

# Grade K

Adopted 2014

**Foundational Skills:**  
**Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.** [CC.1.1](#)

## Book Handling

- A. Utilize book handling skills. [CC.1.1.K.A](#)
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## Print Concepts

- B. Demonstrate understanding of the organization and basic features of print. <ul><li>Follow words left to right, top to bottom, and page by page.</li><li>Recognize that spoken words are represented in written language by specific sequences of letters.</li><li>Understand that words are separated by spaces in print.</li><li>Recognize and name all uppercase and lowercase letters of the alphabet.</li></ul> [CC.1.1.K.B](#)
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## Phonological Awareness

- C. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul><li>Recognize and produce rhyming words.</li><li>Count, pronounce, blend, and segment syllables in spoken words.</li><li>Blend and segment onsets and rimes of single-syllable spoken words.</li><li>Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.</li></ul> [CC.1.1.K.C](#)
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## Phonics and Word Recognition

- D. Know and apply grade-level phonics and word analysis skills in decoding words. <ul><li>Demonstrate basic knowledge of one-to-one letter-sound correspondence.</li><li>Associate the long and short sounds with common spellings for the five major vowels.</li><li>Read grade-level high-frequency sight words with automaticity.</li><li>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li></ul> [CC.1.1.K.D](#)
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## Fluency

- E. Read emergent-reader text with purpose and understanding. [CC.1.1.K.E](#)
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**Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension,**

## Key Ideas and Details - Main Idea

- A. With prompting and support, identify the main idea and retell key details of text. [CC.1.2.K.A](#)

**vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.** CC.1.2

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### **Key Ideas and Details - Text Analysis**

- B. With prompting and support, answer questions about key details in a text. CC.1.2.K.B
- C. With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text. CC.1.2.K.C

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### **Craft and Structure - Text Structure**

- E. Identify parts of a book (title, author) and parts of a text (beginning, end, details). CC.1.2.K.E

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### **Craft and Structure - Vocabulary**

- F. With prompting and support, ask and answer questions about unknown words in a text. CC.1.2.K.F

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### **Integration of Knowledge and Ideas - Diverse Media**

- G. Answer questions to describe the relationship between illustrations and the text in which they appear. CC.1.2.K.G

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### **Integration of Knowledge and Ideas - Evaluating Arguments**

- H. With prompting and support, identify the reasons an author gives to support points in a text. CC.1.2.K.H

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### **Integration of Knowledge and Ideas - Analysis Across Texts**

- I. With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. CC.1.2.K.I

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### **Vocabulary Acquisition and Use**

- J. Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. CC.1.2.K.J
- K. Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content. CC.1.2.K.K

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### **Range of Reading**

- L. Actively engage in group reading activities with purpose and understanding. CC.1.2.K.L

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**Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and**

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### **Key Ideas and Details - Theme**

- A. With prompting and support, retell familiar stories including key details. CC.1.3.K.A

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### **Key Ideas and Details - Text Analysis**

- B. Answer questions about key details in a text. CC.1.3.K.B

**between texts with focus on textual evidence.** CC.1.3

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### **Key Ideas and Details - Literary Elements**

- C. With prompting and support, identify characters, settings, and major events in a story. CC.1.3.K.C

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### **Craft and Structure - Point of View**

- D. Name the author and illustrator of a story and define the role of each in telling the story. CC.1.3.K.D

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### **Craft and Structure - Text Structure**

- E. Recognize common types of text. CC.1.3.K.E

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### **Craft and Structure - Vocabulary**

- F. Ask and answer questions about unknown words in a text. CC.1.3.K.F

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### **Integration of Knowledge and Ideas - Sources of Information**

- G. Make connections between the illustrations and the text in a story (read or read aloud). CC.1.3.K.G

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### **Integration of Knowledge and Ideas - Text Analysis**

- H. Compare and contrast the adventures and experiences of characters in familiar stories. CC.1.3.K.H

