

# Grade K

Adopted 2020

## Oral Expression and Listening OL.1

### 1. Communicate using verbal and nonverbal language. K.1.1

- a. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. K.1.1.A
  - i. Follow agreed-upon rules for discussions (for example: listening to others and taking turns speaking about the topics and texts under discussion). K.1.1.A.I
  - ii. Continue a conversation through multiple exchanges. K.1.1.A.II
- b. 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.1.1.B
- c. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. K.1.1.C
- d. Listen with comprehension to follow two-step directions. K.1.1.D
- e. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. K.1.1.E

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### 2. Develop oral communication skills through a language-rich environment. K.1.2

- a. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. K.1.2.A
  - b. Add drawings or other visual displays to descriptions as desired to provide additional detail. K.1.2.B
  - c. Speak audibly and express thoughts, feelings, and ideas clearly. K.1.2.C
  - d. Sort common objects into categories (for example: shapes, foods) to gain a sense of the concepts the categories represent. K.1.2.D
  - e. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). K.1.2.E
  - f. Identify real-life connections between words and their use (for example: note places at school that are colorful). K.1.2.F
  - g. Distinguish shades of meaning among verbs describing the same general action (for example: walk, march, strut, prance) by acting out the meanings. K.1.2.G
  - h. Use new vocabulary that is directly taught through reading, speaking, and listening. K.1.2.H
  - i. Relate new vocabulary to prior knowledge. K.1.2.I
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**Reading for All  
Purposes** RAP.2

**1. Develop and apply the concepts of print and comprehension of literary**

**texts.** K.2.1

- a. Use Key Ideas and Details to: K.2.1.A
  - i. With prompting and support, ask and answer questions about key details in a text. K.2.1.A.I
  - ii. With prompting and support, retell familiar stories, including key details. K.2.1.A.II
  - iii. With prompting and support, identify characters, settings, and major events in a story. K.2.1.A.III
- b. Use Craft and Structure to: K.2.1.B
  - i. Ask and answer questions about unknown words in a text. K.2.1.B.I
  - ii. Recognize common types of texts (for example: storybooks, poems). K.2.1.B.II
  - iii. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. K.2.1.B.III
- c. Use Integration of Knowledge and Ideas to: K.2.1.C
  - i. With prompting and support, describe the relationship between illustrations and the story in which they appear (for example: what moment in a story an illustration depicts). K.2.1.C.I
  - ii. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. K.2.1.C.II
- d. Use Range of Reading and Level of Text Complexity to: K.2.1.D
  - i. Actively engage in group reading activities with purpose and understanding. K.2.1.D.I

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**2. Develop and apply the concepts of print and comprehension of informational texts.** K.2.2

**a. Use Key Ideas and Details to:** K.2.2.A

- i. With prompting and support, ask and answer questions about key details in a text. K.2.2.A.I
- ii. With prompting and support, identify the main topic and retell key details of a text. K.2.2.A.II
- iii. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. K.2.2.A.III

**b. Use Craft and Structure to:** K.2.2.B

- i. With prompting and support, ask and answer questions about unknown words in a text. K.2.2.B.I
- ii. Identify the front cover, back cover, and title page of a book. K.2.2.B.II
- iii. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. K.2.2.B.III

**c. Use Integration of Knowledge and Ideas to:** K.2.2.C

- i. With prompting and support, describe the relationship between illustrations and the text in which they appear (for example: what person, place, thing, or idea in the text an illustration depicts). K.2.2.C.I
- ii. With prompting and support, identify the reasons an author gives to support points in a text. K.2.2.C.II
- iii. With prompting and support, identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures). K.2.2.C.III

**d. Use Range of Reading and Level of Text Complexity to:** K.2.2.D

- i. Actively engage in group reading activities with purpose and understanding. K.2.2.D.I

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### 3. Develop basic reading skills through the use of foundational skills. K.2.3

