

# Grade K

Adopted 2022

## Foundational Reading

### Print Concepts

1. Demonstrate understanding of the basic features of print. **K.FR.1**
    - a. Locate a printed word on a page. **K.FR.1.A**
    - b. Recognize that spoken words are represented in written language by specific sequences of letters. **K.FR.1.B**
    - c. Know that print (not pictures) is what we read, and text holds meaning. **K.FR.1.C**
    - d. Follow words from left to right with return sweep at the end of each line. **K.FR.1.D**
    - e. Read left to right, top to bottom, and page by page. **K.FR.1.E**
    - f. Understand that words are separated by spaces in print. **K.FR.1.F**
    - g. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). **K.FR.1.G**
    - h. Identify and name all upper- and lowercase letters of the alphabet. **K.FR.1.H**
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### Phonemic Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds. **K.FR.2**
  - a. Identify and produce rhyming words. **K.FR.2.A**
  - b. Count, pronounce, blend, delete, and segment syllables in spoken words. **K.FR.2.B**
  - c. Blend and segment onsets and rimes of single-syllable spoken words. **K.FR.2.C**
  - d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in spoken three-phoneme (consonant-vowel-consonant, or CVC) words and say the resulting word (Note: This does not include CVCs ending with /l/, /r/, or /x/.) **K.FR.2.D**
  - e. Add, substitute, and delete individual sounds (phonemes) in simple, one-syllable words to make new words. **K.FR.2.E**

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## Phonics and Decoding

3. Use knowledge of grade-level phonics and word analysis skills in decoding words. **K.FR.3**
    - a. Demonstrate knowledge of one-to-one letter-sound correspondences by producing the most frequent sound for each consonant letter. **K.FR.3.A**
    - b. Associate the long and short sounds for the five major vowel letters. **K.FR.3.B**
    - c. Read common high-frequency words with automaticity by sight (e.g., the, of, to, you, she, my, is, are, do, does). **K.FR.3.C**
    - d. Distinguish between similarly spelled CVC words by identifying the sounds of the letters that differ. **K.FR.3.D**
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## Reading Comprehension

### Text Complexity

1. Text Complexity begins in grade 2. **K.RC.1**
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### Volume of Reading to Build Knowledge

2. Regularly engage in listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary. **K.RC.2**
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### Textual Evidence

3. Ask and answer questions about key details in texts heard. **K.RC.3**
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### Reading Fluency

4. Read emergent-reader texts (e.g., rhymes, songs, simple poems) with purpose and understanding. **K.RC.4**
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### Literature

5. With support, use evidence from literature read aloud to demonstrate understanding of grade-level texts. **K.RC.5**
  - a. Retell key details of familiar stories, poems, and nursery rhymes heard. **K.RC.5.A**
  - b. Describe the connection between characters, settings, and major events in stories heard. **K.RC.5.B**
  - c. Identify the front cover, back cover, and title page of stories. **K.RC.5.C**
  - d. Define the roles of authors and illustrators in presenting the ideas or information in stories. **K.RC.5.D**
  - e. Compare and contrast the adventures or experiences of characters in familiar stories heard. **K.RC.5.E**

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### Nonfiction Text

6. With support, use evidence from nonfiction works read aloud to demonstrate of grade-level texts. **K.RC.6**
    - a. Retell key details of texts heard. **K.RC.6.A**
    - b. Describe the connection between two individuals, events, ideas, or pieces of information in texts heard. **K.RC.6.B**
    - c. Identify the front cover, back cover, and title page of nonfiction texts. **K.RC.6.C**
    - d. Identify the reasons authors give to support points in texts heard. **K.RC.6.D**
    - e. Identify basic similarities in and differences between two texts heard on the same topic. **K.RC.6.E**
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### Vocabulary Development

#### Word Building

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. **K.VD.1**
    - a. Ask and answer questions about unknown words in a text. **K.VD.1.A**
    - b. Identify new meanings for familiar words and apply them accurately (e.g., discovering the verb "roll" is also a noun). **K.VD.1.B**
  2. With support, explore word relationships and nuances in word meanings. **K.VD.2**
    - a. Sort common objects into categories (e.g., foods, size) to gain a sense of the concepts the categories represent. **K.VD.2.A**
    - b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their synonyms and antonyms. **K.VD.2.B**
    - c. Distinguish shades of meaning among verbs describing the general action (e.g., walk, march, strut, prance). **K.VD.2.C**
    - d. Identify real-life connections between words and their use (e.g., note places at home that are cozy). **K.VD.2.D**
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#### Academic Vocabulary

3. With support, use words and phrases acquired through conversations, reading, and listening to texts. **K.VD.3**
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### Research Strand

#### Inquiry Process to Build, Present, and Use Knowledge

1. Inquiry process begins in grade 1. **K.RS.1**
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#### Deep Reading on Topics to Build Knowledge

2. Listen to a series of texts organized around a variety of conceptually related topics to build knowledge about the world. **K.RS.2**
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## Writing Strand

### Range of Writing

1. Routinely write or dictate writing for a range of tasks, purposes, and audiences. **K.W.1**
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### Handwriting and Keyboarding

2. Print all uppercase and lowercase letters of the alphabet. Write left to right and top to bottom with appropriate spaces between letters. **K.W.2**
  3. Keyboarding skills begin in grade 3. **K.W.3**
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## Oral and Digital Communications Strand

### Oral Communications

1. Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for discussions; listening to others and taking turns speaking through at least two exchanges. **K.ODC.1**
  2. With support, confirm understanding of a text read aloud or information presented orally by asking and answering questions. **K.ODC.2**
  3. With support, ask and answer questions to seek help, get information, or clarify something that is not understood. **K.ODC.3**
  4. Describe familiar people, places, things, and events with support. **K.ODC.4**
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### Digital Communications

5. Digital Communications begin in grade 3. **K.ODC.5**
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## Grammar and Conventions

### Grammar and Usage

1. Demonstrate command of the conventions of English grammar and usage when writing or speaking. **K.GC.1**
    - a. Form regular plural nouns orally by adding 's' or 'es' sound. **K.GC.1.A**
    - b. Use interrogatives to ask questions in full sentences (e.g., who, what, where, when, why, how). **K.GC.1.B**
    - c. Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). **K.GC.1.C**
    - d. Produce and expand complete sentences in shared language activities. **K.GC.1.D**
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### Mechanics

2. Recognize and name end punctuation. **K.GC.2**
3. Spell words phonetically, drawing on knowledge of sound-letter relationships. **K.GC.3**