

Grade K

Adopted 2017

The student develops oral language through listening, speaking, and discussion. **K.1**

- A. listen actively and ask questions to understand information and answer questions using multi-word responses; **K.1.A****

- B. restate and follow oral directions that involve a short, related sequence of actions; **K.1.B****

- C. share information and ideas by speaking audibly and clearly using the conventions of language; **K.1.C****

- D. work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and **K.1.D****

- E. develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants. **K.1.E****

The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. **K.2**

- A. demonstrate phonological awareness by: **K.2.A****
 - i. identifying and producing rhyming words; **K.2.A.I****
 - ii. recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; **K.2.A.II****
 - iii. identifying the individual words in a spoken sentence; **K.2.A.III****
 - iv. identifying syllables in spoken words; **K.2.A.IV****
 - v. blending syllables to form multisyllabic words; **K.2.A.V****
 - vi. segmenting multisyllabic words into syllables; **K.2.A.VI****
 - vii. blending spoken onsets and rimes to form simple words; **K.2.A.VII****
 - viii. blending spoken phonemes to form one-syllable words; **K.2.A.VIII****
 - ix. manipulating syllables within a multisyllabic word; and **K.2.A.IX****
 - x. segmenting spoken one-syllable words into individual phonemes; **K.2.A.X****

B. demonstrate and apply phonetic knowledge by: K.2.B

- i. identifying and matching the common sounds that letters represent; K.2.B.I
- ii. using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; K.2.B.II
- iii. recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and K.2.B.III
- iv. identifying and reading at least 25 high-frequency words from a research-based list; K.2.B.IV

C. demonstrate and apply spelling knowledge by: K.2.C

- i. spelling words with VC, CVC, and CCVC; K.2.C.I
- ii. spelling words using sound-spelling patterns; and K.2.C.II
- iii. spelling high-frequency words from a research-based list; K.2.C.III

D. demonstrate print awareness by: K.2.D

- i. identifying the front cover, back cover, and title page of a book; K.2.D.I
- ii. holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; K.2.D.II
- iii. recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; K.2.D.III
- iv. recognizing the difference between a letter and a printed word; and K.2.D.IV
- v. identifying all uppercase and lowercase letters; and K.2.D.V

E. develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality. K.2.E

The student uses newly acquired vocabulary expressively. K.3

A. use a resource such as a picture dictionary or digital resource to find words; K.3.A

B. use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and K.3.B

C. identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations. K.3.C

The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time. K.4

4. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time. K.4

The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. **K.5**

- A.** establish purpose for reading assigned and self-selected texts with adult assistance; **K.5.A**

- B.** generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **K.5.B**

- C.** make and confirm predictions using text features and structures with adult assistance; **K.5.C**

- D.** create mental images to deepen understanding with adult assistance; **K.5.D**

- E.** make connections to personal experiences, ideas in other texts, and society with adult assistance; **K.5.E**

- F.** make inferences and use evidence to support understanding with adult assistance; **K.5.F**

- G.** evaluate details to determine what is most important with adult assistance; **K.5.G**

- H.** synthesize information to create new understanding with adult assistance; and **K.5.H**

- I.** monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance. **K.5.I**

The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. **K.6**

- A.** describe personal connections to a variety of sources; **K.6.A**

- B.** provide an oral, pictorial, or written response to a text; **K.6.B**

- C.** use text evidence to support an appropriate response; **K.6.C**

- D.** retell texts in ways that maintain meaning; **K.6.D**

- E.** interact with sources in meaningful ways such as illustrating or writing; and **K.6.E**

- F.** respond using newly acquired vocabulary as appropriate. **K.6.F**

The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. **K.7**

- A.** discuss topics and determine the basic theme using text evidence with adult assistance; **K.7.A**

- B.** identify and describe the main characters; **K.7.B**

- C.** describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and **K.7.C**

- D.** describe the setting. **K.7.D**

The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. **K.8**

- A. demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;** **K.8.A**

- B. discuss rhyme and rhythm in nursery rhymes and a variety of poems;** **K.8.B**

- C. discuss main characters in drama;** **K.8.C**

- D. recognize characteristics and structures of informational text, including:** **K.8.D**
 - i. the central idea and supporting evidence with adult assistance; **K.8.D.I**
 - ii. titles and simple graphics to gain information; and **K.8.D.II**
 - iii. the steps in a sequence with adult assistance; **K.8.D.III**

- E. recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and** **K.8.E**

- F. recognize characteristics of multimodal and digital texts.** **K.8.F**

The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. **K.9**

- A. discuss with adult assistance the author's purpose for writing text;** **K.9.A**

- B. discuss with adult assistance how the use of text structure contributes to the author's purpose;** **K.9.B**

- C. discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;** **K.9.C**

- D. discuss with adult assistance how the author uses words that help the reader visualize; and** **K.9.D**

- E. listen to and experience first- and third-person texts.** **K.9.E**

The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. **K.10**

- A. plan by generating ideas for writing through class discussions and drawings;** **K.10.A**

- B. develop drafts in oral, pictorial, or written form by organizing ideas;** **K.10.B**

- C. revise drafts by adding details in pictures or words;** **K.10.C**

D. edit drafts with adult assistance using standard English conventions, including: K.10.D

- i. complete sentences; K.10.D.I
- ii. verbs; K.10.D.II
- iii. singular and plural nouns; K.10.D.III
- iv. adjectives, including articles; K.10.D.IV
- v. prepositions; K.10.D.V
- vi. pronouns, including subjective, objective, and possessive cases; K.10.D.VI
- vii. capitalization of the first letter in a sentence and name; K.10.D.VII
- viii. punctuation marks at the end of declarative sentences; and K.10.D.VIII
- ix. correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and K.10.D.IX

E. share writing. K.10.E

The student uses genre characteristics and craft to compose multiple texts that are meaningful. K.11

A. dictate or compose literary texts, including personal narratives; and K.11.A

B. dictate or compose informational texts. K.11.B

The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. K.12

A. generate questions for formal and informal inquiry with adult assistance; K.12.A

B. develop and follow a research plan with adult assistance; K.12.B

C. gather information from a variety of sources with adult assistance; K.12.C

D. demonstrate understanding of information gathered with adult assistance; and K.12.D

E. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. K.12.E