

Grade K ELA Promise Standards and Essential Learning Targets

Domain	Promise Standard	Essential Learning Targets
Language	<p>L.K.3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. With guidance and support from adults:</p> <ol style="list-style-type: none"> a. Ask and answer questions about unknown words. b. Sort common objects into categories. c. Demonstrate understanding of frequently occurring verbs and their opposites (antonyms). d. Connect common words to real life (e.g., colorful). e. Act out shades of meanings with verbs (e.g., strut, skip). 	<ul style="list-style-type: none"> ➤ I can ask and answer questions about words I don't know. ➤ I can sort objects into categories. ➤ I can pick actions and things that are opposites. ➤ I can find real-life connections between words and what they are used for. ➤ I can tell the difference between action words that are talking about the same thing.
Language	<p>L.K.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:</p> <ol style="list-style-type: none"> a. Frequently used nouns, verbs, and prepositions. b. Oral pluralizations of nouns. c. Question words (who, what, etc.). d. Oral production and expansion of complete sentences. 	<ul style="list-style-type: none"> ➤ I can use nouns and verbs when writing or speaking. ➤ I can make a noun plural by adding /s/ when I say it. ➤ I understand question words and know how to use them. ➤ I can speak in complete sentences.
Language	<p>L.K.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:</p> <ol style="list-style-type: none"> a. Capitalization of the first word in a sentence. b. Name frequently used punctuation. c. Phonetically spell simple words drawing on knowledge of letter-sound relationships. Related to Reading Foundational standards (RF.K.3). d. Writes letters for most consonant and short vowel sounds (phonemes). Related to Reading Foundational standards (RF.K.3). 	<ul style="list-style-type: none"> ➤ I can capitalize a word at the beginning of a sentence. ➤ I can put a period at the end of a sentence. ➤ I can sound out words and write them.
Reading - Foundational Skills	<p>PRINT CONCEPTS</p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize spoken words are represented in written language by specific sequences of letters. c. Understand words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. 	<ul style="list-style-type: none"> ➤ I can follow words from left to right on a page. ➤ I can follow words from top to bottom on a page. ➤ I can follow words from page to page in a book. ➤ I can tell that words are made of letters. ➤ I can tell that there are spaces between words. ➤ I can name all upper- and lowercase letters.

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Reading - Foundational Skills	<p>PHONOLOGICAL AWARENESS RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>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, delete, or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<ul style="list-style-type: none"> ➤ I can recognize rhyming words. ➤ I can say words that rhyme. ➤ I can count the number of syllables in a word. ➤ I can blend sounds in words to say the word. ➤ I can break apart sounds in words. ➤ I can say the first sound in a word. ➤ I can say the last sound in a word. ➤ I can say the middle sound in a word. ➤ I can add sounds to a word to make a new word. ➤ I can delete sounds in a word to make a new word. ➤ I can change a sound in a word to make a new word.
Reading - Foundational Skills	<p>PHONICS & WORD RECOGNITION RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>Related to language standards: L.K.6c Phonetically spell simple words drawing on knowledge of letter-sound relationships. Related to Reading Foundational standards. L.K.6d Writes letters for most consonant and short vowel sounds (phonemes).</p>	<ul style="list-style-type: none"> ➤ I can say the sound a letter makes. ➤ I can say the long and short sounds for vowels. ➤ I can read heart words. ➤ I can read words by sounding out the letters. ➤ I can spell words the way they sound.
Reading	R.K.1 With prompting and support, develop and answer questions about a text. (RI&RL)	<ul style="list-style-type: none"> ➤ I can answer questions about a text.
Reading	R.K.2 With prompting and support, retell stories (RL); share key details from a text. (RI)	<ul style="list-style-type: none"> ➤ I can retell a story. ➤ I can tell about parts of a text.
Reading	R.K.3 With prompting and support, identify characters, settings, and important events in a story or pieces of information in a text. (RI&RL)	<ul style="list-style-type: none"> ➤ I can tell about the character of a story. ➤ I can tell about the setting of a story. ➤ I can tell about events in the story.
Reading	R.K.6 Define the role of the author and the illustrator in presenting the ideas in a text. (RI&RL)	<ul style="list-style-type: none"> ➤ I can tell the difference between an author and an illustrator.

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Speaking and Listening	<p>SL.K.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.</p> <p>a. Follow agreed-upon norms and participate by actively listening, taking turns, and staying on topic.</p> <p>b. Participate in a conversation through multiple exchanges.</p> <p>c. Ask questions about the topic/text.</p> <p>d. Consider individual differences when communicating with others.</p>	<ul style="list-style-type: none"> ➤ I can follow the rules when I talk about things. ➤ I can take turns when talking. ➤ I can talk about the same things others are talking about. ➤ I can ask and answer questions to get help, learn something, or to clear something up.
Writing	<p>W.K.2 Use a combination of drawing, dictating, and writing to compose text in a variety of modes:</p> <p>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.</p> <p>b. Informative/explanatory text in which they name what they are writing about and supply some information about the topic.</p> <p>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.</p>	<ul style="list-style-type: none"> ➤ I can write to tell my opinion. ➤ I can write about a topic and tell about the topic. ➤ I can write about story that I made up. ➤ I can write about a story that happened to me.