Nebraska English Language Arts

Grade K

Adopted 2021

Foundations of Reading

Concepts of Print

1. Demonstrate knowledge of the organization and basic concepts of print. LA.F.1
    1. Demonstrate knowledge of the organization and basic concepts of print. LA.K.F.1
        a. Identify all upper and lowercase letters of the alphabet in isolation and in connected text. LA.K.F.1.A
        b. Recognize that spoken words are represented in written language by specific sequences of letters, and that print carries meaning. LA.K.F.1.B
        c. Demonstrate understanding that words are separated by spaces in print; demonstrate understanding of one-to-one correspondence between voice and print. LA.K.F.1.C
        d. Demonstrate knowledge that print reads from left to right, top to bottom, and page by page. LA.K.F.1.D

Phonological Awareness

2. Demonstrate phonological awareness through oral activities. LA.F.2
    2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). LA.K.F.2
        a. Segment and count spoken sentences into words. LA.K.F.2.A
        b. Recognize and begin to produce oral rhymes. LA.K.F.2.B
        c. Count, produce, and segment spoken words into syllables and identify syllable parts. LA.K.F.2.C
        d. Blend onsets and rimes to form simple words (e.g., v-an, gr-ab). LA.K.F.2.D
        e. Delete part of a syllable within a spoken word including compound words (e.g., "Say 'parsnip.' Say it again but don't say 'par;' e.g., "Say 'cowboy.' Say it again but don't say 'cow'"). LA.K.F.2.E
        f. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/. LA.K.F.2.F

Phonics and Word Analysis

Skip to main content

3. Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text. LA.F.3

    3. Know and apply phonics and word analysis skills in decoding and encoding (spelling) words. LA.K.F.3

        a. Demonstrate basic knowledge of one-to-one sound to letter correspondences by producing the primary or many of the most frequent sounds for each consonant. LA.K.F.3.A

        b. Demonstrate the long and short sounds with common spellings (graphemes) for the five major vowels. LA.K.F.3.B

        c. Decode consonant-vowel-consonant (CVC) words. LA.K.F.3.C

        d. Encode consonant-vowel-consonant (CVC) words. LA.K.F.3.D

        e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. LA.K.F.3.E

    3. Know and apply phonics and word analysis skills in decoding and encoding (spelling) words. LA.1.F.3

Fluency

4. Read grade-level texts with sufficient accuracy and fluency to support comprehension. LA.F.4

    4. Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension. LA.K.F.4

        a. Recognize upper and lowercase letters automatically and accurately. LA.K.F.4.A

        b. Read decodable consonant-vowel-consonant (CVC) words with automaticity and accuracy. LA.K.F.4.B

        c. Read grade level high-frequency words with automaticity and accuracy (e.g. Fry or Dolch words or those included in instructional materials). LA.K.F.4.C

Reading Prose and Poetry

Central Ideas and Details

1. Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts. LA.RP.1

    1. With prompting and support, orally retell familiar stories, including key details, and demonstrate understanding of their central message or lesson. LA.K.RP.1

    2. With prompting and support, identify main character(s), setting, and important events in a literary text. LA.K.RP.2

Author's Craft

Skip to main content

3. Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text. LA.RP.3
    3. With prompting and support, define the role of author and illustrator in a literary text. LA.K.RP.3
    4. With prompting and support, identify the basic characteristics of literary text. LA.K.RP.4

Knowledge and Ideas

5. Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text. LA.RP.5
    5. With prompting and support, compare and contrast the experiences of characters in familiar stories. LA.K.RP.5
    6. With prompting and support, ask and answer questions about key details in a literary text. LA.K.RP.6
    7. With prompting and support, make connections between own experiences and other cultures in literary texts. LA.K.RP.7

Range of Reading and Level of Text Complexity

8. Read and comprehend complex, grade-level literary texts independently and proficiently. LA.RP.8
    8. Actively engage in group reading activities with purpose and understanding. LA.K.RP.8

Reading Informational text

Central Ideas and Details

1. Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational texts. LA.RI.1
    1. With prompting and support, identify the main topic and key details in an informational text. LA.K.RI.1
    2. With prompting and support, identify key individuals, events, or pieces of information in an informational text. LA.K.RI.2

Author's Craft

3. Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts. LA.RI.3
    3. With prompting and support, define the role of author and illustrator in presenting the ideas or information in a text. LA.K.RI.3
    4. With prompting and support, use text features (titles, headings, visuals) to predict or confirm the topic of a text. LA.K.RI.4

Skip to main content

nowledge and Ideas

5. Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational texts. LA.RI.5

    5. With prompting and support, identify basic similarities and differences between two informational texts on the same topic. LA.K.RI.5

    6. With prompting and support, explain the difference between facts and opinions about a topic. LA.K.RI.6

    7. With prompting and support, make connections between own experiences and other cultures in informational texts. LA.K.RI.7

