

Grade K

Adopted 2021

Recurring Standards K-3

- R1.** Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation. [K-3.R1](#)

- R2.** Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately. [K-3.R2](#)

- R3.** Expand background knowledge and build vocabulary through discussion, reading, and writing. [K-3.R3](#)

- R4.** Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively. [K-3.R4](#)

- R5.** Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres. [K-3.R5](#)

Literacy Foundations K-3

Oral Language

- 1.** Actively listen and speak using agreed-upon rules for discussion, with guidance and support. [K.LF.1](#)
 - a.** Use speech that is understandable with only grade-appropriate errors. [K.LF.1.A](#)
 - b.** Use word endings to indicate plurals, possessives, and verb tenses in speech. [K.LF.1.B](#)
 - c.** Use age-appropriate irregular plurals in conversation. [K.LF.1.C](#)
 - d.** Listen to others and take turns speaking, carrying on a conversation through multiple exchanges. [K.LF.1.D](#)
- 2.** Actively engage in teacher-led reading experiences and collaborative discussions with peers to build background knowledge needed to be successful as they learn to read and, later, read to learn. [K.LF.2](#)
- 3.** Actively participate in teacher-led choral and shared reading experiences. [K.LF.3](#)
- 4.** With guidance and support, ask and answer questions to seek help, get information, or clarify information presented orally, through text, or other media. [K.LF.4](#)

5. With guidance and support, present information orally, using complete sentences in correct word order. **K.LF.5**
 - a. Speak audibly and express thoughts, feelings, and ideas clearly. **K.LF.5.A**
 - b. Describe people, places, things, and events with relevant details in a story with three to five events. **K.LF.5.B**
 6. Uses spatial and temporal concepts correctly. **K.LF.6**
 7. Restate and follow one- and two-step directions. **K.LF.7**
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Concepts of Print

8. Demonstrate understanding of the organization and basic features of printed materials. **K.LF.8**
 - a. Recognize and demonstrate that print conveys meaning. **K.LF.8.A**
 - b. With prompting and support, explain the roles of the author and illustrator of a text. **K.LF.8.B**
 - c. Track print, moving left to right and top to bottom on the printed page, returning to the beginning of the next line. **K.LF.8.C**
 - d. Identify the beginning and end of a sentence by locating the capital letter and end punctuation. **K.LF.8.D**
 - e. Point to words using one-to-one correspondence, noting that words are separated by spaces. **K.LF.8.E**
 - f. Distinguish letters from words within sentences. **K.LF.8.F**
 - g. Compare and contrast letters based upon similarities and differences, including name, shape, sound, and approach strokes for writing. **K.LF.8.G**
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Phonological Awareness/Phonemic Awareness

9. Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words. **K.LF.9**
 - a. Count the number of words in a spoken sentence. **K.LF.9.A**
 - b. Recognize alliterative spoken words. **K.LF.9.B**
 - c. Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words. **K.LF.9.C**
 - d. Count, blend, and segment syllables in spoken words, including compound words. **K.LF.9.D**
 - e. Blend and segment onsets and rimes of single-syllable spoken words. **K.LF.9.E**
 - f. Identify the initial, final, and medial sounds of spoken words. **K.LF.9.F**
 - g. Blend and segment phonemes in single-syllable spoken words made up of three to four phonemes. **K.LF.9.G**
 - h. Distinguish between commonly confused cognate consonant sounds, using knowledge of voiced and unvoiced sounds and manner of articulation. **K.LF.9.H**
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Phonics

10. Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text. **K.LF.10**
- a. Produce the most frequent sound(s) for each consonant, including x and q, which have two phonemes (sounds). **K.LF.10.A**
 - b. Identify the vowel in a closed syllable and produce the short vowel sound for the five major vowels when decoding closed syllables. **K.LF.10.B**
 - c. Decode consonant-vowel-consonant (CVC) words in isolation and in decodable text. **K.LF.10.C**
 - d. Identify the vowel in an open syllable and produce the long vowel sound for the five major vowels when decoding open syllables. **K.LF.10.D**
 - e. With prompting and support, identify the vowel-consonant-e syllable pattern and produce the long vowel sounds for the five major vowels in vowel-consonant-e syllables. **K.LF.10.E**
 - f. With prompting and support, decode words with suffix -s, using knowledge of unvoiced /s/ and voiced /z/ sounds for letter s. **K.LF.10.F**
 - g. With prompting and support, produce the most frequent sound for digraphs ck, sh, th, ch, wh, ng, and combination qu, making the connection that a two-letter grapheme can represent one phoneme (sound). **K.LF.10.G**
 - h. Distinguish between similarly spelled words by identifying the phonemes and graphemes that differ. **K.LF.10.H**
 - i. Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences. **K.LF.10.I**
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Fluency

- 11. Recognize and name all upper and lower case letters in non-sequential order with accuracy and automaticity. **K.LF.11**
 - 12. Arrange and name letters of the alphabet in sequential order from a to z, with accuracy and automaticity. **K.LF.12**
 - 13. With prompting and support, recognize and name digraphs ck, sh, th, ch, wh, ng, and combination qu. **K.LF.13**
 - 14. Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context. **K.LF.14**
 - 15. Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension. **K.LF.15**
 - 16. Recognize and read grade-appropriate high frequency words with accuracy and automaticity. **K.LF.16**
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Vocabulary

