



**K Language Arts**



## READING LITERARY

RL

### Key Ideas and Details

ELAGSEKRL1 With prompting and support, ask and answer questions about key details in a text.

ELAGSEKRL2 With prompting and support, retell familiar stories, including key details.

ELAGSEKRL3 With prompting and support, identify characters, settings, and major events in a story.

### Craft and Structure

ELAGSEKRL4 With prompting and support, ask and answer questions about unknown words in a text.

ELAGSEKRL5 Recognize common types of texts (e.g., storybooks, poems).

ELAGSEKRL6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

### Integration of Knowledge and Ideas

ELAGSEKRL7 With prompting and support, describe the relationship between illustrations and the story (how illustrations support the text).

ELAGSEKRL8 (Not applicable to literature).

ELAGSEKRL9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

### Range of Reading and Level of Text Complexity

ELAGSEKRL10 Actively engage in group reading activities with purpose and understanding.



## READING INFORMATIONAL

RI

### Key Ideas and Details

ELAGSEKRI1 With prompting and support, ask and answer questions about key details in a text.

ELAGSEKRI2 With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).

ELAGSEKRI3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

### Craft and Structure

ELAGSEKRI4 With prompting and support, ask and answer questions about unknown words in a text.

ELAGSEKRI5 Identify the front cover, back cover, and title page of a book.

ELAGSEKRI6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

### Integration of Knowledge and ideas

ELAGSEKRI7 With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).

ELAGSEKRI8 With prompting and support, identify the reasons an author gives to support points in a text.

ELAGSEKRI9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

### Range of Reading and Level of Text Complexity

ELAGSEKRI10 Actively engage in group reading of informational text with purpose and understanding.



## READING FOUNDATIONAL

RF

### Print Concepts

**ELAGSEKRF1 Demonstrate understanding of the organization and basic features of print.**

- a. Follow words from left to right, top to bottom, and page-by-page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

### Phonological Awareness

**ELAGSEKRF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- 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/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

### Phonics and Word Recognition

**ELAGSEKRF3 Know and apply grade-level phonics and word analysis skills in decoding words.**

- a. Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.
- b. Demonstrate basic knowledge of long and short sounds for the given major vowels.
- c. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

### Fluency

**ELAGSEKRF4 Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does); read emergent-reader texts with purpose and understanding.**



## WRITING

## W

### Text Types and Purpose

ELAGSEKW1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are “writing” about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

ELAGSEKW2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

ELAGSEKW3 Use a combination of drawing, dictating, and writing to 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.

### Production and Distribution of Writing

ELAGSEKW4 (*Begins in grade 3*).

ELAGSEKW5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

ELAGSEKW6 With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools in collaboration with peers.

### Research to Build and Present Knowledge

ELAGSEKW7 With guidance and support, participate in shared research and writing projects (e.g., explore books by a favorite author and express opinions about them).

ELAGSEKW8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

ELAGSEKW9 (*Begins in grade 4*).

### Range of Writing

ELAGSEKW10 (*Begins in grade 3*).



## SPEAKING AND LISTENING

SL

### Comprehension and Collaboration

**ELAGSEKSL1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.**

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

**ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.**

**ELAGSEKSL3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.**

### Presentation of Knowledge and Ideas

**ELAGSEKSL4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.**

**ELAGSEKSL5 Add drawings or other visual displays to descriptions as desired to provide additional detail.**

**ELAGSEKSL6 Speak audibly and express thoughts, feelings, and ideas clearly.**

## LANGUAGE

L

### Conventions of Standard English

**ELAGSEKL1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*) when speaking.
- d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- f. Produce and expand complete sentences in shared language activities.



## LANGUAGE (continued)

L

**ELAGSEKL2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- a. Capitalize the first word in a sentence and the pronoun I.
- b. Recognize and name end punctuation.
- c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

### **Knowledge of Language**

**ELAGSEKL3 (*begins in grade 2*).**

### **Vocabulary Acquisition and Use**

**ELAGSEKL4 With guidance and support, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.**

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* as a bird and learning the verb *to duck*).
- 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 an unknown word.

**ELAGSEKL5 With guidance and support, explore word relationships and nuances in word meanings.**

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).\*
- c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
- d. Begin to distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

**ELAGSEKL6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.**