. Spell simple words phonetically, drawing on knowledge of letter-sound relationships. W.K.11.D

Range of Writing

12. Begins in third grade. W.K.12

Speaking and Listening

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension. SL.K.1
    a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1.A
    b. Extend a conversation through multiple exchanges. SL.K.1.B
2. Confirm sequence of events of a read aloud or media presentation by asking and answering questions about key details or requesting clarification of what is not understood. SL.K.2
3. Ask and answer questions to seek help, get information or clarify what is not understood. SL.K.3

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Presentation of Knowledge and Ideas

4. Use details to describe familiar people, places, things or events with prompting and support. SL.K.4
5. Add drawings or other visual displays to supply additional detail to descriptions. SL.K.5
6. Speak with appropriate volume, enunciation, and rate to express thoughts, feelings, and ideas clearly. SL.K.6

Language in Speaking and Listening

7. Demonstrate command of the conventions of standards English grammar and usage when speaking. SL.K.7
    a. Use frequently occurring nouns and verbs in speech. SL.K.7.A
    b. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). SL.K.7.B
    c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). SL.K.7.C
    d. Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with). SL.K.7.D
    e. Produce and expand complete sentences in shared language activities. SL.K.7.E
8. Use words and phrases acquired through conversations, reading, and read alouds. SL.K.8