

Kindergarten Standards by Quarter, 2017-2018 (3-31-17)

Power Standards	SC-CCR	Q1	Q2	Q3	Q4	SC-CCR Indicators	Parent Friendly Standards	Essential Rating
ELA								
I can read a variety of fiction books on a Kindergarten level.	K-RL.4.2				X	Read emergent texts orally with accuracy, appropriate rate, and expression.	Read grade level fiction texts independently.	
	K-RL.5.1		X			With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.	Ask and answer questions after listening to stories.	
	K-RL.5.2		X			With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	Ask and answer questions to make predictions about stories.	
	K-RL.6.1	X				Describe the relationship between illustrations and the text.	Use the illustrations to help me tell the story.	
	K-RL.7.1		X			With guidance and support, retell a familiar text; identify beginning, middle, and end in a text heard or read.	Retell a story.	
	K-RL.7.2			X		Read or listen closely to compare familiar texts.	Compare familiar texts.	
	K-RL.8.1a	X				With guidance and support, read or listen closely to describe characters and their actions.	Describe characters in a book.	
	K-RL.8.1b	X				With guidance and support, read or listen closely to compare characters' experiences to those of the reader.	Compare characters in a book.	
	K-RL.8.1c	X				With guidance and support, read or listen closely to describe setting.	Describe the setting of the book.	
	K-RL.8.1d				X	With guidance and support, read or listen closely to identify the problem and solution.	Identify the problem and solution in a story.	
	K-RL.8.1e				X	With guidance and support, read or listen closely to identify the cause of an event.	Identify the cause of an event in a story.	
	K-RL.9.2				X	With guidance and support, identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.	Identify how an author's words and illustrations affect our emotions.	
	K-RL.10.1			X		With guidance and support, ask and answer questions about known and unknown words.	Ask and answer questions about new words in a story.	
	K-RL.11.1		X			Identify the author and illustrator and define the role of each.	Tell who the author and illustrator are and what they do.	
	K-RL.11.2			X		Identify who is telling the story, the narrator or characters.	Identify who is telling the story, the narrator or characters.	

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	K-RL.12.1		X			Recognize and sort types of literary texts.	Tell the difference between types of texts.	
	K-RL.12.2			X		Recognize the crafted text structure of recurring phrases.	Recognize that books have similar reading patterns.	
	K-RL.13.1	X				Engage in whole and small group reading with purpose and understanding.	Participate in whole and small group reading.	
	K-RL.13.2				X	Read independently for sustained periods of time to build stamina.	Read independently for an extended period of time.	
	K-RL.13.3	X				Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	Participate in group fiction reading activities.	
I can read a variety of informational books on a Kindergarten level.	K-RI.4.2				X	Read emergent texts orally with accuracy, appropriate rate, and expression.	Read grade level nonfiction texts independently.	
	K-RI.5.1			X		With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.	Ask and answer questions after reading nonfiction.	
	K-RI.5.2			X		With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	Ask and answer questions to make predictions about nonfiction stories.	
	K-RI.6.1			X		With guidance and support, retell the central idea and identify key details to summarize a text heard, read, or viewed.	Tell the main topic and details in a nonfiction book.	
	K-RI.7.1		X			With guidance and support, compare topics or ideas within a thematic or author study heard, read, or viewed.	Compare themes or ideas within informational texts.	
	K-RI.9.1			X		With guidance and support, ask and answer questions about known and unknown words.	Ask and answer questions about new words in nonfiction texts.	
	K-RI.9.2				X	With guidance and support, identify new meanings for familiar words and apply them accurately.	Identify new meanings for familiar words.	
	K-RI.10.1			X		Identify the author and illustrator and define the role of each.	Name the author and illustrator of a nonfiction book and explain their jobs.	
	K-RI.11.1			X		With guidance and support, explore informational text structures within texts heard or read.	Explore informational texts.	
	K-RI.11.2				X	With guidance and support, identify the reasons an author gives to support a position.	Find the reasons an author gives to support his or her ideas in nonfiction text.	

