

Kindergarten

3rd Quarter Standards

Listed below are some of the Common Core Standards for language arts and math that we will be working on in the second 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

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, retell familiar stories, including key details.
- With prompting and support, identify characters, setting and major events
- Ask and answer questions about unknown words.
- Recognize common types of texts.
- With prompting and support, name the author and illustrator of the story and define the role of each in telling the story.
- With prompting and support, describe the relationship between illustrations and the story in which they appear.
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- Actively engage in group reading activities with purpose and understanding

Reading: Informational Text

- With prompting and support, ask and answer questions about key details.
- With prompting and support, identify the main topic and retell key details of the text.
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- With prompting and support, ask and answer questions about unknown words in a text.
- Identify the front cover, back cover and title page of a book.
- Name the author and illustrator of the story and define the role of each in presenting the ideas or information in a text.
- With prompting and support, describe the relationship between illustrations and the text in which they appear.
- With prompting and support, identify the reasons an author gives to support points in a text.
- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- Actively engage in group reading activities with purpose and understanding

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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 26 of each)
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
 - Recognize and 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 CVC words (e.g. map, sit)
 - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- 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 26 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 26)
- Read emergent-reader texts with purpose and understanding.

Writing

- 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 . . .).
- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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.

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Speaking and Listening (cont)

- 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).
 - Understand and use question words. (who, what, when, where, why, how)
 - Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
 - Produce and expand complete sentences in shared language activities.
- Demonstrate command of the convention of standard English capitalization, punctuation and spelling 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 (phonemes).
 - Spell simple words phonetically, drawing on knowledge of sound letter relationships.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - Identify new meanings for familiar words and apply them accurately. (e.g., knowing duck is a bird and learning the verb to ducks)
- 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.
 - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - Identify real-life connections between words and their use.
 - Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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MATH: Students should be able to

Counting and Cardinality

- Count to 100 by ones and tens. (Expectation is up to 50)
- Count forward beginning from a given number within the known sequence. (Instead of having to begin at 1)
- Write numbers from 0-15. Represent a number of objects with a written numeral 0-15.
- 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 tells 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.
- Count to answer "how many?" questions about as many as 15 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- 15, count out that many objects.
- Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group.
- Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking

- Represent addition and subtraction in a variety of ways with objects, fingers, mental images, drawings, sounds, expressions, or equations.
- Solve addition and subtraction word problems and add and subtract within 10 (use objects or drawings to represent the problem)
- Decompose (i.e., "break apart") numbers less than or equal to 10 into pairs in more than one way and record each pair using a drawing or equation.
- For any number 1-9 find the number that "makes 10" when added to a given number by using objects or drawings and record the answer with a drawing or equation.

Number and Operations in Base Ten

- Compose and decompose numbers from 11-19 into ten ones and some further ones; understand that these numbers are composed of ten ones and 1, 2, 3, 4, 5, 6, 7, 8, 9 ones.

Measurement and Data

- Describe measurable attributes of objects (e.g., **length** or weight). Describe several measurable attributes of a single object.
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Measurement and Data (cont)

- Directly compare two objects with a measurable attribute in common, to see which objects have “more of”/”less of” the attribute, and describe the difference.
- Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Geometry

- Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- 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)
- Identify shapes as two-dimensional (“flat”) or three-dimensional (“solid”).
- Analyze and compare two-and three-dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.
- Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- Compose simple shapes to form larger shapes.

SOCIAL STUDIES: Students should be able to

Cultural Anthropology

- Explain how and why people from different cultures observe different holidays/celebrations.

SCIENCE: Students should be able to

5 Senses

- Use the senses to make observations.
- Ask questions about the world around them.

Push and Pull

- Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.