

Grade K

Adopted 2020

Oral Expression and Listening OL.1

1. Communicate using verbal and nonverbal language. K.1.1

- a. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. K.1.1.A
 - i. Follow agreed-upon rules for discussions (for example: listening to others and taking turns speaking about the topics and texts under discussion). K.1.1.A.I
 - ii. Continue a conversation through multiple exchanges. K.1.1.A.II
- b. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. K.1.1.B
- c. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. K.1.1.C
- d. Listen with comprehension to follow two-step directions. K.1.1.D
- e. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. K.1.1.E

2. Develop oral communication skills through a language-rich environment. K.1.2

- a. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. K.1.2.A
 - b. Add drawings or other visual displays to descriptions as desired to provide additional detail. K.1.2.B
 - c. Speak audibly and express thoughts, feelings, and ideas clearly. K.1.2.C
 - d. Sort common objects into categories (for example: shapes, foods) to gain a sense of the concepts the categories represent. K.1.2.D
 - e. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). K.1.2.E
 - f. Identify real-life connections between words and their use (for example: note places at school that are colorful). K.1.2.F
 - g. Distinguish shades of meaning among verbs describing the same general action (for example: walk, march, strut, prance) by acting out the meanings. K.1.2.G
 - h. Use new vocabulary that is directly taught through reading, speaking, and listening. K.1.2.H
 - i. Relate new vocabulary to prior knowledge. K.1.2.I
-

**Reading for All
Purposes** RAP.2

1. Develop and apply the concepts of print and comprehension of literary

texts. K.2.1

- a. Use Key Ideas and Details to: K.2.1.A
 - i. With prompting and support, ask and answer questions about key details in a text. K.2.1.A.I
 - ii. With prompting and support, retell familiar stories, including key details. K.2.1.A.II
 - iii. With prompting and support, identify characters, settings, and major events in a story. K.2.1.A.III
- b. Use Craft and Structure to: K.2.1.B
 - i. Ask and answer questions about unknown words in a text. K.2.1.B.I
 - ii. Recognize common types of texts (for example: storybooks, poems). K.2.1.B.II
 - iii. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. K.2.1.B.III
- c. Use Integration of Knowledge and Ideas to: K.2.1.C
 - i. With prompting and support, describe the relationship between illustrations and the story in which they appear (for example: what moment in a story an illustration depicts). K.2.1.C.I
 - ii. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. K.2.1.C.II
- d. Use Range of Reading and Level of Text Complexity to: K.2.1.D
 - i. Actively engage in group reading activities with purpose and understanding. K.2.1.D.I

2. Develop and apply the concepts of print and comprehension of informational texts. K.2.2

a. Use Key Ideas and Details to: K.2.2.A

- i. With prompting and support, ask and answer questions about key details in a text. K.2.2.A.I
- ii. With prompting and support, identify the main topic and retell key details of a text. K.2.2.A.II
- iii. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. K.2.2.A.III

b. Use Craft and Structure to: K.2.2.B

- i. With prompting and support, ask and answer questions about unknown words in a text. K.2.2.B.I
- ii. Identify the front cover, back cover, and title page of a book. K.2.2.B.II
- iii. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. K.2.2.B.III

c. Use Integration of Knowledge and Ideas to: K.2.2.C

- i. With prompting and support, describe the relationship between illustrations and the text in which they appear (for example: what person, place, thing, or idea in the text an illustration depicts). K.2.2.C.I
- ii. With prompting and support, identify the reasons an author gives to support points in a text. K.2.2.C.II
- iii. With prompting and support, identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures). K.2.2.C.III

d. Use Range of Reading and Level of Text Complexity to: K.2.2.D

- i. Actively engage in group reading activities with purpose and understanding. K.2.2.D.I