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	K-RI.12.1			X		Engage in whole and small group reading with purpose and understanding.	Engage in class nonfiction reading activities.	
	K-RI.12.2			X		Read independently for sustained periods of time.	Read nonfiction texts independently for an extended period of time.	
	K-RI.12.3			X		Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	Read and respond to nonfiction texts.	
I can identify the basic features of print.	K-RL.1.1, K-RI.1.1		X			Follow words from left to right, top to bottom, and front to back.	Follow words from left to right, top to bottom, and page by page.	
	K-RL.1.2, K-RI.1.2		X			Recognize that spoken words are represented in written language by specific sequences of letters.	Understand that letters go together to make words.	
	K-RL.1.3, K-RI.1.3		X			Understand that words are separated by spaces in print.	Understand that there are spaces between words.	
	K-RL.1.4, K-RI.1.4		X			Recognize and name all upper- and lowercase letters of the alphabet.	Recognize and name all upper- and lower case letters.	
	K-RI.8.2				X	With guidance and support, use front cover, title page, illustrations/photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.	Identify the parts of a nonfiction text.	
	K-W.6.3		X			Recognize that print moves from left to right and that there are spaces between words.	Write from left to right and leave spaces between words.	
I can use what I know about rhyming, syllables, sounds, and word analysis	K-RL.2.1, K-RI.2.1			X		Recognize and produce rhyming words.	Recognize and make rhyming words.	
	K-RL.2.2, K-RI.2.2			X		Count, pronounce, blend, and segment syllables in spoken words.	Count and divide words into syllables.	
	K-RL.2.3, K-RI.2.3			X		Blend and segment onsets and rimes of single-syllable spoken words.	Blend and divide onsets and rimes of single-syllable words.	
	K-RL.2.4, K-RI.2.4			X		Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.	Find and say the initial sound, middle vowel, and last sound in simple words.	
	K-RL.2.5, K-RI.2.5			X		Add or substitute individual sounds in simple, one-syllable words to make new words.	Change a consonant or a vowel sound to make new words.	
	K-RL.3.1, K-RI.3.1		X			Produce one-to-one letter-sound correspondences for each consonant.	Make the most common sound for each consonant.	
	K-RL.3.2, K-RI.3.2				X	Associate long and short sounds of the five major vowels with their common spellings.	Match the most common long and short vowel sounds with common spellings.	

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Word analysis to read Kindergarten level books.	K-RL.3.3, K-RI.3.3				X	Read regularly spelled one-syllable words.	Read one-syllable words.	
	K-RL.3.4, K-RI.3.4				X	Distinguish between similarly spelled consonant-vowel-consonant-patterned words by identifying the sounds of the letters that differ.	Tell the difference between similarly spelled words based on their letter sounds.	
	K-RL.3.5, K-RI.3.5				X	Read common high-frequency words.	Read common high-frequency words.	
	K-RL.4.1, K-RI.4.1		X	X		Read emergent-reader texts with purpose and understanding.	Read grade level texts with purpose and understanding.	
	K-RL.9.1				X	With guidance and support, identify the literary devices of repetitive language and the sound devices of rhyme, onomatopoeia, and alliteration; identify when the author uses each.	Tell when the author uses rhyme, onomatopoeia, and alliteration.	
I can write to express my opinion, tell a story, and explain information.	K-W.1.1				X	Use a combination of drawing, dictating, and writing to state the topic and communicate an opinion about it.	Write, draw, and tell my opinion.	
	K-W.1.2				X	With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	Plan, revise, and edit opinion writing with guidance and support.	
	K-W.2.1			X		Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply information about the topic.	Write, draw, and tell to teach about a topic.	
	K-W.2.2			X		With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	Plan, revise, and edit information writing with guidance and support.	
	K-W.3.1		X			Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and to provide a reaction to what happened.	Draw, tell, and write about a single event or several loosely linked events.	
	K-W.3.2		X			With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	Plan, revise, and edit narrative writing.	
	K-W.5.5			X		Consult print and multimedia resources to check and correct spellings.	Use resources to check spelling.	
	K-W.6.1				X	With guidance and support, write routinely and persevere in writing tasks for a variety of purposes and audiences.	Write for an extended period of time.	
I can work with a partner to	K-C.2.1				X	With guidance and support, recall information from experiences or gather information from sources to ask and answer questions.	Answer a question by remembering or gathering information from sources.	

