

North Dakota English Language Arts

# Grade K

Adopted 2023

## Kindergarten

### Foundations Of Literacy

#### Print Concepts

1. Recognize the front cover, back cover, author, and illustrator of books. **K.F.1**
2. Follow words from left to right, top to bottom, and page by page. **K.F.2**
3. Recognize that sentences have letters, words, spaces between words, capitalization, and ending punctuation. **K.F.3**

#### Phonological and Phonemic Awareness

4. Recognize and produce rhyming words. **K.F.4**
5. Segment parts of spoken words. **K.F.5**
  - a. Segment multisyllabic spoken words by syllables. **K.F.5.A**
  - b. Segment one-syllable spoken words into two-phonemes and three-phonemes. **K.F.5.B**
6. Blend parts of spoken words. **K.F.6**
  - a. Blend two or more syllables into a spoken word. **K.F.6.A**
  - b. Blend two or three phonemes into a one-syllable spoken word. **K.F.6.B**
7. Isolate and pronounce the initial, medial vowel, and final phonemes in three-phoneme words. **K.F.7**

#### Phonics and Word Study

8. Decode words with phoneme-grapheme correspondences: **K.F.8**
  - a. predictable consonants **K.F.8.A**
  - b. predictable short vowels spelled with a, i, o, u, e **K.F.8.B**
  - c. long vowels associated with single letters in open one-syllable words **K.F.8.C**
  - d. irregularly spelled high-frequency words **K.F.8.D**
9. Encode words with phoneme-grapheme correspondences: **K.F.9**
  - a. predictable consonants **K.F.9.A**
  - b. predictable short vowels **K.F.9.B**
  - c. long vowels with single letters in open one-syllable words (e.g., he, me, go) **K.F.9.C**
  - d. irregularly spelled high-frequency words **K.F.9.D**
10. Determine the meaning of multiple-meaning words with phonics patterns that have been taught (e.g., bat, can, pop). **K.F.10**
11. Orally use new academic, content-specific, grade-level vocabulary, and relate new words to prior knowledge. **K.F.11**

#### Fluency

12. Demonstrate fluency through the application of phonemic and phonological skills. **K.F.12**

- a. Accurately and automatically recognize and name all uppercase and lowercase letters of the alphabet in non-sequential order. **K.F.12.A**
- b. Accurately and automatically produce the predictable consonant and short vowel sounds associated with uppercase and lowercase letters in non-sequential order. **K.F.12.B**
- c. Accurately and automatically blend sounds at the word level. **K.F.12.C**

#### Foundations of Writing

13. Write uppercase and lowercase letters accurately. **K.F.13**
  14. Write a simple sentence using subject and predicate, with capital letters, punctuation, and appropriate word spacing. **K.F.14**
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### **Communication**

#### Presentational Communication

1. Describe personal interests or tell stories orally to a targeted audience (e.g., peers and adults). **K.C.1**
2. Speak audibly to express thoughts, feelings, and ideas. **K.C.2**
3. Use words and phrases acquired through conversations, reading, being read to, and responding to texts. **K.C.3**
4. Use grade-appropriate, conversational, general academic, and domain-specific words and phrases. **K.C.4**

#### Collaboration

5. Begins in sixth grade. **K.C.5**
6. Participate in conversations by listening to others and taking turns speaking. **K.C.6**
7. Work collaboratively by following agreed-upon rules and simple one- and two-step oral directions. **K.C.7**

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## Reading

### Comprehension

1. Standard content is met in K.R.2-5. **K.R.1**
2. Respond to a variety of texts, photographs, or illustrations before, during, and after shared reading or other text-listening experiences to compare, contrast, predict, or infer. **K.R.2**
- A. Tell about the informational text, photographs, or illustrations before, during, or after a shared reading or other text-listening experience. **K.R.3.A**
- B. Tell about characters and setting in a literary text during or after a shared reading or other text-listening experience. **K.R.3.B**
4. Begins in fourth grade. **K.R.4**
5. Determine the meaning of unknown and multiple-meaning words and phrases through read-alouds or other text-listening experiences. **K.R.5**

### Text Analysis

6. Identify photographs, illustrations, and labels during or after a shared reading or other text-listening experience. **K.R.6**
7. Begins in third grade. **K.R.7**
8. Use a variety of fiction texts. **K.R.8**
  - a. Respond to or reenact characters' feelings in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience. **K.R.8.A**
  - b. Compare and contrast the adventures and experiences of characters in familiar stories during or after a shared reading or text-listening experience. **K.R.8.B**

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## Writing

### Text Types and Structure

1. Produce writing through shared and interactive experiences in which the development and organization are appropriate to the task, purpose, or audience. **K.W.1**
2. Begins in second grade. **K.W.2**
3. Draw and write informative pieces on a topic. **K.W.3**
4. Draw and write opinion pieces on a topic. **K.W.4**
5. Draw and write narrative pieces that describe a single event. **K.W.5**

### Writing Process and Craft

6. Develop and strengthen writing utilizing the five steps appropriate to the task: **K.W.6**
  - a. Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback). **K.W.6.A**
  - b. Drafting: Develop writing from the planning process. **K.W.6.B**
  - c. Revising: Improve writing by adding more details or deleting unnecessary wording or information. **K.W.6.C**
  - d. Editing: Improve writing by using appropriate grade-level spelling, sentence writing, and grammar standards. **K.W.6.D**
  - e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece. **K.W.6.E**
7. Produce shared and interactive writing with emotion or personality expressed through word choice. **K.W.7**

### Language Usage

1. Compose a simple sentence. **K.L.1**
  - a. Begin with a capital letter and capitalize the pronoun I. **K.L.1.A**
  - b. Use appropriate word spacing. **K.L.1.B**
  - c. Conclude with a punctuation mark. **K.L.1.C**
2. Identify parts of speech in sentences orally, with illustrations, or in writing: **K.L.2**
  - a. concrete objects such as people, places, or things (i.e., nouns) **K.L.2.A**
  - b. words as actions (i.e., verbs) **K.L.2.B**
  - c. color and size adjectives **K.L.2.C**
  - d. the pronoun I **K.L.2.D**
  - e. spatial and time relationships such as up, down, before, and after **K.L.2.E**