3. Develop basic reading skills through the use of foundational skills. K.2.3

- a. Demonstrate understanding of the organization and basic features of print. K.2.3.A
 - i. Follow words from left to right, top to bottom, and page by page. K.2.3.A.I
 - ii. Recognize that spoken words are represented in written language by specific sequences of letters. K.2.3.A.II
 - iii. Understand that words are separated by spaces in print (concept of word). K.2.3.A.III
 - iv. Recognize and name all upper- and lowercase letters of the alphabet. K.2.3.A.IV
- b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). K.2.3.B
 - i. Recognize and produce rhyming words. K.2.3.B.I
 - ii. Count, pronounce, blend, and segment syllables in spoken words. K.2.3.B.II
 - iii. Blend and segment the onset and rime of single-syllable spoken words. K.2.3.B.III
 - iv. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. K.2.3.B.IV
 - v. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. K.2.3.B.V
 - vi. Read text consisting of short sentences comprised of learned sight words and consonant-vowel-consonant (CVC) words. K.2.3.B.VI
 - vii. Identify phonemes for letters. K.2.3.B.VII
- c. Know and apply grade-level phonics and word analysis skills in decoding words. K.2.3.C
 - i. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. K.2.3.C.I
 - ii. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. K.2.3.C.II
 - iii. Read common high-frequency words by sight (for example: the, of, to, you, she, my, is, are, do, does). K.2.3.C.III
 - iv. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. K.2.3.C.IV
- d. Read emergent-reader texts with purpose and understanding. K.2.3.D
- e. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. K.2.3.E
 - i. Identify new meanings for familiar words and apply them accurately (for example: knowing duck is a bird and learning the verb to duck). K.2.3.E.I

- ii. Use the most frequently occurring inflections and affixes (for example: -ed,-s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. **K.2.3.E.II**
 - f. Identify and manipulate sounds. **K.2.3.F**
 - i. Identify and produce groups of words that begin with the same sound (alliteration). **K.2.3.F.I**
 - ii. Identify the initial, medial, and final phoneme (speech sound) of spoken words. **K.2.3.F.II**
-

Writing and Composition **WC.3**

1. Write opinions using labels, dictation, and drawing. **K.3.1**

- a. 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 (for example: My favorite book is...). **K.3.1.A**
 - b. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. **K.3.1.B**
 - c. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. **K.3.1.C**
-

2. Write informative/explanatory texts on a topic using labels, dictation, and drawing. **K.3.2**

- a. 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. **K.3.2.A**
 - b. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. **K.3.2.B**
 - c. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. **K.3.2.C**
-

3. Write real or imagined narratives using labels, dictation, and drawing. **K.3.3**

- a. 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. **K.3.3.A**
- b. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. **K.3.3.B**
- c. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. **K.3.3.C**

-
- 4. Use appropriate mechanics and conventions when creating simple texts.** K.3.4
- a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. K.3.4.A
 - i. Print many upper- and lowercase letters. K.3.4.A.I
 - ii. Use frequently occurring nouns and verbs. K.3.4.A.II
 - iii. Form regular plural nouns orally by adding /s/ or /es/ (for example: dog, dogs; wish, wishes). K.3.4.A.III
 - iv. Understand and use question words (interrogatives) (for example: who, what, where, when, why, how). K.3.4.A.IV
 - v. Use the most frequently occurring prepositions (for example: to, from, in, out, on, off, for, of, by, with). K.3.4.A.V
 - vi. Produce and expand complete sentences in shared language activities. K.3.4.A.VI
 - b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. K.3.4.B
 - i. Capitalize the first word in a sentence and the pronoun I. K.3.4.B.I
 - ii. Recognize and name end punctuation. K.3.4.B.II
 - iii. Write a letter or letters for most consonant and short-vowel sounds (phonemes). K.3.4.B.III
 - iv. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. K.3.4.B.IV
-

Research Inquiry and Design RID.4

- 1. Explore the purposes for research and inquiry by accessing resources in collaborative settings.** K.4.1
- a. Participate in shared research and writing projects (for example: explore a number of books by a favorite author and express opinions about them). K.4.1.A
 - b. Identify a clear purpose for research or inquiry (for example: If the class is learning about trees, is my need to know more about pets related?). K.4.1.B
 - c. Ask a specific question and gather relevant information from various sources related to that question that inform clarity of purpose and conclusions about research. K.4.1.C
 - d. Ask primary questions of clarity, significance, relevance, and accuracy to improve quality of thinking. K.4.1.D
 - e. Use a variety of resources to answer questions of interest through guided inquiry (for example: texts read aloud or viewed, direct observation). K.4.1.E
 - f. Gather relevant information and check various information sources for accuracy (for example: In a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle.). K.4.1.F
 - g. With guidance and support from adults, recall information from experience or gather information from provided sources to answer a question. K.4.1.G