Wisconsin English Language Arts

Grade K

Adopted 2020

Reading Foundational Skills

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 spoken words are represented in written language by specific sequences of letters. RF.K.1.B
   c. Understand words are separated by spaces in print. 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 spoken words, syllables, and sounds (phonemes). RF.K.2
   a. Recognize and produce rhyming words. RF.K.2.A
   b. Count, pronounce, blend, and segment syllables in spoken words. RF.K.2.B
   c. Blend and segment onsets and rimes of single-syllable spoken words. RF.K.2.C
   d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) RF.K.2.D
   e. Add, delete, or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. RF.K.2.E

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 one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. 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 by sight(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. RF.K.3.D

Skip to main content

Fluency

4. Read emergent-reader texts with purpose and understanding. RF.K.4

Reading

Key Ideas and Details

1. With prompting and support, develop and answer questions about a text. R.K.1
2. With prompting and support, retell stories (RL); share key details from a text. R.K.2
3. With prompting and support, identify characters, settings, and important events in a story or pieces of information in a text. R.K.3

Craft and Structure

4. With prompting and support, identify specific words that express feelings or content-specific words within a text. R.K.4
5. Identify literary and informational texts. R.K.5
6. Define the role of the author and the illustrator in presenting the ideas in a text. R.K.6

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the text. R.K.7
8. With prompting and support, identify specific information to support ideas in a text. R.K.8
9. With prompting and support, compare and contrast two texts; recognize that texts reflect one's own and others' culture. R.K.9

Writing

Text Types and Purposes

1. Use a combination of drawing, dictating, and writing to compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. W.K.1
2. Use a combination of drawing, dictating, and writing to compose text in a variety of modes: W.K.2
   a. Opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. W.K.2.A
   b. Informative/explanatory text in which they name what they are writing about and supply some information about the topic. W.K.2.B
   c. Convey events, real or imagined and 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.2.C

Skip to main content

3. Use a combination of drawing, dictating, and writing to compose text that utilizes: W.K.3
    a. Organization: provide a sense of structure, attempt an introduction. W.K.3.A
    b. Word Choice (including domain specific): use words familiar to the student. W.K.3.B

Production and Distribution of Writing

4. With guidance and support from adults, use a combination of drawing, dictating and writing to compose text in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. 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. Learn to produce writing through printing (including forming most printed upper and lower case letters), cursive, and/or typing. W.K.6

Inquiry to Build and Present Knowledge

7. Participate in shared inquiry 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. With guidance and support from adults, recall facts from literary and informational text to research characters, setting, key detail, specified information, and ideas presented in a text. W.K.9

Speaking and Listening

Comprehension and Collaboration

1. With guidance and support, participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. SL.K.1
    a. Follow agreed-upon norms and participate by actively listening, taking turns, and staying on topic. SL.K.1.A
    b. Participate in a conversation through multiple exchanges. SL.K.1.B
    c. Ask questions about the topic/text. SL.K.1.C
    d. Consider individual differences when communicating with others. SL.K.1.D
2. With guidance and support, ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.K.2
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SL.K.3

resentation of Knowledge and Ideas

Skip to main content

4. With guidance and support, describe familiar people, places, things, and events. SL.K.4
5. With guidance and support, create an original or utilize existing visual displays to support descriptions. SL.K.5

Language

Knowledge of Language

1. Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. L.K.1
   a. Recognize and appreciate the linguistic diversity of peers, teachers, and other members of the school community. L.K.1.A

Vocabulary Acquisition and Use

2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. L.K.2
   a. Begin to recognize some words have multiple meanings (e.g., duck, tie). L.K.2.A
   b. Use some word prefixes and suffixes as clues to the meaning of unknown words (e.g., un-, -ed). L.K.2.B
3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. With guidance and support from adults: L.K.3
   a. Ask and answer questions about unknown words. L.K.3.A
   b. Sort common objects into categories. L.K.3.B
   c. Demonstrate understanding of frequently occurring verbs and their opposites (antonyms). L.K.3.C
   d. Connect common words to real life (e.g., colorful). L.K.3.D
   e. Act out shades of meanings with verbs (e.g., strut, skip). L.K.3.E
4. Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. L.K.4

Conventions of Standardized English

Skip to main content

5. Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: L.K.5
    a. Frequently used nouns, verbs, and prepositions. L.K.5.A
    b. Oral pluralizations of nouns. L.K.5.B
    c. Question words (who, what, etc.). L.K.5.C
    d. Oral production and expansion of complete sentences. L.K.5.D
6. Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: L.K.6
    a. Capitalization of the first word in a sentence. L.K.6.A
    b. Name frequently used punctuation. L.K.6.B
    c. Phonetically spell simple words drawing on knowledge of letter-sound relationships. L.K.6.C
    d. Writes letters for most consonant and short vowel sounds (phonemes). L.K.6.D