

Grade K

Adopted 2016

Foundational Literacy

Print Concepts

1. Demonstrate understanding of the organization and basic features of print. **FL.PC.1**
 1. Demonstrate understanding of the organization and basic features of print. **K.FL.PC.1**
 - a. Follow words from left to right, top to bottom, and page-by-page. **K.FL.PC.1.A**
 - b. Recognize that spoken words are represented in written language by specific sequences of letters. **K.FL.PC.1.B**
 - c. Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print. **K.FL.PC.1.C**
 - d. Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text. **K.FL.PC.1.D**
 - e. Distinguish between pictures and words. **K.FL.PC.1.E**

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **FL.PA.2**
 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **K.FL.PA.2**
 - a. Recognize and begin to produce rhyming words. **K.FL.PA.2.A**
 - b. Count, pronounce, blend, and segment syllables in spoken words. **K.FL.PA.2.B**
 - c. Blend and segment onsets and rimes of single-syllable spoken words. **K.FL.PA.2.C**
 - d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/. **K.FL.PA.2.D**
 - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **K.FL.PA.2.E**

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. **FL.PWR.3**
3. Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. **K.FL.PWR.3**
 - a. Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant. **K.FL.PWR.3.A**
 - b. Associate the long and short phonemes with common spellings for the five major vowels. **K.FL.PWR.3.B**
 - c. Read common high-frequency words by sight. **K.FL.PWR.3.C**
 - d. Decode regularly spelled CVC words. **K.FL.PWR.3.D**
 - e. Distinguish between similarly spelled words by identifying the letters that differ. **K.FL.PWR.3.E**

Word Composition

4. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. **FL.WC.4**
4. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. **K.FL.WC.4**
 - a. Write uppercase and lowercase manuscript letters from memory. **K.FL.WC.4.A**
 - b. Write a letter/letters for most consonant and short vowel sounds (phonemes). **K.FL.WC.4.B**
 - c. Represent phonemes first to last in simple words using letters (graphemes) such as rop for rope. **K.FL.WC.4.C**
 - d. Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, I) and CV (be, go) words with long vowels. **K.FL.WC.4.D**
 - e. Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel. **K.FL.WC.4.E**
 - f. Write some common, frequently used words (am, and, like, the). **K.FL.WC.4.F**
 - g. Print many upper and lowercase letters. **K.FL.WC.4.G**

Fluency

5. Read with sufficient accuracy and fluency to support comprehension. **FL.F.5**
5. Read with sufficient accuracy and fluency to support comprehension. **K.FL.F.5**
 - a. Read emergent-reader texts with purpose and understanding. **K.FL.F.5.A**

Sentence Composition

6. Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. **FL.SC.6**
6. Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support. **K.FL.SC.6**
 - a. With modeling or verbal prompts, orally produce complete sentences. **K.FL.SC.6.A**
 - b. Follow one-to-one correspondence between voice and print when writing a sentence. **K.FL.SC.6.B**
 - c. Use frequently occurring nouns and verbs when speaking and in shared language activities. **K.FL.SC.6.C**
 - d. Form regular plural nouns when speaking and in shared language activities. **K.FL.SC.6.D**
 - e. Understand and use question words (interrogatives) when speaking and in shared language activities. **K.FL.SC.6.E**
 - f. Use the most frequently occurring prepositions when speaking and in shared language activities. **K.FL.SC.6.F**
 - g. Produce and expand complete sentences in shared language activities. **K.FL.SC.6.G**
 - h. Capitalize the first word in a sentence and the pronoun I. **K.FL.SC.6.H**
 - i. Recognize and name end punctuation. **K.FL.SC.6.I**

Vocabulary Acquisition

7. 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. **FL.VA.7**
 - a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content. **K.FL.VA.7.A**
 - i. Identify new meanings for familiar words and apply them accurately. **K.FL.VA.7.A.I**
 - ii. Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. **K.FL.VA.7.A.II**
 - b. With guidance and support from adults, explore word relationships and nuances in word meanings. **K.FL.VA.7.B**
 - i. Sort common objects into categories to gain a sense of the concepts the categories represent. **K.FL.VA.7.B.I**
 - ii. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. **K.FL.VA.7.B.II**
 - iii. Make real-life connections between words and their use. **K.FL.VA.7.B.III**
 - iv. Distinguish shades of meaning among verbs describing the same general action. **K.FL.VA.7.B.IV**
 - c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. **K.FL.VA.7.C**

