

Kindergarten

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking

- 1 Oral language. The student develops oral language through listening, speaking, and discussion** **K.ELA.B1**
 - A** listen actively and ask questions to understand information and answer questions using multi-word responses **K.ELA.B1.A**
 - B** restate and follow oral directions that involve a short, related sequence of actions **K.ELA.B1.B**
 - C** share information and ideas by speaking audibly and clearly using the conventions of language **K.ELA.B1.C**
 - D** work collaboratively with others by following agreed-upon rules for discussion, including taking turns **K.ELA.B1.D**
 - E** develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants **K.ELA.B1.E**

- 2 Beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell** **K.ELA.B2**
 - A** demonstrate phonological awareness by: **K.ELA.B2.A**
 - i** identifying and producing rhyming words **K.ELA.B2.AI**
 - ii** recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound **K.ELA.B2.AII**
 - iii** identifying the individual words in a spoken sentence **K.ELA.B2.AIII**
 - iv** identifying syllables in spoken words **K.ELA.B2.AIV**
 - v** blending syllables to form multisyllabic words **K.ELA.B2.AV**
 - vi** segmenting multisyllabic words into syllables **K.ELA.B2.AVI**
 - vii** blending spoken onsets and rimes to form simple words **K.ELA.B2.AVII**
 - viii** blending spoken phonemes to form one-syllable words **K.ELA.B2.AVIII**
 - ix** manipulating syllables within a multisyllabic word **K.ELA.B2.AIX**
 - x** segmenting spoken one-syllable words into individual phonemes **K.ELA.B2.AX**

- B** demonstrate and apply phonetic knowledge by: **K.ELA.B2.B**
 - i** identifying and matching the common sounds that letters represent **K.ELA.B2.BI**
 - ii** using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words **K.ELA.B2.BII**
 - iii** recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap **K.ELA.B2.BIII**
 - iv** identifying and reading at least 25 high-frequency words from a research-based list **K.ELA.B2.BIV**
- C** demonstrate and apply spelling knowledge by: **K.ELA.B2.C**
 - i** spelling words with VC, CVC, and CCVC **K.ELA.B2.CI**
 - ii** spelling words using sound-spelling patterns **K.ELA.B2.CII**
 - iii** spelling high-frequency words from a research-based list **K.ELA.B2.CIII**
- D** demonstrate print awareness by: **K.ELA.B2.D**
 - i** identifying the front cover, back cover, and title page of a book **K.ELA.B2.DI**
 - ii** holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep **K.ELA.B2.DII**
 - iii** recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries **K.ELA.B2.DIII**
 - iv** recognizing the difference between a letter and a printed word **K.ELA.B2.DIV**
 - v** identifying all uppercase and lowercase letters **K.ELA.B2.DV**
- E** develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality. **K.ELA.B2.E**

3 Vocabulary. The student uses newly acquired vocabulary expressively **K.ELA.B3**

- A** use a resource such as a picture dictionary or digital resource to find words **K.ELA.B3.A**
- B** use illustrations and texts the student is able to read or hear to learn or clarify word meanings **K.ELA.B3.B**
- C** identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations **K.ELA.B3.C**

4 The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time **K.ELA.B4**

Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts

5 The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts **K.ELA.B5**

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- A** establish purpose for reading assigned and self-selected texts with adult assistance **K.ELA.B5.A**

- B** generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance [K.ELA.B5.B](#)
- C** make and confirm predictions using text features and structures with adult assistance [K.ELA.B5.C](#)
- D** create mental images to deepen understanding with adult assistance [K.ELA.B5.D](#)
- E** make connections to personal experiences, ideas in other texts, and society with adult assistance [K.ELA.B5.E](#)
- F** make inferences and use evidence to support understanding with adult assistance [K.ELA.B5.F](#)
- G** evaluate details to determine what is most important with adult assistance [K.ELA.B5.G](#)
- H** synthesize information to create new understanding with adult assistance [K.ELA.B5.H](#)
- I** monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance [K.ELA.B5.I](#)

Response skills:
listening, speaking,
reading, writing, and
thinking using multiple
texts

