

# Grade K

Adopted 2017

## Reading Standards

### Literary and Informational Text

Key Ideas and Details

**KR1.** Develop and answer questions about a text. **KR1**

**KR2.** Retell stories or share key details from a text. **KR2**

**KR3.** Identify characters, settings, major events in a story, or pieces of information in a text. **KR3**

Craft and Structure

**KR4.** Identify specific words that express feelings and senses. **KR4**

**KR5.** Identify literary and informational texts. **KR5**

**KR6.** Name the author and illustrator and define the role of each in presenting the ideas in a text. **KR6**

Integration of Knowledge and Ideas

**KR7.** Describe the relationship between illustrations and the text. **KR7**

**KR8.** Identify specific information to support ideas in a text. **KR8**

**KR9.** Make connections between self, text, and the world. **KR9**

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## Foundational Skills

### Print Concepts

- KRF1.** Demonstrate understanding of the organization and basic features of print. **KRF1**
- a. Follow words from left to right, top to bottom, and page by page. **KRF1.A**
  - b. Recognize that spoken words are represented in written language by specific sequences of letters. **KRF1.B**
  - c. Understand that words are separated by spaces in print. **KRF1.C**
  - d. Recognize and name all upper- and lowercase letters of the alphabet. **KRF1.D**
  - e. Identify the front cover, back cover, and title page of a book. **KRF1.E**

### Phonological Awareness

- KRF2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **KRF2**
- a. Recognize and produce spoken rhyming words. **KRF2.A**
  - b. Blend and segment syllables in spoken words. **KRF2.B**
  - c. Blend and segment onsets and rimes of spoken words. **KRF2.C**
  - d. Blend and segment individual sounds (phonemes) in spoken one-syllable words **KRF2.D**
  - e. Create new words by manipulating the phonemes orally in one-syllable words. **KRF2.E**

### Phonics and Word Recognition

- KRF3.** Know and apply phonics and word analysis skills in decoding words. **KRF3**
- a. Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant. **KRF3.A**
  - b. Decode short vowel sounds with common spellings. **KRF3.B**
  - c. Decode some regularly spelled one-syllable words. **KRF3.C**
  - d. Read common high-frequency words by sight. **KRF3.D**

### Fluency

- KRF4.** Read emergent-reader texts with sufficient accuracy to support comprehension. **KRF4**
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## Writing Standards

### Text Types and Purposes

- KW1.** Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that topic. **KW1**
- KW2.** Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information. **KW2**
- KW3.** Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence. **KW3**
- KW4.** Create a response to a text, author, or personal experience (e.g., dramatization, art work, or poem). **KW4**
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### Research to Build and Present Knowledge

- KW6.** Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge. **KW6**
- KW7.** Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways (e.g., drawing, oral expression, and/or emergent writing). **KW7**
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## Speaking and Listening

### Comprehension and Collaboration

- KSL1.** Participate in collaborative conversations with diverse peers and adults in small and large groups and during play. **KSL1**
- a. Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic. **KLS1.A**
  - b. Participate in conversations through multiple exchanges. **KSL1.B**
  - c. Consider individual differences when communicating with others. **KLS1.C**
- KSL2.** Participate in a conversation about features of diverse texts and formats. **KSL2**
- KSL3.** Develop and answer questions to clarify what the speaker says. **KSL3**
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### Presentation of Knowledge and Ideas

- KSL4.** Describe familiar people, places, things, and events with detail. **KSL4**
- KSL5.** Create and/or utilize existing visual displays to support descriptions. **KSL5**
- KSL6.** Express thoughts, feelings, and ideas. **KSL6**
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## Language Standards

### Vocabulary Acquisition and Use

- KL4.** Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences, including, but not limited to the following. **KL4**
- a.** Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). **KL4.A**
  - b.** Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word. **KL4.B**
- KL5.** Explore and discuss word relationships and word meanings. **KL5**
- a.** Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent. **KL5.A**
  - b.** Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). **KL5.B**
  - c.** Use words to identify and describe the world, making connections between words and their use (e.g., places at home that are colorful). **KL5.C**
  - d.** Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings. **KL5.D**
- KL6.** Use words and phrases acquired through conversations, reading and being read to, and responding to. **KL6**
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## Conventions of Academic English/Language for Learning

### Core Conventions

1. Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. **L.1**
  1. Print upper- and lowercase letters in their name **L.1.1**
    - a. Print many upper- and lowercase letters **L.1.1.A**
    - b. Print all upper- and lowercase letters. **L.1.1.B**
  2. Use frequently occurring nouns and verbs (orally) **L.1.2**
    - a. Use frequently occurring nouns and verbs. **L.1.2.A**
  3. Use common, proper, and possessive nouns. **L.1.3**
  4. Use collective nouns (e.g., group). **L.1.4**
  5. Form and use regular plural nouns (e.g., dog, dogs; wish, wishes). **L.1.5**
  6. Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish). **L.1.6**
  7. Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump). **L.1.7**
  8. Understand and use interrogatives (question words—e.g., who, what, where, when, why, how). **L.1.8**
  9. Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). **L.1.9**
  10. Produce and expand complete sentences in shared language activities. **L.1.10**
  11. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). **L.1.11**
    - a. Use reflexive pronouns (e.g., myself, ourselves). **L.1.11.A**
  12. Use verbs. **L.1.12**
    - a. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). **L.1.12.A**
    - b. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). **L.1.12.B**
  13. Use frequently occurring adjectives. **L.1.13**
    - a. Use adjectives or adverbs appropriately. **L.1.13.A**
  14. Use frequently occurring conjunctions (e.g., and, but, or, so because). **L.1.14**
    - a. Use frequently occurring transition words (e.g., first, then, therefore, finally) **L.1.14.A**
  15. Produce and expand complete sentences. **L.1.15**
    - a. Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie). **L.1.15.A**

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## Core Punctuation and Spelling

2. Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. **L.2**
  1. Attempt to write symbols or letters to represent words. **L.2.1**
  2. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.2.2**
    - a. Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. **L.2.2.A**
    - b. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. **L.2.2.B**
    - c. Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy). **L.2.2.C**
  3. Write a letter or letters for most consonant and short-vowel sounds (phonemes). **L.2.3**
  4. Consult reference materials as needed to check and correct spellings. **L.2.4**
  5. Recognize and name end punctuation. **L.2.5**
    - a. Use end punctuation for sentences. **L.2.5.A**
  6. Capitalize the first letter of their name. **L.2.6**
    - a. Capitalize the first word in a sentence and the pronoun I. **L.2.6.A**
    - b. Capitalize dates and names of people. **L.2.6.B**
    - c. Capitalize names, places, and holidays. **L.2.6.C**
  7. Use commas in dates and to separate single words in a series. **L.2.7**
    - a. Use commas in greetings and closings of letters. **L.2.7.A**
  8. Use an apostrophe to form contractions and frequently occurring possessives. **L.2.8**