

**Strand: Reading Standards for Literature**

**Grade Level: K**

<b>Substrands &amp; Standards</b>	<i>Notes</i>
<p>Key Ideas and Details</p> <ol style="list-style-type: none"><li>1. With prompting and support, ask and answer questions about key details in a text.</li><li>2. With prompting and support, retell familiar stories, including key details.</li><li>3. With prompting and support, identify characters, settings, and major events in a story.</li></ol>	
<p>Craft and Structure</p> <ol style="list-style-type: none"><li>4. Ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 for additional expectations.)</li><li>5. Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text).</li><li>6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</li></ol>	
<p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"><li>7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</li><li>8. (Not applicable to literature)</li><li>9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</li></ol>	
<p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"><li>10. Actively engage in group reading activities with purpose and understanding.<ol style="list-style-type: none"><li>a. Activate prior knowledge related to the information and events in texts.</li><li>b. Use illustrations and context to make predictions about text.</li></ol></li></ol>	

**Strand: Reading Standards for Informational Text**

**Grade Level: K**

<b>Substrands &amp; Standards</b>	<i>Notes</i>
<p>Key Ideas and Details</p> <ol style="list-style-type: none"><li>1. With prompting and support, ask and answer questions about key details in a text.</li><li>2. With prompting and support, identify the main topic and retell key details of a text.</li><li>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</li></ol>	
<p>Craft and Structure</p> <ol style="list-style-type: none"><li>4. With prompting and support, ask and answer questions about unknown words in a text. <b><u>(See grade K Language standards 4-6 for additional expectations.)</u></b></li><li>5. Identify the front cover, back cover, and title page of a book.</li><li>6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</li></ol>	
<p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"><li>7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</li><li>8. With prompting and support, identify the reasons an author gives to support points in a text.</li><li>9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li></ol>	
<p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"><li>10. Actively engage in group reading activities with purpose and understanding.<ol style="list-style-type: none"><li>a. <b><u>Activate prior knowledge related to the information and events in texts.</u></b></li><li>b. <b><u>Use illustrations and context to make predictions about text.</u></b></li></ol></li></ol>	

**Strand: Reading Standards: Foundational Skills**

**Grade Level: K**

<b>Substrands &amp; Standards</b>	<i>Notes</i>
<p>Print Concepts</p> <ol style="list-style-type: none"><li>1. Demonstrate understanding of the organization and basic features of print.<ol style="list-style-type: none"><li>a. Follow words from left to right, top to bottom, and page by page.</li><li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li><li>c. Understand that words are separated by spaces in print.</li><li>d. Recognize and name all upper- and lowercase letters of the alphabet.</li></ol></li></ol>	
<p>Phonological Awareness</p> <ol style="list-style-type: none"><li>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<ol style="list-style-type: none"><li>a. Recognize and produce rhyming words.</li><li>b. Count, pronounce, blend, and segment syllables in spoken words.</li><li>c. Blend and segment onsets and rimes of single-syllable spoken words.</li><li>d. <b><u>Blend two to three phonemes into recognizable words.</u></b></li><li>e. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /t/, or /x/.)</li><li>f. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li></ol></li></ol>	
<p>Phonics and Word Recognition</p> <ol style="list-style-type: none"><li>3. Know and apply grade-level phonics and word analysis skills in decoding words <b><u>both in isolation and in text.</u></b><ol style="list-style-type: none"><li>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</li><li>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li><li>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</li><li>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li></ol></li></ol>	
<p>Fluency</p> <ol style="list-style-type: none"><li>4. Read emergent-reader texts with purpose and understanding.</li></ol>	

**Strand: Writing Standards**

**Grade Level: K**

<b>Substrands &amp; Standards</b>	<i>Notes</i>
<p>Text Types and Purposes</p> <ol style="list-style-type: none"><li>1. 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 (e.g., <i>My favorite book is . . .</i>).</li><li>2. 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.</li><li>3. 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.</li></ol>	
<p>Production and Distribution of Writing</p> <ol style="list-style-type: none"><li>4. (Begins in grade <u>2</u>)</li><li>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</li><li>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</li></ol>	
<p>Research to Build and Present Knowledge</p> <ol style="list-style-type: none"><li>7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</li><li>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li><li>9. (Begins in grade 4)</li></ol>	
<p>Range of Writing</p> <ol style="list-style-type: none"><li>10. (Begins in grade <u>2</u>)</li></ol>	

**Strand: Speaking and Listening Standards**

**Grade Level: K**

<b>Substrands &amp; Standards</b>	<i>Notes</i>
<p>Comprehension and Collaboration</p> <ol style="list-style-type: none"><li>1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.<ol style="list-style-type: none"><li>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li><li>b. Continue a conversation through multiple exchanges.</li></ol></li><li>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.<ol style="list-style-type: none"><li>a. <b><u>Understand and follow one- and two-step oral directions.</u></b></li></ol></li><li>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li></ol>	
<p>Presentation of Knowledge and Ideas</p> <ol style="list-style-type: none"><li>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li><li>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</li><li>6. Speak audibly and express thoughts, feelings, and ideas clearly.</li></ol>	

**Strand: Language Standards**

**Grade Level: K**

<b>Substrands &amp; Standards</b>	<i>Notes</i>
<p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"><li>a. Print many upper- and lowercase letters.</li><li>b. Use frequently occurring nouns and verbs.</li><li>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</li><li>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</li><li>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</li><li>f. Produce and expand complete sentences in shared language activities.</li></ul> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"><li>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</li><li>b. Recognize and name end punctuation.</li><li>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li><li>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships</li></ul>	
<p>Knowledge of Language</p> <p>3. (Begins in grade 2)</p>	
<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <ul style="list-style-type: none"><li>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</li><li>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.</li></ul> <p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"><li>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li><li>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li><li>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</li><li>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</li></ul> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	