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research, gather information, and use different sources.	K-C.2.2				X	With guidance and support, participate in shared research exploring a variety of texts; express opinions and talk about findings.	Help my class research, write, and share my opinion for a project.	
	K-C.3.1			X		Explore how ideas and topics are depicted in a variety of media and formats.	Explore information through a variety of sources.	
	K-W.6.4		X			Locate letter keys on an electronic device.	Locate letter keys on an electronic device to type simple messages.	
I can speak clearly and effectively while respecting others' perspectives.	K-C.1.1	X				Explore and create meaning through play, conversation, drama, and story-telling.	Create meaning through play and conversation.	
	K-C.1.2		X			Practice the skills of taking turns, listening to others, and speaking clearly.	Listen to others, take turns speaking, and stay on topic.	
	K-C.1.3	X				Practice verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.	Practice using volume, tone, eye contact, facial expressions, and posture during conversations.	
	K-C.1.4		X			Participate in conversations with varied partners about focused grade level topics and texts in small and large groups.	Speak clearly and take turns when talking with others.	
	K-C.1.5		X			Explain personal ideas and build on the ideas of others by responding and relating to comments made.	Participate in a conversation by responding more than once.	
	K-C.3.2		X			Use appropriate props, images, or illustrations to support verbal communication.	Use drawings to add details.	
	K-C.4.1	X				Identify speaker's purpose.	Identify why someone is talking.	
	K-C.4.2				X	Identify the introduction and conclusion of a presentation.	Identify the beginning and ending of a presentation.	
	K-C.4.3		X			Identify when the speaker uses intonation and word stress.	Identify when a speaker changes his voice to emphasize important things.	
	K-C.5.1		X			Use voice inflection, expression, rhythm, and rhyme, when presenting poems, short stories, role-plays, or songs.	Speak with expression when presenting poems or songs.	
I can use the	K-W.4.1				X	With guidance and support, use nouns.	Use nouns and verbs.	
	K-W.4.2				X	With guidance and support, form regular plural nouns orally by adding /s/ or /es/.	Say regular plural nouns.	
	K-W.4.3				X	With guidance and support, understand and use interrogatives.	Understand and use question words.	
	K-W.4.4				X	With guidance and support, use verbs.	Use verbs in writing.	
	K-W.4.5			X		With guidance and support, use adjectives.	Use adjectives in writing.	
	K-W.4.6				X	With guidance and support, use prepositional phrases.	Use common prepositions in writing.	

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I can use the conventions of standard English grammar and usage.	K-W.4.7			X		With guidance and support, use conjunctions.	Use conjunctions in writing.	
	K-W.4.8				X	Produce and expand complete sentences.	Make complete sentences in writing.	
	K-W.5.1			X		Capitalize the first word in a sentence and the pronoun I.	Capitalize the first word in a sentence and the word I.	
	K-W.5.2			X		Recognize and name end punctuation.	Recognize and name end punctuation.	
	K-W.5.3			X		Write letter(s) for familiar consonant and vowel sounds.	Write a letter or letters for most consonant sounds and most short vowel sounds.	
	K-W.5.4			X		Spell simple words phonetically.	Use what I know about phonics to write words.	
	K-W.6.2				X	Print upper- and lowercase letters.	Print many upper- and lowercase letters.	
I can use strategies to figure out unknown words and phrases.	K-RL.3.6, K-RI.3.6				X	Recognize grade-appropriate irregularly spelled words.	Read grade level high frequency words.	
	K-RL.4.3, K-RI.4.3			X	X	Use pictures cues to confirm or self-correct word recognition and understanding.	Use pictures to self-correct in reading.	
	K-RL.10.2, K-RI.9.2				X	With guidance and support, identify new meanings for familiar words and apply them accurately.	Tell the meaning of unknown and multiple meaning Kindergarten words.	
	K-RL.10.3, K-RI.9.3				X	With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.	Use common beginnings and endings to help me determine what a word means.	
	K-RL.10.4			X		With guidance and support, identify the individual words used to form a compound word.	Identify the two words used to make a compound word.	
	K-RL.10.5				X	With guidance and support, use print and multimedia resources to explore word relationships and nuances in word meanings.	Understand that words have different meanings in texts.	
	K-RI.9.4				X	With guidance and support, use print and multimedia resources to explore word relationships and meanings.	Understand that words have different meanings in texts.	
	K-RL.10.6, K-RI.9.5		X			With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.	Use strategies to figure out unknown words and phrases.	
	K-RI .8.1			X		With guidance and support, identify words, phrases, illustrations, and photographs used to provide information.	Use words, phrases, and pictures to provide information in nonfiction texts.	

