New York English Language Arts - Next Generation

Grade K

Adopted 2017

Reading Standards

Literary and Informational Text

Key Ideas and Details

KR1. Develop and answer questions about a text. KR1

KR2. Retell stories or share key details from a text. KR2

KR3. Identify characters, settings, major events in a story, or pieces of information in a text. KR3

Craft and Structure

KR4. Identify specific words that express feelings and senses. KR4

KR5. Identify literary and informational texts. KR5

KR6. Name the author and illustrator and define the role of each in presenting the ideas in a text. KR6

Integration of Knowledge and Ideas

KR7. Describe the relationship between illustrations and the text. KR7

KR8. Identify specific information to support ideas in a text. KR8

KR9. Make connections between self, text, and the world. KR9

Foundational Skills

Print Concepts

KRF1. Demonstrate understanding of the organization and basic features of print. KRF1

a. Follow words from left to right, top to bottom, and page by page. KRF1.A

b. Recognize that spoken words are represented in written language by specific sequences of letters. KRF1.B

c. Understand that words are separated by spaces in print. KRF1.C

d. Recognize and name all upper- and lowercase letters of the alphabet. KRF1.D

e. Identify the front cover, back cover, and title page of a book. KRF1.E

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Phonological Awareness

KRF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). KRF2

a. Recognize and produce spoken rhyming words. KRF2.A

b. Blend and segment syllables in spoken words. KRF2.B

c. Blend and segment onsets and rimes of spoken words. KRF2.C

d. Blend and segment individual sounds (phonemes) in spoken one-syllable words KRF2.D

e. Create new words by manipulating the phonemes orally in one-syllable words. KRF2.E

Phonics and Word Recognition

KRF3. Know and apply phonics and word analysis skills in decoding words. KRF3

a. Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant. KRF3.A

b. Decode short vowel sounds with common spellings. KRF3.B

c. Decode some regularly spelled one-syllable words. KRF3.C

d. Read common high-frequency words by sight. KRF3.D

Fluency

KRF4. Read emergent-reader texts with sufficient accuracy to support comprehension. KRF4

Writing Standards

Text Types and Purposes

KW1. Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that topic. KW1

KW2. Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information. KW2

KW3. Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence. KW3

KW4. Create a response to a text, author, or personal experience (e.g., dramatization, art work, or poem). KW4

Research to Build and Present Knowledge

KW6. Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge. KW6

KW7. Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways (e.g., drawing, oral expression, and/or emergent writing). KW7

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Speaking and Listening **Comprehension and Collaboration**

KSL1. Participate in collaborative conversations with diverse peers and adults in small and large groups and during play. KSL1

a. Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic. KLS1.A

b. Participate in conversations through multiple exchanges. KSL1.B

c. Consider individual differences when communicating with others. KLS1.C

KSL2. Participate in a conversation about features of diverse texts and formats. KSL2

KSL3. Develop and answer questions to clarify what the speaker says. KSL3

Presentation of Knowledge and Ideas

KSL4. Describe familiar people, places, things, and events with detail. KSL4

KSL5. Create and/or utilize existing visual displays to support descriptions. KSL5

KSL6. Express thoughts, feelings, and ideas. KSL6

Language Standards

Vocabulary Acquisition and Use

KL4. Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences, including, but not limited to the following. KL4

a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). KL4.A

b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word. KL4.B

KL5. Explore and discuss word relationships and word meanings. KL5

a. Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent. KL5.A

b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). KL5.B

c. Use words to identify and describe the world, making connections between words and their use (e.g., places at home that are colorful). KL5.C

d. Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings. KL5.D

KL6. Use words and phrases acquired through conversations, reading and being read to, and responding to. KL6

Conventions of Academic English/Language for Learning

Core Conventions

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1. Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. L.1
    1. Print upper- and lowercase letters in their name L.1.1
        a. Print many upper- and lowercase letters L.1.1.A
        b. Print all upper- and lowercase letters. L.1.1.B
    2. Use frequently occurring nouns and verbs (orally) L.1.2
        a. Use frequently occurring nouns and verbs. L.1.2.A
    3. Use common, proper, and possessive nouns. L.1.3
    4. Use collective nouns (e.g., group). L.1.4
    5. Form and use regular plural nouns (e.g., dog, dogs; wish, wishes). L.1.5
    6. Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish). L.1.6
    7. Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump). L.1.7
    8. Understand and use interrogatives (question words—e.g., who, what, where, when, why, how). L.1.8
    9. Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). L.1.9
    10. Produce and expand complete sentences in shared language activities. L.1.10
    11. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). L.1.11
        a. Use reflexive pronouns (e.g., myself, ourselves). L.1.11.A
    12. Use verbs. L.1.12
        a. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). L.1.12.A
        b. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). L.1.12.B
    13. Use frequently occurring adjectives. L.1.13
        a. Use adjectives or adverbs appropriately. L.1.13.A
    14. Use frequently occurring conjunctions (e.g., and, but, or, so because). L.1.14
        a. Use frequently occurring transition words (e.g., first, then, therefore, finally) L.1.14.A
    15. Produce and expand complete sentences. L.1.15
        a. Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie). L.1.15.A

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ore Punctuation and Spelling

2. Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. L.2
    1. Attempt to write symbols or letters to represent words. L.2.1
    2. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. L.2.2
        a. Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. L.2.2.A
        b. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.2.2.B
        c. Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy). L.2.2.C
    3. Write a letter or letters for most consonant and short-vowel sounds (phonemes). L.2.3
    4. Consult reference materials as needed to check and correct spellings. L.2.4
    5. Recognize and name end punctuation. L.2.5
        a. Use end punctuation for sentences. L.2.5.A
    6. Capitalize the first letter of their name. L.2.6
        a. Capitalize the first word in a sentence and the pronoun I. L.2.6.A
        b. Capitalize dates and names of people. L.2.6.B
        c. Capitalize names, places, and holidays. L.2.6.C
    7. Use commas in dates and to separate single words in a series. L.2.7
        a. Use commas in greetings and closings of letters. L.2.7.A
    8. Use an apostrophe to form contractions and frequently occurring possessives. L.2.8