

Grade K

Adopted 2019

Reading Standards for Literature

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text. [RL.K.1](#)
2. With prompting and support, retell familiar stories, including key details. [RL.K.2](#)
3. With prompting and support, identify characters, settings, and major events in a story. [RL.K.3](#)

Craft and Structure

4. Ask and answer questions about unknown words in a text. [RL.K.4](#)
5. Recognize common types of texts (e.g., storybooks, poems). [RL.K.5](#)
6. With prompting and support, define the role of the author and the illustrator of a story in telling the story. [RL.K.6](#)

Integration of Knowledge and Ideas

7. With prompting and support, make connections between the illustrations in the story and the text. [RL.K.7](#)
8. Not applicable to literature. [RL.K.8](#)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. [RL.K.9](#)

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding. [RL.K.10](#)

Reading Standards for Informational Text

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text. [RI.K.1](#)
2. With prompting and support, identify the main topic and retell key details of a text. [RI.K.2](#)
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. [RI.K.3](#)

Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text. **RI.K.4**
 5. Identify the front cover, back cover, and title page of a book. **RI.K.5**
 6. With prompting and support, define the role of the author and the illustrator of a text and present the ideas or information in a text. **RI.K.6**
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Integration of Knowledge and Ideas

7. With prompting and support, make connections between the illustrations and the text. **RI.K.7**
 8. With prompting and support, identify the reason(s) an author gives to support point(s) in a text. **RI.K.8**
 9. With prompting and support, identify similarities and differences between two texts on the same topic. **RI.K.9**
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Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding. **RI.K.10**
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Reading Standards for Foundational Skills

Print Concepts

1. Demonstrate understanding of the organization and basic features of print. **RF.K.1**
 - a. Follow words from left to right, top to bottom, and page by page. **RF.K.1.A**
 - b. Recognize that spoken words are represented in written language by specific sequences of letters. **RF.K.1.B**
 - c. Understand that words are separated by spaces in print. **RF.K.1.C**
 - d. Recognize and name all upper- and lowercase letters of the alphabet. **RF.K.1.D**
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Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **RF.K.2**
 - a. Recognize and produce rhyming words. **RF.K.2.A**
 - b. Count, pronounce, blend, and segment syllables in spoken words. **RF.K.2.B**
 - c. Blend and segment onsets and rimes of single-syllable spoken words. **RF.K.2.C**
 - d. 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/, /r/, or /x/.) **RF.K.2.D**
 - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **RF.K.2.E**

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words. **RF.K.3**
 - 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. **RF.K.3.A**
 - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. **RF.K.3.B**
 - c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). **RF.K.3.C**
 - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. **RF.K.3.D**
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Fluency

4. Read emergent-reader texts with purpose and understanding. **RF.K.4**
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Writing Standards

Text Types and Purposes

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., My favorite book is . . .). **W.K.1**
 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. **W.K.2**
 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. **W.K.3**
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Production and Distribution of Writing

4. Begins in grade 3. **W.K.4**
 5. With guidance and support, orally respond to questions and suggestions from adults and peers and add details to strengthen writing as needed. **W.K.5**
 6. With guidance and support from adults and peers, explore a variety of digital tools in participating in a production of a published writing. **W.K.6**
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Research to Build and Present Knowledge

7. With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). **W.K.7**
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **W.K.8**
9. Begins in grade 4. **W.K.9**

Range of Writing

10. Begins in grade 3. [W.K.10](#)

Speaking and Listening Standards

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [SL.K.1](#)
 - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). [SL.K.1.A](#)
 - b. Continue a conversation through multiple exchanges. [SL.K.1.B](#)
 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. [SL.K.2](#)
 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. [SL.K.3](#)
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Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. [SL.K.4](#)
 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. [SL.K.5](#)
 6. Speak audibly and express thoughts, feelings, and ideas clearly. [SL.K.6](#)
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Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. **L.1**
 - a. Print many upper- and lowercase letters. **L.1.A**
 - b. Use frequently occurring nouns and verbs. **L.1.B**
 - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). **L.1.C**
 - d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). **L.1.D**
 - e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). **L.1.E**
 - f. Produce and expand complete sentences in shared language activities. **L.1.F**
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.2**
 - a. Capitalize the first word in a sentence and the pronoun I. **L.2.A**
 - b. Recognize and name end punctuation. **L.2.B**
 - c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). **L.2.C**
 - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.2.D**

Knowledge of Language

3. Begins in grade 2. **L.K.3**

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. **L.4**
 - a. With guidance and support, identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). **L.4.A**
 - b. With guidance and support, use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. **L.4.B**
5. With guidance and support from adults, explore word relationships and nuances in word meanings. **L.5**
 - a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. **L.5.A**
 - b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). **L.5.B**
 - c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). **L.5.C**
 - d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. **L.5.D**
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. **L.6**