

Grade K

Adopted 2019

Reading Foundational Skills

Print Concepts

1. Demonstrate understanding of the organization and basic features of print to aid in comprehension. **RF.K.1**
 - a. Follow words from left to right, top to bottom and page by page. **RF.K.1.A**
 - b. Recognize that spoken words are represented in written language by specific sequences of letters. **RF.K.1.B**
 - c. Recognize that words are separated by spaces in print. **RF.K.1.C**
 - d. Recognize and name all upper- and lowercase letters of the alphabet. **RF.K.1.D**
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Phonological Awareness

2. Demonstrate understanding of spoken words, syllables and sounds (phonemes). **RF.K.2**
 - a. Recognize and orally produce rhyming words. **RF.K.2.A**
 - b. Count, pronounce, blend and segment syllables in spoken words. **RF.K.2.B**
 - c. Blend and segment onsets and rimes of single-syllable spoken words. **RF.K.2.C**
 - d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words. **RF.K.2.D**
 - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **RF.K.2.E**
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Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words. **RF.K.3**
 - a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. **RF.K.3.A**
 - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. **RF.K.3.B**
 - c. Read common high-frequency words by sight. **RF.K.3.C**
 - d. Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ. **RF.K.3.D**

Fluency

4. Read fluently (accuracy, speed, and prosody) on grade-level to support comprehension. **RF.K.4**
 - a. Read emergent-reader texts with purpose and understanding. **RF.K.4.A**
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Reading Standards for Literature

Key Ideas and Details

1. With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text. **RL.K.1**
 2. With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story. **RL.K.2**
 3. With prompting and support, identify characters, settings and major events in a story in order to make meaning of the story development. **RL.K.3**
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Craft and Structure

4. With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **RL.K.4**
 5. Recognize common structures of poems, stories and dramas. **RL.K.5**
 6. With prompting and support, identify the author and illustrator of a story and explain how each tells the story. **RL.K.6**
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Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the story in which they appear. **RL.K.7**
 8. Not applicable to literature. **RL.K.8**
 9. With prompting and support, compare/contrast the adventures and experiences of characters in stories. **RL.K.9**
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Range of Reading and Level of Text Complexity

10. With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts. **RL.K.10**
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Reading Standards for Informational Text

Key Ideas and Details

1. With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text. **RI.K.1**
2. With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text. **RI.K.2**
3. With prompting and support, identify the individuals, events, ideas, or pieces of information presented over the course of a text. **RI.K.3**

Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text. **RI.K.4**
5. Identify the front cover, back cover and title page of a book. **RI.K.5**
6. With prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text. **RI.K.6**

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between visuals and the text. **RI.K.7**
8. With prompting and support, identify the claim and the reasons an author gives to support claims in a text. **RI.K.8**
9. With prompting and support, identify information from two or more texts on similar themes or topics. **RI.K.9**

Range of Reading and Level of Text Complexity

10. With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts. **RI.K.10**

Handwriting

1. **Print all upper and lowercase letters and numerals.** **HW.K.1**
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Composition

Text Types and Purposes

1. Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. **C.K.1**
 - a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. **C.K.1.A**
 - b. Introduce the topic. **C.K.1.B**
 - c. Provide reasons with details to support the opinion. **C.K.1.C**
 - d. Use grade-appropriate transitions. **C.K.1.D**
 - e. Provide a concluding idea. **C.K.1.E**
 - f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. **C.K.1.F**
2. Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic. **C.K.2**
 - a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. **C.K.2.A**
 - b. Introduce the topic. **C.K.2.B**
 - c. Supply information to develop the topic. **C.K.2.C**
 - d. Use grade-appropriate conjunctions to develop text structure within sentences. **C.K.2.D**
 - e. Use grade-appropriate transitions to develop text structure across paragraphs. **C.K.2.E**
 - f. Provide a concluding idea. **C.K.2.F**
 - g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. **C.K.2.G**
3. Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. **C.K.3**
 - a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. **C.K.3.A**
 - b. Recount a single event. **C.K.3.B**
 - c. Include details which describe actions, thoughts, emotions. **C.K.3.C**
 - d. Create a sense of closure. **C.K.3.D**
 - e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. **C.K.3.E**

Production and Distribution

4. With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers. **C.K.4**

Research to Build and Present Knowledge

5. With guidance and support, participate in shared research and writing projects. **C.K.5**
6. With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions. **C.K.6**

Range of Writing

7. Begins in grade 3. **C.K.7**
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Language

Conventions of Standard English

1. When writing or speaking, demonstrate appropriate use of: **L.K.1**
 - a. common nouns and verbs. **L.K.1.A**
 - b. regular plural nouns by orally adding /s/ or /es/. **L.K.1.B**
 - c. interrogative sentences using who, what, where, when, why and how. **L.K.1.C**
 - d. sentences using common prepositions. **L.K.1.D**
 - e. complete sentences. **L.K.1.E**
2. When writing: **L.K.2**
 - a. Capitalize the first word in a sentence and the pronoun I. **L.K.2.A**
 - b. Recognize and name end punctuation. **L.K.2.B**
 - c. Write a letter or letters for most consonant and short-vowel sounds. **L.K.2.C**
 - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.2.D**

Knowledge of Language

3. Begins in grade 2. **L.K.3**

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. **L.K.4**
 - a. Identify homophones. **L.K.4.A**
 - b. Identify common affixes and how they change the meaning of a word. **L.K.4.B**
 - c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. **L.K.4.C**
5. With guidance and support from adults, explore word relationships and nuances in word meanings. **L.K.5**
 - a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. **L.K.5.A**
 - b. Demonstrate an understanding of verbs and adjectives and their antonyms. **L.K.5.B**
 - c. Demonstrate an understanding of verbs and adjectives and their synonyms. **L.K.5.C**