

Grade K

Adopted 2020

Literacy Foundations

Fluency

- I. Read emergent- and beginner- reader texts with purpose and understanding. [ELA.K.I](#)
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Phonics and Word Recognition

- II. Know and apply grade-level phonics and word analysis skills in decoding words. [ELA.K.II](#)
 - 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. [ELA.K.II.A](#)
 - b. Associate common spellings with the five major short vowel sounds. [ELA.K.II.B](#)
 - c. Read common high-frequency words by sight. [ELA.K.II.C](#)
 - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [ELA.K.II.D](#)
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Handwriting

- III. Print upper- and lowercase letters. [ELA.K.III](#)
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Phonological Awareness

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

- V. Demonstrate understanding of the organization and basic features of print. [ELA.K.V](#)
 - a. Follow words from left to right, top to bottom, and page by page. [ELA.K.V.A](#)
 - b. Recognize that spoken words are represented in written language by specific sequences of letters. [ELA.K.V.B](#)
 - c. Understand that words are separated by spaces in print. [ELA.K.V.C](#)
 - d. Recognize and name upper- and lowercase letters of the alphabet. [ELA.K.V.D](#)
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Reading

Key Ideas and Details

- 1. With prompting and support, ask and answer questions about key details in a literary text. [ELA.K.L](#)
 - 2. With prompting and support, retell familiar stories, including key details in literary texts. [ELA.K.2](#)
 - 3. With prompting and support, identify characters, settings, and major events in a literary text. [ELA.K.3](#)
 - 4. With prompting and support, ask and answer questions about key details in an informational text. [ELA.K.4](#)
 - 5. With prompting and support, identify the main topic and retell key details of an informational text. [ELA.K.5](#)
 - 6. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in an informational text. [ELA.K.6](#)
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Craft and Structure

- 7. With prompting and support, ask and answer questions about unknown words in a literary text. [ELA.K.7](#)
 - 8. With prompting and support, recognize common types of texts. [ELA.K.8](#)
 - 9. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story in a literary text. [ELA.K.9](#)
 - 10. With prompting and support, ask and answer questions about unknown words in an informational text. [ELA.K.10](#)
 - 11. With prompting and support, identify the front cover, back cover, and title page of a book. [ELA.K.11](#)
 - 12. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in an informational text. [ELA.K.12](#)
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Integration of Knowledge and Ideas

- 13. With prompting and support, describe the relationship between illustrations and the literary story in which they appear. [ELA.K.13](#)
- 14. With prompting and support, compare and contrast the adventures and experiences of characters in familiar literary stories. [ELA.K.14](#)

15. With prompting and support, describe the relationship between illustrations and the informational text in which they appear. [ELA.K.15](#)
16. With prompting and support, identify the reasons an author gives to support points in a literary or informational text. [ELA.K.16](#)
17. With prompting and support, identify basic similarities in and differences between two literary or informational texts on the same topic. [ELA.K.17](#)

Range of Reading and Text Complexity

18. Actively engage in group reading activities of grade-appropriate complex literary texts with purpose and understanding. [ELA.K.18](#)
19. Actively engage in group reading activities of grade-appropriate complex informational texts with purpose and understanding. [ELA.K.19](#)

Writing

Text Types and Purposes

20. Use a combination of drawing, dictating, and writing to compose opinion pieces in which the topic or the name of the text being discussed is included; state an opinion or preference about the topic or book. [ELA.K.20](#)
21. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts; name and supply some information about the topic. [ELA.K.21](#)
22. 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. [ELA.K.22](#)

Production and Distribution of Writing

23. Begins in grade 3. [ELA.K.23](#)
24. With guidance and support from adults and collaborative discussions, add details to strengthen writing as needed. [ELA.K.24](#)
25. With guidance and support from adults, explore a variety of age-appropriate technologies to produce and publish writing as well as to interact and collaborate with others. [ELA.K.25](#)

Research to Build and Present Knowledge

26. With guidance and support, participate in shared research and writing. [ELA.K.26](#)
27. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [ELA.K.27](#)
28. Begins in grade 4. [ELA.K.28](#)

