

## Grade K Appendix

### KBRH

#### Building Reading Habits

<b>Phonological Awareness</b>	<ul style="list-style-type: none"><li>•Recognize and produce rhyming words.</li><li>•Count, pronounce, blend, and segment syllables in spoken words.</li><li>•Blend and segment onsets and rimes of single-syllable spoken words.</li><li>•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/.)</li><li>•Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li></ul>
<b>Phonics and Word Recognition</b>	<ul style="list-style-type: none"><li>•Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li><li>•Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li></ul> <p>1.Distinguish between similarly spelled words by identifying the sounds of the letters that differ</p>
<b>Vocabulary</b>	<ul style="list-style-type: none"><li>•Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</li><li>•Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</li><li>•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.</li><li>•With guidance and support from adults, explore word relationships and nuances in word meanings.</li><li>•Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</li><li>•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.</li><li>•Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li></ul>

<b>Knowledge of Language and Conventions</b>	<ul style="list-style-type: none"><li>• Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li><li>• Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li><li>• Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</li><li>• Use frequently occurring nouns and verbs.</li><li>• Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li><li>• Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li><li>• Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li><li>• Produce and expand complete sentences in shared language activities.</li></ul>
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## Grade K Appendix

### KBWH

#### Building Writing Habits

<b>Mechanics</b>	<ul style="list-style-type: none"><li>•Capitalize the first word in a sentence and the pronoun</li><li>•Recognize and name end punctuation.</li><li>•Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li><li>•Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li><li>•Print many upper- and lowercase letters.</li></ul>
<b>Word Use</b>	
<b>Grammar / Language</b>	<ul style="list-style-type: none"><li>•Use frequently occurring nouns and verbs.</li><li>•Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li><li>•Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li><li>•Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li><li>•Produce and expand complete sentences in shared language activities.</li></ul>