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### **Vocabulary Acquisition and Use - Strategies**

- I. Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content. CC.1.3.K.I

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### **Vocabulary Acquisition and Use**

- J. Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. CC.1.3.K.J

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### **Range of Reading**

- K. Actively engage in group reading activities with purpose and understanding. CC.1.3.K.K

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**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.** CC.1.4

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### **Informative/Explanatory**

- A. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts. CC.1.4.K.A

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### **Informative/Explanatory - Focus**

- B. Use a combination of drawing, dictating, and writing to focus on one specific topic. CC.1.4.K.B

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**Informative/Explanatory - Content**

- C. With prompting and support, generate ideas and details to convey information that relates to the chosen topic. [CC.1.4.K.C](#)

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**Informative/Explanatory - Organization**

- D. Make logical connections between drawing and dictation/writing. [CC.1.4.K.D](#)

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**Informative/Explanatory - Style**

- E. With prompting and support, illustrate using details and dictate/write using descriptive words. [CC.1.4.K.E](#)

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**Informative/Explanatory - Conventions of Language**

- F. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - Capitalize the first word in a sentence and the pronoun I.
  - Recognize and use end punctuation.
  - Spell simple words phonetically.[CC.1.4.K.F](#)

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**Opinion/Argumentative**

- G. Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics. [CC.1.4.K.G](#)

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**Opinion/Argumentative - Focus**

- H. Form an opinion by choosing between two given topics. [CC.1.4.K.H](#)

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**Opinion/Argumentative - Content**

- I. Support the opinion with reasons. [CC.1.4.K.I](#)

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**Opinion/Argumentative - Organization**

- J. Make logical connections between drawing and writing. [CC.1.4.K.J](#)

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**Opinion/Argumentative - Conventions of Language**

- L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - Capitalize the first word in a sentence and the pronoun I.
  - Recognize and use end punctuation.
  - Spell simple words phonetically.[CC.1.4.K.L](#)

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**Narrative**

- M. Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events. [CC.1.4.K.M](#)

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**Narrative - Focus**

- N. Establish who and what the narrative will be about. [CC.1.4.K.N](#)

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**Narrative - Content**

- O. Describe experiences and events. [CC.1.4.K.0](#)

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**Narrative - Organization**

- P. Recount 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. [CC.1.4.K.P](#)

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**Narrative - Conventions of Language**

- R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - Capitalize first word in sentence and pronoun I.
  - Recognize and use end punctuation.
  - Spell simple words phonetically.[CC.1.4.K.R](#)

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**Production and Distribution of Writing - Writing Process**

- T. With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed. [CC.1.4.K.T](#)

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**Technology and Publication**

- U. With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers. [CC.1.4.K.U](#)

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**Conducting Research**

- V. Participate in individual or shared research projects on a topic of interest. [CC.1.4.K.V](#)

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**Credibility, Reliability, and Validity of Sources**

- W. With guidance and support, recall information from experiences or gather information from provided sources to answer a question. [CC.1.4.K.W](#)

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**Range of Writing**

- X. Write routinely over short time frames. [CC.1.4.K.X](#)

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**Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.** [CC.1.5](#)

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**Comprehension and Collaboration - Collaborative Discussion**

- A. Participate in collaborative conversations with peers and adults in small and larger groups. [CC.1.5.K.A](#)

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**Comprehension and Collaboration - Critical Listening**

- B. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. [CC.1.5.K.B](#)

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**Comprehension and Collaboration - Evaluating Information**

- C. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. [CC.1.5.K.C](#)

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**Presentation of Knowledge and Ideas - Purpose, Audience, and Task**

- D. Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume. **CC.1.5.K.D**

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**Presentation of Knowledge and Ideas - Context**

- E. Speak audibly and express thoughts, feelings, and ideas clearly. **CC.1.5.K.E**

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**Conventions of Standard English**

- G. Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content. **CC.1.5.K.G**