Range of Reading and Level of Text Complexity

8. Read and comprehend complex, grade-level informational texts independently and proficiently. LA.RI.8

    8. Actively engage in group reading activities with purpose and understanding. LA.K.RI.8

Vocabulary

Acquisition and Use

1. Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening. LA.V.1

    1. Recognize and use conversational and grade-level academic vocabulary. LA.K.V.1

        a. With prompting and support, identify new meanings of familiar words (e.g., park, ring, fly). LA.K.V.1.A

        b. With prompting and support, use commonly occurring inflections and affixes to determine the meaning of unknown words. LA.K.V.1.B

        c. With prompting and support, determine the meanings of key words and phrases using provided reference materials and classroom resources. LA.K.V.1.C

Context and Connotation

Skip to main content

2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. LA.V.2

    2. Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. LA.K.V.2

        a. With prompting and support, sort common words and phrases into conceptual categories to develop an understanding of word relationships. LA.K.V.2.A

        b. With prompting and support, deepen understanding of words by identifying and relating them to their opposites. LA.K.V.2.B

        c. With prompting and support, ask and answer questions about key words and phrases to determine their meaning. LA.K.V.2.C

        d. With prompting and support, identify and explain descriptive words and phrases that suggest feelings or appeal to the senses. LA.K.V.2.D

Writing

Foundations of Writing

2. Apply handwriting skills to communicate ideas and information. LA.V.2

    1. Demonstrate basic handwriting skills. LA.K.FW.1

        a. Identify and match upper and lowercase manuscript letters. LA.K.FW.1.A

        b. Print many upper and lowercase manuscript letters using reference materials and classroom resources. LA.K.FW.1.B

        c. Write left to right and use appropriate spacing between letters and words. LA.K.FW.1.C

    2. Demonstrate sound-letter concepts when writing. LA.K.FW.2

        a. Segment phonemes orally in single-syllable words. LA.K.FW.2.A

        b. Demonstrate understanding that syllables are organized around vowel sounds. LA.K.FW.2.B

Production of Writing

Skip to main content

1. Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context. LA.W.1
    1. With prompting and support, form and use complete simple sentences in shared language activities. LA.K.W.1
        a. Capitalize the first word in a sentence and the pronoun I. LA.K.W.1.A
        b. Recognize and name end punctuation. LA.K.W.1.B
        c. Identify nouns (e.g., singular and plural) and simple verbs (e.g., action). LA.K.W.1.C
        d. Form regular plural nouns by adding /s/ or /es/. LA.K.W.1.D
        e. Use interrogatives to ask questions. LA.K.W.1.E
        f. Use subject-verb agreement in simple sentences. LA.K.W.1.F
    2. With prompting and support, use a recursive writing process to develop, strengthen, and produce writing appropriate to the discipline, audience, and/or context. LA.K.W.2
        a. Use prewriting activities and resources to generate ideas. LA.K.W.2.A
        b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. LA.K.W.2.B
        c. Use feedback from others to improve writing and/or add details. LA.K.W.2.C
        d. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols). LA.K.W.2.D
        e. Use appropriate digital/multimedia tools to produce, enhance, and/or publish writing individually or with peers. LA.K.W.2.E

Modes of Writing

3. Write in a variety of modes for a variety of purposes and audiences across disciplines. LA.W.3
    3. With prompting and support, narrate personal or fictional events in a sequential order using a combination of drawing, dictating, and/or writing. LA.K.W.3
    4. With prompting and support, express an opinion about a topic or text with one supporting reason using a combination of drawing, dictating, and/or writing. LA.K.W.4
    5. With prompting and support, write informative/explanatory pieces about a topic or text with one supporting fact using a combination of drawing, dictating, and/or writing. LA.K.W.5
    6. With prompting and support, identify information from provided sources to answer a question using a combination of drawing, dictating, and/or writing. LA.K.W.6

Speaking and Listening **Comprehension and Collaboration**

Skip to main content

1. Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings. LA.SL.1

    1. With prompting and support, participate with peers and adults in structured discussions and routines about Kindergarten topics and texts. LA.K.SL.1

        a. Ask pertinent questions to acquire or confirm information. LA.K.SL.1.A

        b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. LA.K.SL.1.B

        c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. LA.K.SL.1.C

        d. Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling). LA.K.SL.1.D

        e. Complete a task following one/two-step directions. LA.K.SL.1.E

    1. Participate with peers and adults in structured discussions and routines about 1st grade topics and texts. LA.1.SL.1

Presentation of Knowledge and Ideas

2. Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context. LA.SL.2

    2. With prompting and support, describe familiar people, places, things, and events, and provide additional detail. LA.K.SL.2

        a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations. LA.K.SL.2.A

        b. Convey a personal perspective with clear reasons. LA.K.SL.2.B

        c. Explain the purpose of information being presented. LA.K.SL.2.C

        d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words). LA.K.SL.2.D

        e. Use appropriate visual and/or digital tools to support verbal communication. LA.K.SL.2.E