

# Grade K

Adopted 2018

## Reading Literature

- 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the 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 (RI) or themes (RL) 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 and analyze how specific word choices shape meaning or tone. [RL.4](#)**
  4. With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses. [RL.K.4](#)

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- 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. [RL.5](#)**
  5. Recognize common types of texts. [RL.K.5](#)

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- 6. Assess how point of view, perspective, or purpose shapes the content and style of a text. [RL.6](#)**
  6. With prompting and support, define the role of the author and illustrator 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 how the words and illustrations work together to tell a story. [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](#)

K-12 not applicable to literature.

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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. Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.** [RL.10](#)

10. Actively engage in group reading activities with purpose and understanding. [RL.K.10](#)
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## Reading Informational Text

- 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the 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 (RI) or themes (RL) 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 and analyze how specific word choices shape meaning or tone.** [RI.4](#)

4. With prompting and support, ask and answer questions about 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 the text (e.g., a section, chapter, scene, or stanza) 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, perspective, or purpose shapes the content and style of a text.** [RI.6](#)

6. With prompting and support, define the role of the author and illustrator in presenting the ideas or information in a 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 how the words and illustrations work together to provide information. 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. Begins in grade 1. 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. RI.K.9
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**10. Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. RI.10**

10. Actively engage in group reading activities with purpose and understanding. RI.K.10
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**Reading 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 lower-case letters of the alphabet. RF.K.1.D
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**Handwriting**

2. Print upper- and lower-case letters. RF.K.2
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**Phonological Awareness**

3. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.3
  - a. Recognize and produce rhyming words. RF.K.3.A
  - b. Count, pronounce, blend, and segment syllables in spoken words. RF.K.3.B
  - c. Blend and segment onsets and rimes of single-syllable spoken words. RF.K.3.C
  - d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) RF.K.3.D
  - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. RF.K.3.E

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## Phonics and Word Recognition

4. Know and apply grade-level phonics and word analysis skills in decoding words. **RF.K.4**
    - 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.4.A**
    - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. **RF.K.4.B**
    - c. Read common high-frequency words by sight. **RF.K.4.C**
    - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. **RF.K.4.D**
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## Fluency

5. Read emergent-reader texts with purpose and understanding. **RF.K.5**
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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 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. **W.K.1**
    - a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed. **W.K.1.A**
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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 in which they name what they are writing about and supply some information about the topic. **W.K.2**
    - a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed. **W.K.2.A**
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- 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **W.3****

3. 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 with guidance and support, provide a reaction to what happened. **W.K.3**
  - a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed. **W.K.3.A**

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**4. Use digital tools and resources to produce and publish writing and to interact and collaborate with others. W.4**

4. With guidance and support from adults, explore a variety of digital tools and resources to produce and publish writing, either in collaboration with peers or in a whole group setting. W.K.4
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**5. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. W.5**

5. Participate in shared investigation of grade appropriate topics and writing projects. W.K.5
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**6. 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.6**

6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.K.6
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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. 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 and the organization, development, and style are appropriate to task, purpose, and audience. SL.4**

4. Speak audibly and express thoughts, feelings, and ideas clearly. 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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**Language**

**1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. L.1**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum. **L.K.1**
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**2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. L.2**

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum. **L.K.2**
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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 and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. L.4**

4. Determine and/or clarify the meaning of unknown words and phrases based on kindergarten reading and content: context clues, word parts, and word relationships. **L.K.4**
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**5. Demonstrate understanding of figurative language and nuances in word meanings. L.5**

5. With guidance and support from adults, explore nuances in word meanings. **L.K.5**
- a. Sort common objects into categories 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. Distinguish shades of meaning among verbs describing the same general action by acting out the meanings. **L.K.5.C**

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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 developing vocabulary knowledge when encountering an unknown term important to comprehension or expression. L.6**
6. Use words and phrases learned through conversations, reading and being read to, and responding to texts. L.K.6