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Inquiry-Based Literacy Standards 1-5 These standards, like Math Process Standards, are mainly ELA standards but can be embedded in all subject areas. Therefore, they will not be taught in isolation nor graded on the report card in isolation.							
Math							
I can count by ones to 20*	K.NS.1	X				Count forward by ones and tens to 100.	Count to 100 by ones and tens.
I can count by ones to 50*	K.NS.1		X			Count forward by ones and tens to 100.	Count to 100 by ones and tens.
I can count by ones and tens to 100 from any number*	K.NS.1			X		Count forward by ones and tens to 100.	Count to 100 by ones and tens.
	K.NS.2				X	Count forward by ones beginning from any number less than 100.	Count forward starting at a given number 0-100.
I can read, write, and represent amounts with a written number *	K.NS.3			X		Read numbers from 0-20 and represent a number of objects 0-20 with a written numeral.	Write numbers 0-20 and write a number for a group of 0 to 20 objects.
	K.NS.4		X			Understand the relationship between number and quantity. Connect counting to cardinality.	Count using one to one match.
I can count to tell the number of objects.	K.NS.4a		X			Demonstrate an understanding that the last number said tells the number of objects in the set (cardinality).	Understand that the last object counted tells the number of objects in a group.
	K.NS.4b		X			The number of objects is the same regardless of their arrangement or the order in which they are counted (conservation of number)	Understand that the number of objects in a group can be rearranged and the total number will be the same.
	K.NS.4c		X			Demonstrate an understanding that each successive number name refers to a quantity that is one more and each previous number name refers to a quantity that is one less.	Understand that adding an object to a group will make the total number one bigger.

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	K.NS.5		X			Count a given number of objects from 1-20 and connect this sequence in a one-to-one manner.	Name a group of objects by using a number.	
	K.NS.6			X		Recognize a quantity of up to 10 objects in an organized arrangement (subitizing).	Recognize an organized group of up to 10 objects.	
I can compare numbers up to ten.	K.NS.7			X		Determine whether the number of up to ten objects in one group is more than, less than, or equal to the number of up to ten objects in another group using matching and counting strategies.	Tell if a group of objects in one group is greater than, less than or equal to a group of objects in another group.	
	K.NS.8			X		Compare two written numerals up to 10 using <i>more than</i> , <i>less than</i> , or <i>equal to</i> .	Compare two written numbers between 10 and 10.	
	K.NS.9		X			Identify 1st-5th and last positions in a line of objects.	Identify 1st-5th and last position in a line of objects.	
I can understand addition and subtraction.	K.ATO.1			X	X	Model situations that involve addition and subtraction within 10 using objects, fingers, mental images, drawings, acting out situations, verbal explanations, expressions, and equations.	Use objects, fingers, and pictures to help me show addition and subtraction.	
	K.ATO.2				X	Solve real-world/story problems using objects and drawings to find sums up to 10 and differences within 10.	Solve addition and subtraction word problems within 10.	
	K.ATO.3				X	Compose and decompose numbers up to 10 using objects, drawings, and equations.	Take apart numbers less than or equal to 10 and show my work.	
	K.ATO.4				X	Create a sum of 10 using objects and drawings when given one of two addends 1-9.	Find the number that is added to 1 through 9 to make 10. Use objects or drawings to show my answer.	
	K.ATO.5				X	Add and subtract fluently within 5.	Add and subtract within 5.	
I can describe simple repeating patterns. *	K.ATO.6	X				Describe simple repeating patterns using AB, AAB, ABB, ABC type patterns	Describe simple repeating patterns.	
I can show that numbers 11-19 are a group of ten and extra ones.	K.NSBT.1				X	Compose and decompose numbers from 11-19 separating ten ones from the remaining ones using objects and drawings.	Put together and take apart numbers from 11-19 by naming and writing equations by using tens and ones.	
I can describe and compare objects by size	K.MDA.1	X				Identify measureable attributes (length, weight) of an object.	Describe how an object can be measured.	
	K.MDA.2	X				Compare objects using words such as shorter/longer, shorter/taller, and lighter/heavier.	Compare how two objects are similar or different.	

