

Grade K Appendix

KBRH

Building Reading Habits

Phonological Awareness	•Recognize and produce rhyming words. •Count, pronounce, blend, and segment syllables in spoken words. •Blend and segment onsets and rimes of single-syllable spoken words. •Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) •Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
Phonics and Word Recognition	•Associate the long and short sounds with common spellings (graphemes) for the five major vowels. •Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). 1.Distinguish between similarly spelled words by identifying the sounds of the letters that differ
Vocabulary	•Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. •Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). •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. •With guidance and support from adults, explore word relationships and nuances in word meanings. •Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). •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. •Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Knowledge of Language and Conventions	• Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). • Identify real-life connections between words and their use (e.g., note places at school that are colorful). • Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. • Use frequently occurring nouns and verbs. • Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). • Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). • Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). • Produce and expand complete sentences in shared language activities.
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Building Writing Habits

Mechanics	•Capitalize the first word in a sentence and the pronoun •Recognize and name end punctuation. •Write a letter or letters for most consonant and short-vowel sounds (phonemes). •Spell simple words phonetically, drawing on knowledge of sound-letter relationships. •Print many upper- and lowercase letters.
Word Use	
Grammar / Language	•Use frequently occurring nouns and verbs. •Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). •Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). •Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). •Produce and expand complete sentences in shared language activities.