

Kindergarten

1st Quarter Standards

Listed below are some of the Common Core Standards for language arts and math that we will be working on in the first quarter. During the course of the quarter, we will also be working on standards in other subject areas.

(Prints in **bold** are the targeted benchmarks for the quarter.)

LANGUAGE ARTS: Students should be able to

Reading: Literature

- Ask and answer questions about key details in a text.
- With prompting and support, identify **characters**, setting and major events
- Actively engage in group reading activities with purpose and understanding

Reading: Informational Text

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

Reading: Foundational Skills

- Demonstrate understanding of the organization and basic features of print.
 - 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.
 - Understand that words are separated by spaces in print.
 - Recognize and name all upper and lower case letters of the alphabet (Expectation is 3 of each)
- 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. (Expectation is 3 of each)
 - Associate the long and **short** sounds with common spellings (graphemes) for the 5 major vowels.
 - Read common high-frequency words by sight. (Expectation is 5)
- Read emergent-reader texts with purpose and understanding.

Writing

- 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 occur, and provide a reaction to what happened.
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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Speaking and Listening

- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - Follow agreed-upon rules for discussions (listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.
- Confirm understanding of texts 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.
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Describe familiar people, places, things, and events and with prompting and support, provide additional details.
- Add drawings or other visual displays to descriptions to provide additional detail.
- Speak audibly and express thoughts, feelings, and ideas clearly.

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Print many upper and lower case letters.
 - Use frequently occurring nouns and verbs.
 - Form regular plural nouns by orally adding /s/ or /es/ (e.g. dog – dogs; wish – wishes)
- With guidance and support from adults, explore word relationships and nuances in word meanings.
 - Sort common objects into categories (e.g. shapes, food) to gain a sense of the concepts that categories represent.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

MATH: Students should be able to

Counting and Cardinality

- Count to 100 by ones and tens. (Expectation is up to 10)
- Understand the relationship between numbers and quantities; connect counting to cardinality.
 - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
 - Understand that the last number name says the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
 - Understand that each successive number name refers to a quantity that is one larger.

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Counting and Cardinality (cont)

- Count to answer “how many?” questions about as many as 6 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1- 10 count out that many objects.

Geometry

- Correctly name shapes regardless of their orientation or overall size. (By the end of the year, students should know the following shapes: **square, circle, triangle, rectangle, hexagon, rhombus, trapezoid, oval**, cube, cone, cylinder, sphere)

SOCIAL STUDIES: Students should be able to

Political Science/Civics

- Identify rules that apply in different settings and the results from complying or not complying with these rules.
- Describe his or her rights and demonstrate responsibilities of self in classroom, school, and neighborhood settings
- Demonstrates ways to improve the quality of life in own school or community

SCIENCE: Students should be able to

We are learning to observe and describe the weather.

- Use and share observations of local weather conditions to describe patterns over time.
- Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.