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Objects by size, length, and weight.	K.MDA.3		X			Sort and classify data into 2 or 3 categories with data not to exceed 20 items in each category.	Place objects into categories, count the number of objects in categories, and sort by the number of objects in categories.	
I can sort objects into categories and compare the amounts.	K.MDA.4		X			Represent data using object and picture graphs and draw conclusions from the graphs.	Use objects and pictures to graph information and draw conclusions about the graph.	
I can name and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	K.G.1	X				Describe positions of objects by appropriately using terms, including below, above, beside, between, inside, outside, in front of, or behind.	Find, tell about, and compare shapes around me using words such as, above, below, beside, in front of, behind, and next to.	
	K.G.2	X				Identify and describe a given shape and shapes of objects in everyday situations to include two-dimensional shapes (i.e. triangle, square, rectangle, hexagon, and circle) and three-dimensional shapes (i.e. cone, cube, cylinder, and sphere)	Name and describe: squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres.	
	K.G.3		X			Classify shapes as two-dimensional/flat or three-dimensional/solid and explain the reasoning used.	Identify shapes as 2D or 3D.	
	K.G.4		X			Analyze and compare two- and three-dimensional shapes of different sizes and orientations using informal language.	Tell about and compare 2D and 3D shapes and different sizes and orientations.	
I can create a shape and put two or more shapes together to make a new shape.	K.G.5				X	Draw two-dimensional shapes (i.e. square, rectangle, triangle, hexagon, and circle) and create models of three-dimensional shapes (i.e. cone, cube, cylinder, and sphere).	Draw and make shapes using materials like sticks and clay.	
Social Studies								
I can explain why I have to	SS.K.2.1	X				Explain the purpose of rules and laws and the consequences of breaking them.	Tell why we have rules and what happens if I break them.	
	SS.K.2.2	X				Summarize the roles of authority figures in a child's life, including those of parents and teachers.	Explain what grown-ups do to help me.	

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Why I have to follow rules, obey those in charge at home and school, and how they keep me safe.	SS.K2.3	X			Identify authority figures in the school and the community who enforce rules and laws that keep people safe, including crossing guards, bus drivers, firefighters, and police officers.	Tell who is in charge in my school and community and how they keep me safe (crossguards/safety patrol, bus drivers, firefighters, police officers).	
	SS.K2.4			X	Explain how following rules and obeying authority figures reflect qualities of good citizenship, including honesty, responsibility, respect, fairness, and patriotism.	Explain why I have to follow rules, obey those in charge, and how to be a good citizen by showing honesty, responsibility, respect, fairness, and patriotism.	
I can tell the difference between how kids lived long ago and today	SS.K4.1		X		Compare the daily lives of children and their families in the past and in the present.	Tell the difference between how kids lived long ago and today.	
	SS.K4.2		X		Explain how changes in modes of transportation and communication have affected the way families live and work together.	Tell how communication and transportation have changed the way families live and work.	
	SS.K4.3			X	Recognize the ways that community businesses have provided goods and services for families in the past and do so in the present.	Explain how community businesses provide goods and services for families long ago and today.	
	SS.K4.4			X	Recognize that families of the past have made choices to fulfill their wants and needs and that families do so in the present.	Explain how families long ago and today decided how to meet their needs and wants.	
I can show where I live, go to school, and other important places in my community on a map.	SS.K1.1		X		Identify the location of his or her home, school, neighborhood, and city or town on a map.	Show where I live (city/state), go to school, and other important places in my community on a map.	
	SS.K1.2		X		Illustrate the features of his or her home, school, and neighborhood by creating maps, models, and drawings.	Make a map, model, or drawing of my home, school, and neighborhood.	
	SS.K1.3		X		Identify his or her personal connections to places, including home, school, neighborhood, and city or town.	Talk about where I go and what I do in my home, school, neighborhood, and city.	
	SS.K1.4		X		Recognize natural features of his or her environment (e.g., mountains and bodies of water).	Tell where land, mountains, and bodies of water are on a map.	
I can name the symbols for the U.S., reasons for	SS.K3.1			X	Recognize the significance of symbols of the United States that represent its democratic values, including the American flag, the bald eagle, the Statue of Liberty, the Pledge of Allegiance, and "The Star-Spangled Banner."	Tell why the following U.S. symbols are important: American flag, bald eagle, Statue of Liberty, Pledge of Allegiance, and "The Star-Spangled Banner".	