Reading Literature

Key Ideas and Details

1. Read closely to determine what a 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. **R.KID.1**
 1. With prompting and support, ask and answer questions about key details in a text. **K.RL.KID.1**
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. **R.KID.2**
 2. With prompting and support, orally retell familiar stories, including key details. **K.RL.KID.2**
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **R.KID.3**
 3. With prompting and support, orally identify characters, setting, and major events in a story. **K.RL.KID.3**

Craft and Structure

4. Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. **R.CS.4**
 4. With prompting and support, ask and answer questions about unknown words in text. **K.RL.CS.4**
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. **R.CS.5**
 5. Recognize common types of texts. **K.RL.CS.5**
6. Assess how point of view or purpose shapes the content and style of a text. **R.CS.6**
 6. With prompting and support, define the role of authors and illustrators in the telling of a story. **K.RL.CS.6**

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. **R.IKI.7**
 7. With prompting and support, orally describe the relationship between illustrations and the story in which they appear. **K.RL.IKI.7**
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes. **R.IKI.9**
 9. With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories. **K.RL.IKI.9**

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently. **R.RTC.10**
 10. With prompting and support, read stories and poems of appropriate complexity for Kindergarten. **K.RL.RTC.10**
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Reading Informational Text

Key Ideas and Details

1. Read closely to determine what a 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. **R.KID.1**
 1. With prompting and support, ask and answer questions about key details in a text. **K.RI.KID.1**
 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. **R.KID.2**
 2. With prompting and support, orally identify the main topic and retell key details of a text. **K.RI.KID.2**
 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **R.KID.3**
 3. With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text. **K.RI.KID.3**
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Craft and Structure

4. Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. **R.CS.4**
 4. With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area. **K.RI.CS.4**
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. **R.CS.5**
 5. Know various text features. **K.RI.CS.5**
6. Assess how point of view or purpose shapes the content and style of a text. **R.CS.6**
 6. With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text. **K.RI.CS.6**

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. **R.IKI.7**
 7. With prompting and support, orally describe the relationship between illustrations and the text in which they appear. **K.RI.IKI.7**
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. **R.IKI.8**
 8. With prompting and support, identify the reasons an author provides to support points in a text. **K.RI.IKI.8**
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes. **R.IKI.9**
 9. With prompting and support, orally identify basic similarities and differences between two texts on the same topic. **K.RI.IKI.9**

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently. **R.RRTC.10**
 10. With prompting and support, read informational texts of appropriate complexity for Kindergarten. **K.RI.RRTC.10**

Speaking and Listening

Comprehension and Collaboration

2. Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats. **SL.CC.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. **K.SL.CC.2**
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. **SL.CC.3**
 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **K.SL.CC.3**
1. Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively. **SL.CC.1**
 1. Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics. **K.SL.CC.1**

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience. **SL.PKI.4**
 4. Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail. **K.SL.PKI.4**
 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. **SL.PKI.5**
 5. Add drawings or other visual displays of descriptions as desired to provide additional detail. **K.SL.PKI.5**
 6. Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate. **SL.PKI.6**
 6. With guidance and support, express thoughts, feelings, and ideas through speaking. **K.SL.PKI.6**
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Writing

Text Types and Protocol

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **W.TTP.1**
 1. With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces. **K.W.TTP.1**
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.TTP.2**
 2. With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts. **K.W.TTP.2**
3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. **W.TTP.3**
 3. With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event. **K.W.TTP.3**

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **W.PDW.4**
 4. With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **K.W.PDW.4**
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **W.PDW.5**
 5. With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed. **K.W.PDW.5**
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. **W.PDW.6**
 6. With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing. **K.W.PDW.6**

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation. **W.RBPK.7**
 7. Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them. **K.W.RBPK.7**
8. Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. **W.RBPK.8**
 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **K.W.RBPK.8**

Range of Writing

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.RW.10**
 10. With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina. **K.W.RW.10**