

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**
-

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