

# Grade K

Adopted 2021

## Reading Standards for Foundational Skills

### Print Concepts

1. Demonstrate understanding of the organization and basic features of print. **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. Understand 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 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 (consonant-vowel-consonant, or CVC) words. **RF.K.2.D**
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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 sound 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 (e.g., the, of, to, you, she, my, is, are, do, does). **RF.K.3.C**
    - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. **RF.K.3.D**
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### Fluency

4. Read early-emergent-reader texts with purpose and understanding. **RF.K.4**
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## Reading Standards for Literature

- 1. Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. *RL.1***
  1. With prompting and support, ask and answer questions about key details in a text. *RL.K.1*

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- 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. *RL.2***
  2. With prompting and support, retell familiar stories, including key details. *RL.K.2*

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- 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. *RL.3***
  3. With prompting and support, identify characters, settings, and major events in a story. *RL.K.3*

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- 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. *RL.4***
  4. Ask and answer questions about unknown words in a text. (See kindergarten Language Standards 4–6 on applying knowledge of vocabulary to reading.) *RL.K.4*

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- 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole. *RL.5***
  5. Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems). *RL.K.5*

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- 6. Assess how point of view or purpose shapes the content and style of a text. *RL.6***
  6. With prompting and support, explain that reading the cover or title page is how to find out who created a book; name the author and illustrator of a book and define the role of each in telling the story. *RL.K.6*

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- 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. *RL.7***
  7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). *RL.K.7*

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- 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. *RL.8***
  8. Not applicable. *RL.K.8*

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- 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. *RL.9***
  9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. *RL.K.9*

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**10. Independently and proficiently read and comprehend complex literary and informational texts. RL.10**

10. Actively engage in group reading activities with purpose and understanding. RL.K.10
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**Reading Standards for Informational Text**

**1. Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. RI.1**

1. With prompting and support, ask and answer questions about key details in a text. RI.K.1
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**2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RI.2**

2. With prompting and support, identify the main topic and retell key details of a text. RI.K.2
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**3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. RI.3**

3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.3
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**4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. RI.4**

4. With prompting and support, ask and answer questions about unknown words in a text. RI.K.4
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**5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole. RI.5**

5. Identify the front cover, back cover, and title page of a book. RI.K.5
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**6. Assess how point of view or purpose shapes the content and style of a text. RI.6**

6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in the text. RI.K.6
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**7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. RI.7**

7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). RI.K.7

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**8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.** RI.8

8. With prompting and support, identify the reasons an author gives to support points in a text. RI.K.8

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**9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.** RI.9

9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, procedures). RI.K.9

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**10. Independently and proficiently read and comprehend complex literary and informational texts.** RI.10

10. Actively engage in group reading activities with purpose and understanding. RI.K.10

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## Writing

**1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** W.1

1. Use a combination of drawing, dictating, and writing to compose opinion pieces that 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 (e.g., My favorite book is...). W.K.1

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**2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.** W.2

2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic. W.K.2

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**3. Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.** W.3

3. Use a combination of drawing, dictating, and writing to narrate a single event or experience, or several loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes. W.K.3

a. For poems, use rhyming words to create structure. W.K.3.A

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**4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** W.4

4. Begins in grade 1. W.K.4

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**5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.5**

5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W.K.5
- a. Begins in grade 3. W.K.5.A
- b. Demonstrate the ability to use vocabulary appropriate for kindergarten. W.K.5.B

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**6. Use technology to produce and publish writing and to interact and collaborate with others. W.6**

6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers. W.K.6

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**7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. W.7**

7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). W.K.7

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**8. When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. W.8**

8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.K.8

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**9. Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. W.9**

9. Begins in grade 4. W.K.9

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**10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. W.10**

10. Write or dictate writing routinely for a range of tasks, purposes, and audiences. W.K.10

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**Speaking and Listening**

**1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SL.1**

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.1
- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1.A
- b. Continue a conversation through multiple exchanges. SL.K.1.B

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**2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. SL.2**

2. 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. SL.K.2
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**3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. SL.3**

3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SL.K.3
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**4. Present information, findings, and supporting evidence such that: Listeners can follow the line of reasoning. The organization, development, vocabulary, and style are appropriate to task, purpose, and audience. SL.4**

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. SL.K.4
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**5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. SL.5**

5. Add drawings or other visual displays to descriptions as desired to provide additional detail. SL.K.5
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**6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate SL.6**

6. Speak audibly and express thoughts, feelings, and ideas clearly. SL.K.6
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**Language Standards**

**1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously. L.K.1
- a. Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions; name and use in context numbers 0–100 (see kindergarten mathematics standards for Counting and Cardinality). L.K.1.A
  - b. Form questions that seek additional information, rather than a simple yes/no answer. L.K.1.B
  - c. Form regular plural nouns orally by adding /s/ or /es/. L.K.1.C

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**2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.2**

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.K.2
  - a. Print upper- and lowercase letters. L.K.2.A
  - b. Capitalize the first word in a sentence and the pronoun I. L.K.2.B
  - c. Recognize and name end punctuation. L.K.2.C
  - d. Write a letter or letters for most consonant and short-vowel sounds (phonemes). L.K.2.D
  - e. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. L.K.2.E
  - f. Write numbers 0–20. L.K.2.F

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**3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.3**

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

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**4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. L.4**

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 new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). L.K.4.A

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**5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.5**

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 understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). L.K.5.B
  - c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). L.K.5.C
  - d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. L.K.5.D

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- 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. L.6**
6. Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts. L.K.6