- 6** The student responds to an increasingly challenging variety of sources that are read, heard, or viewed [K.ELA.B6](#)
 - A** describe personal connections to a variety of sources [K.ELA.B6.A](#)
 - B** provide an oral, pictorial, or written response to a text [K.ELA.B6.B](#)
 - C** use text evidence to support an appropriate response [K.ELA.B6.C](#)
 - D** retell texts in ways that maintain meaning [K.ELA.B6.D](#)
 - E** interact with sources in meaningful ways such as illustrating or writing [K.ELA.B6.E](#)
 - F** respond using newly acquired vocabulary as appropriate [K.ELA.B6.F](#)
- 7** Literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts [K.ELA.B7](#)

Multiple genres:
listening, speaking,
reading, writing, and
thinking using multiple
texts

- A** discuss topics and determine the basic theme using text evidence with adult assistance [K.ELA.B7.A](#)
- B** identify and describe the main character(s) [K.ELA.B7.B](#)

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- C** describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance [K.ELA.B7.C](#)
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- D** describe the setting [K.ELA.B7.D](#)
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Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts

- 8** Genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts [K.ELA.B8](#)
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- A** demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes [K.ELA.B8.A](#)
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- B** discuss rhyme and rhythm in nursery rhymes and a variety of poems [K.ELA.B8.B](#)
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- C** discuss main characters in drama [K.ELA.B8.C](#)
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- D** recognize characteristics and structures of informational text, including: [K.ELA.B8.D](#)
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- i** the central idea and supporting evidence with adult assistance [K.ELA.B8.DI](#)
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- ii** titles and simple graphics to gain information [K.ELA.B8.DII](#)
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- iii** the steps in a sequence with adult assistance [K.ELA.B8.DIII](#)
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- E** recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do [K.ELA.B8.E](#)
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- F** recognize characteristics of multimodal and digital texts [K.ELA.B8.F](#)
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Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts

- 9** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances [K.ELA.B9](#)
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- A** discuss with adult assistance the author's purpose for writing text [K.ELA.B9.A](#)
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- B** discuss with adult assistance how the use of text structure contributes to the author's purpose [K.ELA.B9.B](#)
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- C** discuss with adult assistance the author's use of print and graphic features to achieve specific purposes [K.ELA.B9.C](#)
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- D** discuss with adult assistance how the author uses words that help the reader visualize [K.ELA.B9.D](#)
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- E** listen to and experience first- and third-person texts [K.ELA.B9.E](#)
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Composition: listening, speaking, reading, writing, and thinking using multiple texts

10 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions K.ELA.B10

- A plan by generating ideas for writing through class discussions and drawings K.ELA.B10.A
- B develop drafts in oral, pictorial, or written form by organizing ideas K.ELA.B10.B
- C revise drafts by adding details in pictures or words K.ELA.B10.C
- D edit drafts with adult assistance using standard English conventions, including: K.ELA.B10.D
 - i complete sentences K.ELA.B10.DI
 - ii verbs K.ELA.B10.DII
 - iii singular and plural nouns K.ELA.B10.DIII
 - iv adjectives, including articles K.ELA.B10.DIV
 - v prepositions K.ELA.B10.DV
 - vi pronouns, including subjective, objective, and possessive cases K.ELA.B10.DVI
 - vii capitalization of the first letter in a sentence and name K.ELA.B10.DVII
 - viii punctuation marks at the end of declarative sentences K.ELA.B10.DVIII
 - ix correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words K.ELA.B10.DIX
- E share writing K.ELA.B10.E

11 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful K.ELA.B11

- A dictate or compose literary texts, including personal narratives K.ELA.B11.A
- B dictate or compose informational texts K.ELA.B11.B

Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts

12 The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes K.ELA.B12

- A generate questions for formal and informal inquiry with adult assistance; K.ELA.B12.A
- B develop and follow a research plan with adult assistance; K.ELA.B12.B
- C gather information from a variety of sources with adult assistance; K.ELA.B12.C
- D demonstrate understanding of information gathered with adult assistance; and K.ELA.B12.D
- E use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. K.ELA.B12.E