Tennessee English Language Arts

Grade K

Adopted 2016

Foundational Literacy

Print Concepts

1. Demonstrate understanding of the organization and basic features of print. FL.PC.1
    1. Demonstrate understanding of the organization and basic features of print. K.FL.PC.1
        a. Follow words from left to right, top to bottom, and page-by-page. K.FL.PC.1.A
        b. Recognize that spoken words are represented in written language by specific sequences of letters. K.FL.PC.1.B
        c. Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print. K.FL.PC.1.C
        d. Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text. K.FL.PC.1.D
        e. Distinguish between pictures and words. K.FL.PC.1.E

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). FL.PA.2
    2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). K.FL.PA.2
        a. Recognize and begin to produce rhyming words. K.FL.PA.2.A
        b. Count, pronounce, blend, and segment syllables in spoken words. K.FL.PA.2.B
        c. Blend and segment onsets and rimes of single-syllable spoken words. K.FL.PA.2.C
        d. 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/. K.FL.PA.2.D
        e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. K.FL.PA.2.E

Phonics and Word Recognition

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3. Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. FL.PWR.3

    3. Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. K.FL.PWR.3

        a. Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant. K.FL.PWR.3.A

        b. Associate the long and short phonemes with common spellings for the five major vowels. K.FL.PWR.3.B

        c. Read common high-frequency words by sight. K.FL.PWR.3.C

        d. Decode regularly spelled CVC words. K.FL.PWR.3.D

        e. Distinguish between similarly spelled words by identifying the letters that differ. K.FL.PWR.3.E

Word Composition

4. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. FL.WC.4

    4. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. K.FL.WC.4

        a. Write uppercase and lowercase manuscript letters from memory. K.FL.WC.4.A

        b. Write a letter/letters for most consonant and short vowel sounds (phonemes). K.FL.WC.4.B

        c. Represent phonemes first to last in simple words using letters (graphemes) such as rop for rope. K.FL.WC.4.C

        d. Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, I) and CV (be, go) words with long vowels. K.FL.WC.4.D

        e. Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel. K.FL.WC.4.E

        f. Write some common, frequently used words (am, and, like, the). K.FL.WC.4.F

        g. Print many upper and lowercase letters. K.FL.WC.4.G

Fluency

5. Read with sufficient accuracy and fluency to support comprehension. FL.F.5

    5. Read with sufficient accuracy and fluency to support comprehension. K.FL.F.5

        a. Read emergent-reader texts with purpose and understanding. K.FL.F.5.A

Sentence Composition

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6. Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. FL.SC.6

    6. Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support. K.FL.SC.6

        a. With modeling or verbal prompts, orally produce complete sentences. K.FL.SC.6.A

        b. Follow one-to-one correspondence between voice and print when writing a sentence. K.FL.SC.6.B

        c. Use frequently occurring nouns and verbs when speaking and in shared language activities. K.FL.SC.6.C

        d. Form regular plural nouns when speaking and in shared language activities. K.FL.SC.6.D

        e. Understand and use question words (interrogatives) when speaking and in shared language activities. K.FL.SC.6.E

        f. Use the most frequently occurring prepositions when speaking and in shared language activities. K.FL.SC.6.F

        g. Produce and expand complete sentences in shared language activities. K.FL.SC.6.G

        h. Capitalize the first word in a sentence and the pronoun I. K.FL.SC.6.H

        i. Recognize and name end punctuation. K.FL.SC.6.I

Vocabulary Acquisition

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7. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. FL.VA.7

    a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content. K.FL.VA.7.A

        i. Identify new meanings for familiar words and apply them accurately. K.FL.VA.7.A.I

        ii. Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. K.FL.VA.7.A.II

    b. With guidance and support from adults, explore word relationships and nuances in word meanings. K.FL.VA.7.B

        i. Sort common objects into categories to gain a sense of the concepts the categories represent. K.FL.VA.7.B.I

        ii. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. K.FL.VA.7.B.II

        iii. Make real-life connections between words and their use. K.FL.VA.7.B.III

        iv. Distinguish shades of meaning among verbs describing the same general action. K.FL.VA.7.B.IV

    c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. K.FL.VA.7.C

Reading Literature

Key Ideas and Details

1. Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. R.KID.1

    1. With prompting and support, ask and answer questions about key details in a text. K.RL.KID.1

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. R.KID.2

    2. With prompting and support, orally retell familiar stories, including key details. K.RL.KID.2

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. R.KID.3

    3. With prompting and support, orally identify characters, setting, and major events in a story. K.RL.KID.3

Craft and Structure

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4. Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. R.CS.4

    4. With prompting and support, ask and answer questions about unknown words in text. K.RL.CS.4

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. R.CS.5

    5. Recognize common types of texts. K.RL.CS.5

6. Assess how point of view or purpose shapes the content and style of a text. R.CS.6

    6. With prompting and support, define the role of authors and illustrators in the telling of a story. K.RL.CS.6

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. R.IKI.7

    7. With prompting and support, orally describe the relationship between illustrations and the story in which they appear. K.RL.IKI.7

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes. R.IKI.9

    9. With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories. K.RL.IKI.9

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently. R.RRTC.10

    10. With prompting and support, read stories and poems of appropriate complexity for Kindergarten. K.RL.RRTC.10

Reading Informational Text

Key Ideas and Details

1. Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. R.KID.1

    1. With prompting and support, ask and answer questions about key details in a text. K.RI.KID.1

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. R.KID.2

    2. With prompting and support, orally identify the main topic and retell key details of a text. K.RI.KID.2

Skip to main content

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. R.KID.3

    3. With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text. K.RI.KID.3

Craft and Structure

4. Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. R.CS.4

    4. With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area. K.RI.CS.4

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. R.CS.5

    5. Know various text features. K.RI.CS.5

6. Assess how point of view or purpose shapes the content and style of a text. R.CS.6

    6. With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text. K.RI.CS.6

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. R.IKI.7

    7. With prompting and support, orally describe the relationship between illustrations and the text in which they appear. K.RI.IKI.7

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. R.IKI.8

    8. With prompting and support, identify the reasons an author provides to support points in a text. K.RI.IKI.8

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes. R.IKI.9

    9. With prompting and support, orally identify basic similarities and differences between two texts on the same topic. K.RI.IKI.9

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently. R.RRTC.10

    10. With prompting and support, read informational texts of appropriate complexity for Kindergarten. K.RI.RRTC.10

Sp Skip to main content **ɔmprehension and Collaboration**

2. Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats. SL.CC.2

    2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. K.SL.CC.2

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. SL.CC.3

    3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. K.SL.CC.3

1. Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively. SL.CC.1

    1. Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics. K.SL.CC.1

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience. SL.PKI.4

    4. Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail. K.SL.PKI.4

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. SL.PKI.5

    5. Add drawings or other visual displays of descriptions as desired to provide additional detail. K.SL.PKI.5

6. Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate. SL.PKI.6

    6. With guidance and support, express thoughts, feelings, and ideas through speaking. K.SL.PKI.6

Writing

Text Types and Protocol

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.TTP.1

    1. With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces. K.W.TTP.1

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. W.TTP.2

    2. With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts. K.W.TTP.2

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3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. W.TTP.3

    3. With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event. K.W.TTP.3

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.PDW.4

    4. With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. K.W.PDW.4

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.PDW.5

    5. With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed. K.W.PDW.5

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. W.PDW.6

    6. With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing. K.W.PDW.6

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation. W.RBPK.7

    7. Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them. K.W.RBPK.7

8. Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. W.RBPK.8

    8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. K.W.RBPK.8

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. W.RW.10

    10. With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina. K.W.RW.10