17. With guidance and support, orally utilize new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge. **K.LF.17**
 18. Identify new meanings for familiar words and apply them accurately. **K.LF.18**
 19. Ask and answer questions about unfamiliar words in discussions and/or text. **K.LF.19**
 - a. Describe the relationship between words, including relating them to synonyms and antonyms. **K.LF.19.A**
 20. Name and sort pictures of objects into categories based on common attributes while relating vocabulary to prior knowledge and building background knowledge. **K.LF.20**
 21. Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities. **K.LF.21**
 - a. Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing. **K.LF.21.A**
 - b. Use new words and phrases acquired through conversations, reading and being read to, and responding to text. **K.LF.21.B**
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Comprehension

22. Use content knowledge built during read-alouds of informational texts by participating in content-specific discussions with peers and/or through drawing or writing. **K.LF.22**
23. With prompting and support, manipulate words and/or phrases to create simple sentences, including declarative and interrogative, to help build syntactic awareness and comprehension at the sentence level. **K.LF.23**
24. With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry. **K.LF.24**
25. With prompting and support, identify the topic of texts, using titles, headings, illustrations, and text clues. **K.LF.25**
26. With prompting and support, describe the relationship between illustrations and the text in which they appear. **K.LF.26**
27. Identify and describe the main story elements in a literary text. **K.LF.27**
 - a. With prompting and support, retell a text orally, including main character(s), setting, and important events in logical order. **K.LF.27.A**
28. With prompting and support, use text clues to determine main ideas and make predictions about an ending in a literary text. **K.LF.28**
29. With prompting and support, identify the main topic and key details in an informational text. **K.LF.29**
30. With prompting and support, ask and answer questions about key details in literary and informational texts. **K.LF.30**
31. With prompting and support, self-monitor comprehension of text by pausing to summarize and rereading for clarification, when comprehension is lacking. **K.LF.31**

32. With prompting and support, compare and contrast two texts. **K.LF.32**
- a. Distinguish between literary texts and informational texts. **K.LF.32.A**
 - b. Compare and contrast the experiences of characters in a literary text. **K.LF.32.B**
 - c. Compare and contrast two informational texts on the same topic. **K.LF.32.C**
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Writing

33. Express ideas orally and connect these ideas through drawing and emergent writing. **K.LF.33**
34. Print legibly, using proper pencil grip. **K.LF.34**
- a. Print upper and lower case letters using proper approach strokes, letter formation, and line placement. **K.LF.34.A**
 - b. With prompting and support, print first and last names using proper letter formation, capitalizing only the first letter of each name. **K.LF.34.B**
 - c. With prompting and support, use lower case letters in majority of written work, using capitals only when appropriate. **K.LF.34.C**
35. Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately. **K.LF.35**
- a. Encode at the phoneme level, using the most common grapheme/spelling(s), for a spoken phoneme (sound). **K.LF.35.A**
 - b. With prompting and support, encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic position-based rules for spelling English words. **K.LF.35.B**
 - c. With prompting and support, encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences. **K.LF.35.C**
 - d. With prompting and support, encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences and patterns in all but one position, pointing out the part of the word that does not follow the regular pattern. **K.LF.35.D**

36. When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling. **K.LF.36**
- a. With prompting and support, transcribe spoken words to demonstrate that print represents oral language. **K.LF.36.A**
 - b. With prompting and support, compose a simple sentence, including necessary components to create a complete sentence rather than a fragment. **K.LF.36.B**
 - c. With prompting and support, identify the role or purpose of a noun and a verb within a sentence and the type of information it conveys. **K.LF.36.C**
 - d. With prompting and support, write the correct number of words, with proper spacing, for a spoken phrase or sentence. **K.LF.36.D**
 - e. With prompting and support, begin each sentence with a capital letter. **K.LF.36.E**
 - f. With prompting and support, capitalize the pronoun *I* and names of individuals. **K.LF.36.F**
 - g. With prompting and support, recognize, name, and correctly use end punctuation. **K.LF.36.G**
37. Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres. **K.LF.37**
- a. Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration. **K.LF.37.A**
 - b. Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing. **K.LF.37.B**
 - c. Actively participate in shared writing experiences to create opinion pieces about a topic or text, state the opinion, supply a reason for the opinion, and provide a sense of closure, using drawing, dictating, and/or writing. **K.LF.37.C**
 - d. Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing. **K.LF.37.D**
 - e. With prompting and support, compose writing for varied purposes and audiences, across different genres. **K.LF.37.E**
38. Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults. **K.LF.38**
39. Participate in shared research and writing projects to answer a question or describe a topic. **K.LF.39**
- a. Include information recalled from personal experiences in research and writing projects. **K.LF.39.A**
 - b. Gather information from provided sources for research and writing projects. **K.LF.39.B**
40. With guidance and support, use a variety of digital tools to produce and publish writing, working both independently and collaboratively with peers. **K.LF.40**