Range of Writing

29. Begins in grade 3. [ELA.K.29](#)

Speaking & Listening

Comprehension and Collaboration

30. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [ELA.K.30](#)
- a. Follow agreed-upon rules for discussions. [ELA.K.30.A](#)
 - b. Continue a conversation through multiple exchanges. [ELA.K.30.B](#)
31. 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. [ELA.K.31](#)
32. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. [ELA.K.32](#)
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Presentation of Knowledge and Ideas

33. Describe familiar people, places, things, and events and, with prompting and support, provide additional details. [ELA.K.33](#)
34. Add drawings or other visuals to descriptions as desired to provide additional details. [ELA.K.34](#)
35. Speak audibly and express thoughts, feelings, and ideas clearly. [ELA.K.35](#)
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Language

Conventions of Standard English

36. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - Use frequently occurring nouns and verbs.
 - Form regular plural nouns orally by adding /s/ or /es/.
 - Understand and use question words.
 - Use the most frequently occurring prepositions.
 - Produce and expand complete sentences in shared language activities.[ELA.K.36](#)
37. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - Capitalize the first word in a sentence and the pronoun I.
 - Recognize and name end punctuation.
 - Write a letter or letters for most consonant and short-vowel sounds.
 - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.[ELA.K.37](#)
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Knowledge of Language

38. Begins in grade 2. [ELA.K.38](#)
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Vocabulary Acquisition and Use

39. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. [ELA.K.39](#)
- a. Identify new meanings for familiar words and apply them accurately. [ELA.K.39.A](#)
 - b. Introduce the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. [ELA.K.39.B](#)

40. With guidance and support from adults, explore word relationships and nuances in word meanings. [ELA.K.40](#)
- a. Sort common objects into categories to gain a sense of the concepts the categories represent. [ELA.K.40.A](#)
 - b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. [ELA.K.40.B](#)
 - c. Identify real-life connections between words and their use. [ELA.K.40.C](#)
 - d. Distinguish shades of meaning among verbs describing the same general action by acting out the meanings. [ELA.K.40.D](#)
41. Use words and phrases acquired through conversations, reading, being read to, and responding to texts. [ELA.K.41](#)
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College- and Career- Readiness Standards for Library Media

Information Literacy

- 1. Acquire and accurately use grade-appropriate library and book terms. [LM.K-2.1](#)
 - 2. With support, apply number sense and knowledge of alphabetical order to locate books and other resources in the library moving toward independence by the end of grade 2. [LM.K-2.2](#)
 - 3. Demonstrate understanding of the process of selecting, checking out, and returning library materials. [LM.K-2.3](#)
 - 4. With guidance, explore online resources using a variety of databases or an online public access catalog, to find materials and information on topics of personal and academic interest. [LM.K-2.4](#)
 - 5. Explore the role of the school/public library and librarians as community resources for free and open access to information. [LM.K-2.5](#)
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Independent Learning

- 6. Explore authors and/or topics of personal interest using library resources, including print, non-print, and digital to encourage the growth of life-long independent reading. [LM.K-2.6](#)
- 7. Select works from a variety of genres and formats for enjoyment or to seek information. [LM.K-2.7](#)
- 8. Answer adult-directed and self-generated questions using print, non-print, and digital resources. [LM.K-2.8](#)
- 9. Explore the information available in and purposes for using a variety of print, non-print, and digital resources. [LM.K-2.9](#)
- 10. Act on the feedback of others, solicited and unsolicited, to make adjustments or improvements on a selection, product, or approach. [LM.K-2.10](#)
- 11. With support, craft and deliver constructive feedback to help others make adjustments or improvements on a selection, product, or approach. [LM.K-2.11](#)
- 12. Seek information from diverse sources, contexts, disciplines and cultures to increase understanding of topics and themes. [LM.K-2.12](#)

Social Responsibility

13. Demonstrate good library citizenship including rules of behavior and proper use and treatment of print materials and electronic resources. [LM.K-2.13](#)
14. Respectfully acknowledge ownership of work created by self and others (e.g., differentiating between copying and retelling in their own words}. [LM.K-2.14](#)
15. With support and as grade appropriate, demonstrate understanding of copyright and acceptable use. [LM.K-2.15](#)
16. Discuss the importance of free and open access to information for everyone as well as situations or conditions where information is controlled or limited. [LM.K-2.16](#)