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celebrating the holidays, tell about important Americans, and display good citizenship.	SS.K3.2			X		Identify the reasons for our celebrating national holidays, including Veterans Day, Thanksgiving, Martin Luther King Jr. Day, President's Day, Memorial Day, and Independence Day.	Tell why we celebrate Veteran's Day, Thanksgiving, Martin Luther King Jr. Day, President's Day, Memorial Day, and Independence Day.	
	SS.K3.3			X		Describe the actions of important figures that reflect the values of American democracy , including George Washington, Abraham Lincoln, Susan B. Anthony, Rosa Parks, and Martin Luther King Jr.	Tell about George Washington, Abraham Lincoln, Susan B. Anthony, Rosa Parks, and Martin Luther King Jr. and why they are important to our country.	
Science								
I can show that I understand organisms and how they depend on the environment.	K.L.2A.1				X	Obtain information to answer questions about different organisms found in the environment (such as plants, animals or fungi).	Answer questions about plants, animals, and fungi.	
	K.L.2A.2				X	Conduct structured investigations to determine what plants need to live and grow (including water and light).	Explore what plants need to live and grow (including water and light).	
	K.L.2A.3				X	Develop and use models to exemplify how animals use their body parts to (1) obtain food and other resources, (2) protect themselves, and (3) move from place to place.	Create and use models to explain how animals use their body parts to eat, protect themselves, and move.	
	K.L.2A.4	X				Analyze and interpret data to describe how humans use their senses to learn about the world around them.	Explore how humans use their senses to learn about the world.	
	K.L.2A.5				X	Construct explanations from observations of what animals need to survive and grow (including air, water, nutrients, and shelter).	Explain what animals need to survive and grow.	
	K.L.2A.6				X	Obtain and communicate information about the needs of organisms to explain why they live in particular areas.	Explain how living things choose where to live based on their needs.	
I can explain daily and seasonal weather patterns.	K.E.3A.1			X		Analyze and interpret local weather condition data (including precipitation, wind, temperature, and cloud cover) to describe weather patterns that occur from day to day, using simple graphs and pictorial weather symbols.	Use graphs to describe weather changes from day to day	
	K.E.3A.2			X		Develop and use models to predict seasonal weather patterns and changes.	Create and use models to predict seasonal weather patterns and changes.	
	K.E.3A.3				X	Obtain and communicate information to support claims about how changes in seasons affect plants and animals.	Explain how changes in seasons affect plants and animals.	
	K.E.3A.4			X		Define problems caused by the effects of weather on human activities and design solutions or devices to solve the problem.	Identify and try to solve human problems related to weather.	

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I can describe the qualitative properties of various objects.	K.P.4A.1		X		Analyze and interpret data to compare the qualitative properties of objects (such as size, shape, color, texture, weight, flexibility, attraction to magnets, or ability to sink or float) and classify object bases on similar proprties.	Look at data to compare and sort objects based on their size, shape, color, texture, weight, flexibility, attraction to magnets, or ability to sink or float.	
	K.P.4A.2		X		Develop and use models to describe and compare the properties of different materials (including wood, plastic, metal, cloth, and paper) and classify materials by their observable properties, by their uses, and by whether they are natural or human-made.	Describe, compare, and sort different materials.	
	K.P.4A.3		X		Conduct structured investigations to answer questions about which materials have the properties that are best suited to solve a problem or need.	Explore and answer questions about which materials would be best to solve a problem.	