- a. Demonstrate understanding of the organization and basic features of print. K.2.3.A
  - i. Follow words from left to right, top to bottom, and page by page. K.2.3.A.I
  - ii. Recognize that spoken words are represented in written language by specific sequences of letters. K.2.3.A.II
  - iii. Understand that words are separated by spaces in print (concept of word). K.2.3.A.III
  - iv. Recognize and name all upper- and lowercase letters of the alphabet. K.2.3.A.IV
- b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). K.2.3.B
  - i. Recognize and produce rhyming words. K.2.3.B.I
  - ii. Count, pronounce, blend, and segment syllables in spoken words. K.2.3.B.II
  - iii. Blend and segment the onset and rime of single-syllable spoken words. K.2.3.B.III
  - iv. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. K.2.3.B.IV
  - v. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. K.2.3.B.V
  - vi. Read text consisting of short sentences comprised of learned sight words and consonant-vowel-consonant (CVC) words. K.2.3.B.VI
  - vii. Identify phonemes for letters. K.2.3.B.VII
- c. Know and apply grade-level phonics and word analysis skills in decoding words. K.2.3.C
  - i. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. K.2.3.C.I
  - ii. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. K.2.3.C.II
  - iii. Read common high-frequency words by sight (for example: the, of, to, you, she, my, is, are, do, does). K.2.3.C.III
  - iv. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. K.2.3.C.IV
- d. Read emergent-reader texts with purpose and understanding. K.2.3.D
- e. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. K.2.3.E
  - i. Identify new meanings for familiar words and apply them accurately (for example: knowing duck is a bird and learning the verb to duck). K.2.3.E.I

- ii. Use the most frequently occurring inflections and affixes (for example: -ed,-s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. **K.2.3.E.II**
  - f. Identify and manipulate sounds. **K.2.3.F**
    - i. Identify and produce groups of words that begin with the same sound (alliteration). **K.2.3.F.I**
    - ii. Identify the initial, medial, and final phoneme (speech sound) of spoken words. **K.2.3.F.II**
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## Writing and Composition **WC.3**

### **1. Write opinions using labels, dictation, and drawing.** **K.3.1**

- a. 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 (for example: My favorite book is...). **K.3.1.A**
  - b. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. **K.3.1.B**
  - c. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. **K.3.1.C**
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### **2. Write informative/explanatory texts on a topic using labels, dictation, and drawing.** **K.3.2**

- a. 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. **K.3.2.A**
  - b. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. **K.3.2.B**
  - c. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. **K.3.2.C**
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### **3. Write real or imagined narratives using labels, dictation, and drawing.** **K.3.3**

- a. 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. **K.3.3.A**
- b. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. **K.3.3.B**
- c. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. **K.3.3.C**

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- 4. Use appropriate mechanics and conventions when creating simple texts.** K.3.4
- a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. K.3.4.A
    - i. Print many upper- and lowercase letters. K.3.4.A.I
    - ii. Use frequently occurring nouns and verbs. K.3.4.A.II
    - iii. Form regular plural nouns orally by adding /s/ or /es/ (for example: dog, dogs; wish, wishes). K.3.4.A.III
    - iv. Understand and use question words (interrogatives) (for example: who, what, where, when, why, how). K.3.4.A.IV
    - v. Use the most frequently occurring prepositions (for example: to, from, in, out, on, off, for, of, by, with). K.3.4.A.V
    - vi. Produce and expand complete sentences in shared language activities. K.3.4.A.VI
  - b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. K.3.4.B
    - i. Capitalize the first word in a sentence and the pronoun I. K.3.4.B.I
    - ii. Recognize and name end punctuation. K.3.4.B.II
    - iii. Write a letter or letters for most consonant and short-vowel sounds (phonemes). K.3.4.B.III
    - iv. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. K.3.4.B.IV
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**Research Inquiry and Design** RID.4

- 1. Explore the purposes for research and inquiry by accessing resources in collaborative settings.** K.4.1
- a. Participate in shared research and writing projects (for example: explore a number of books by a favorite author and express opinions about them). K.4.1.A
  - b. Identify a clear purpose for research or inquiry (for example: If the class is learning about trees, is my need to know more about pets related?). K.4.1.B
  - c. Ask a specific question and gather relevant information from various sources related to that question that inform clarity of purpose and conclusions about research. K.4.1.C
  - d. Ask primary questions of clarity, significance, relevance, and accuracy to improve quality of thinking. K.4.1.D
  - e. Use a variety of resources to answer questions of interest through guided inquiry (for example: texts read aloud or viewed, direct observation). K.4.1.E
  - f. Gather relevant information and check various information sources for accuracy (for example: In a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle.). K.4.1.F
  - g. With guidance and support from adults, recall information from experience or gather information from provided sources to answer a question. K.4.1.G