

# 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**

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## 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**

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### **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**

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### **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**

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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 informational texts. **RI.K.10**

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### **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**

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### **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**

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### **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**

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### **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**

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### **Knowledge of Language**

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

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## 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**