

Grade K

Adopted 2023

Foundational Reading

Concepts of Print

- CP.** Follow words from left to right, top to bottom, and page-by-page. [K.FR.1.CP](#)
 - CP.** Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning (e.g., the spoken word "dog" is represented in print by d-o-g). [K.FR.2.CP](#)
 - CP.** Point to words, using one-to-one correspondence to demonstrate that words are separated by spaces. [K.FR.3.CP](#)
 - CP.** Name all upper and lowercase letters of the alphabet in print. [K.FR.4.CP](#)
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Phonemic Awareness

- PA.** Isolate and pronounce the initial, medial vowel, and final sounds in three sound words. [K.FR.5.PA](#)
 - PA.** Blend two to four individual sounds to create one-syllable words (e.g., /a/ /t/ to at; /s/ /i/ /p/ to sip; /c/ /a/ /t/ /s/ to cats). [K.FR.6.PA](#)
 - PA.** Segment one-syllable words into individual sounds. [K.FR.7.PA](#)
 - PA.** Distinguish between sounds based on place of articulation (where in the mouth it is produced) and manner of articulation (voicing and air flow) (e.g., /p/ vs. /b/; /ch/ vs. /j/). [K.FR.8.PA](#)
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Phonics Decoding (Word Reading)

- PD.** Decode one-syllable words with single consonants and all short vowels (e.g., bag, sip, web, hog, cut). [K.FR.9.PD](#)
- PD.** Decode one-syllable words with consonant digraphs (sh, ch, th) and all short vowels (e.g., wish, chap, that). [K.FR.10.PD](#)
- PD.** Decode one-syllable words with single consonants and final long vowels (e.g., we, go). [K.FR.11.PD](#)
- PD.** Read high-frequency words. [K.FR.12.PD](#)
- PD.** Decode words with suffix -s (e.g., sits, maps, runs). [K.FR.13.PD](#)

Phonics Encoding (Word Writing)

- PE. Encode one-syllable words with single consonants and all short vowels (e.g., cat, net, hit, pop, pup). [K.FR.14.PE](#)
- PE. Encode one-syllable words with single consonants and final long vowel sounds (e.g., a, me, go). [K.FR.15.PE](#)
- PE. Encode words phonetically, drawing on knowledge of sound-letter relationships. [K.FR.16.PE](#)
- PE. Encode words with final suffix -s (e.g., cats, runs). [K.FR.17.PE](#)

Handwriting

- H. Demonstrate proper pencil grip. [K.FR.18.H](#)
- H. Form upper and lowercase letters and numerals correctly, using a common path of movement. [K.FR.19.H](#)

Fluency

- F. Name all upper and lowercase letters in non-sequential order with accuracy and automaticity. [K.FR.20.F](#)
- F. Produce the most common sound for each letter of the alphabet with accuracy and automaticity. [K.FR.21.F](#)
- F. Orally read texts consisting of previously taught grapheme-phoneme correspondences, self-correcting as necessary. [K.FR.22.F](#)

Reading Comprehension

Reading Fundamentals

- RF. Ask questions about key details in a text. [K.RC.1.RF](#)
- RF. Answer questions about key details in a text. [K.RC.2.RF](#)
- RF. Orally retell a text after listening to it read aloud; include the main topic and key details. [K.RC.3.RF](#)
- RF. Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing. [K.RC.4.RF](#)
- RF. Explain the roles of both the author and the illustrator. [K.RC.5.RF](#)
- RF. Use background knowledge and details, including illustrations, charts, and graphs, to make predictions and inferences about what happens in a text. [K.RC.6.RF](#)
- RF. Demonstrate comprehension of age and grade-appropriate texts by speaking or writing. [K.RC.7.RF](#)

Reading Literature

- RL. Identify the major characters in a text. [K.RC.8.RL](#)
- RL. Identify settings and events in a text. [K.RC.9.RL](#)
- RL. Compare and contrast the characters in texts. [K.RC.10.RL](#)
- RL. Explain how visual images support understanding of a text. [K.RC.11.RL](#)
- RL. Recognize literary texts, using text elements (e.g., title, illustrations, story elements, literary introductions such as "Once upon a time"). [K.RC.12.RL](#)

Reading Information

- RI. Identify the main points an author uses in a text. [K.RC.13.RI](#)
- RI. Compare and contrast two texts on the same topic. [K.RC.14.RI](#)
- RI. Recognize informational texts, using text elements (e.g., title, photographs, diagrams, descriptions). [K.RC.15.RI](#)
- RI. Identify text features (e.g., title, author, illustrator, table of contents, bold font, italics). [K.RC.16.RI](#)
- RI. Explain how visual images (e.g., charts, graphs, illustrations) support understanding of a text. [K.RC.17.RI](#)

Vocabulary

1. Determine or clarify the meaning of words and phrases in a text read aloud. [K.V.1](#)
2. Use sentence-level clues to identify the meaning of a word or phrase during read-aloud instruction. [K.V.2](#)
3. Sort and categorize objects and images by concepts. [K.V.3](#)
4. Distinguish shades of meaning among verbs (e.g., march, run, jog, strut, prance). [K.V.4](#)
5. Use most common prefixes (e.g., un-, re-) and suffixes (e.g., -ed, -s) as clues to meaning. [K.V.5](#)

Writing

Style

- S. Write an opinion piece about a topic or text, including a reason. [K.W.1.S](#)
- S. Write an informative piece with facts. [K.W.2.S](#)
- S. Write a narrative with the events in chronological order. [K.W.3.S](#)

Production

- P. Produce writing, using precise language and grade-appropriate conventions. **K.W.4.P**
- P. Revise word choice in writing. **K.W.5.P**
- P. Edit writing to include grade-appropriate conventions for publishing (e.g., capitalize the first word in the sentence, capitalize the pronoun "I," use end punctuation marks). **K.W.6.P**
- P. Participate in teacher-led research projects and produce simple findings. **K.W.7.P**

Collaborative Communication

Oral Language

- OL. Participate in collaborative conversations. **K.CC.1.OL**
- OL. Ask and answer questions orally about what a speaker says to gather additional information and clarify understanding. **K.CC.2.OL**

Presentation

- P. Use specific details to orally describe people, places, things, and events. **K.CC.3.P**
- P. Use visual displays to provide additional detail. **K.CC.4.P**
- P. Speak audibly in collaborative communication and presentations. **K.CC.5.P**

Language

Structures

- S. Use common nouns. **K.L.1.S**
- S. Use singular nouns. **K.L.2.S**
- S. Use plural nouns. **K.L.3.S**
- S. Use pronoun "I." **K.L.4.S**
- S. Use regular action verbs. **K.L.5.S**
- S. Use singular nouns with verbs that agree in basic sentences (e.g., He hops.). **K.L.6.S**
- S. Produce simple sentences independently. **K.L.7.S**

Conventions

- C. Capitalize the first word in a sentence. **K.L.8.C**
- C. Capitalize the pronoun "I." **K.L.9.C**
- C. Use all end punctuation marks. **K.L.10.C**