

## READING FOUNDATIONAL SKILLS

### Print Concepts

**RF.K.1**

- Demonstrate understanding of the organization and basic features of print to aid in comprehension.
- Follow words from left to right, top to bottom and page by page.
  - Recognize that spoken words are represented in written language by specific sequences of letters.
  - Recognize that words are separated by spaces in print.
  - Recognize and name all upper and lowercase letters of the alphabet.

## READING FOUNDATIONAL SKILLS

### Phonological Awareness

**RF.K.2**

- Demonstrate understanding of spoken words, syllables and sounds (phonemes).
- Recognize and orally produce rhyming words.
  - Count, pronounce, blend and segment syllables in spoken words.
  - Blend and segment onsets and rimes of single-syllable spoken words.
  - Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words.
  - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

## READING FOUNDATIONAL SKILLS

### Phonics and Word Recognition

**RF.K.3**

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
  - Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
  - Read common high-frequency words by sight.
  - Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ.

## READING FOUNDATIONAL SKILLS

### Fluency

**RF.K.4**

- Read fluently (accuracy, speed, and prosody) on grade-level to support comprehension.
- Read emergent-reader texts with purpose and understanding.

## READING STANDARDS for LITERATURE

### Key Ideas and Details

RL.K.1

With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.

## READING STANDARDS for LITERATURE

### Key Ideas and Details

RL.K.2

With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story.

## READING STANDARDS for LITERATURE

### Key Ideas and Details

RL.K.3

With prompting and support, identify characters, settings and major events in a story in order to make meaning of the story development.

## READING STANDARDS for LITERATURE

### Craft and Structure

RL.K.4

With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

## READING STANDARDS for LITERATURE

### Craft and Structure

RL.K.5	Recognize common structures of poems, stories and dramas.
--------	---

## READING STANDARDS for LITERATURE

### Craft and Structure

RL.K.6	With prompting and support, identify the author and illustrator of a story and explain how each tells the story.
--------	--

## READING STANDARDS for LITERATURE

### Integration of Knowledge and Ideas

RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear.
--------	---

## READING STANDARDS for LITERATURE

### Integration of Knowledge and Ideas

RL.K.8	(Not applicable to literature)
--------	--------------------------------

## READING STANDARDS for LITERATURE

### Integration of Knowledge and Ideas

RL.K.9

With prompting and support, compare/contrast the adventures and experiences of characters in stories.

## READING STANDARDS for LITERATURE

### Range of Reading and Level of Text Complexity

RL.K.10

With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.

## READING STANDARDS for INFORMATIONAL TEXT

### Key Ideas and Details

RI.K.1

With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.

## READING STANDARDS for INFORMATIONAL TEXT

### Key Ideas and Details

RI.K.2

With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.

## READING STANDARDS for INFORMATIONAL TEXT

### Key Ideas and Details

RI.K.3

With prompting and support, identify the individuals, events, ideas, or pieces of information presented over the course of a text.

## READING STANDARDS for INFORMATIONAL TEXT

### Craft and Structure

RI.K.4

With prompting and support, ask and answer questions about unknown words in a text.

## READING STANDARDS for INFORMATIONAL TEXT

### Craft and Structure

RI.K.5

Identify the front cover, back cover and title page of a book.

## READING STANDARDS for INFORMATIONAL TEXT

### Craft and Structure

RI.K.6

With prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text.

## READING STANDARDS for INFORMATIONAL TEXT

### Integration of Knowledge and Ideas

RI.K.7

With prompting and support, describe the relationship between visuals and the text.

## READING STANDARDS for INFORMATIONAL TEXT

### Integration of Knowledge and Ideas

RI.K.8

With prompting and support, identify the claim and the reasons an author gives to support claims in a text.

## READING STANDARDS for INFORMATIONAL TEXT

### Integration of Knowledge and Ideas

RI.K.9

With prompting and support, identify information from two or more texts on similar themes or topics.

## READING STANDARDS for INFORMATIONAL TEXT

### Range of Reading and Level of Text Complexity

RI.K.10

With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.

## HANDWRITING

### Progression

**HW.K.1** Print all upper and lowercase letters and numerals.

## COMPOSITION

### Text Types and Purposes

**C.K.1** Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.

- With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- Introduce the topic.
- Provide reasons with details to support the opinion.
- Use grade-appropriate transitions.
- Provide a concluding idea.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

## COMPOSITION

### Text Types and Purposes

**C.K.2** Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic.

- With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- Introduce the topic.
- Supply information to develop the topic.
- Use grade-appropriate conjunctions to develop text structure within sentences.
- Use grade-appropriate transitions to develop text structure across paragraphs.
- Provide a concluding idea.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

## COMPOSITION

### Text Types and Purposes

**C.K.3** Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- Recount a single event.
- Include details which describe actions, thoughts, emotions.
- Create a sense of closure.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

## COMPOSITION

### Production and Distribution

C.K.4

With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers.

## COMPOSITION

### Research to Build and Present Knowledge

C.K.5

With guidance and support, participate in shared research and writing projects.

## COMPOSITION

### Research to Build and Present Knowledge

C.K.6

With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.

## COMPOSITION

### Range of Writing

C.K.7

(Begins in grade 3)

## LANGUAGE

### Conventions of Standard English

L.K.1

- When writing or speaking, demonstrate appropriate use of:
- common nouns and verbs.
  - regular plural nouns by orally adding /s/ or /es/.
  - interrogative sentences using who, what, where, when, why and how.
  - sentences using common prepositions.
  - complete sentences.

## LANGUAGE

### Conventions of Standard English

L.K.2

- When writing:
- Capitalize the first word in a sentence and the pronoun I.
  - Recognize and name end punctuation.
  - Write a letter or letters for most consonant and short-vowel sounds.
  - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

## LANGUAGE

### Knowledge of Language

L.K.3

(Begins in grade 2)

## LANGUAGE

### Vocabulary Acquisition and Use

L.K.4

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- Identify homophones.
  - Identify common affixes and how they change the meaning of a word.
  - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## LANGUAGE

### Vocabulary Acquisition and Use

**L.K.5**

With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Demonstrate an understanding of verbs and adjectives and their antonyms.
- c. Demonstrate an understanding of verbs and adjectives and their synonyms.