



Kindergarten Priority Standards

READING: Literature

- RL2** With prompting and support, retell familiar stories, including key details.
- RL5** Recognize common types of texts.
- RL7** With prompting and support describe the relationship between illustrations and the story in which they appear

READING: Informational Text

- RI2** With prompting and support, identify the main topic and retell key details of a text.

READING: Foundational Skills

- RF1** Demonstrate understanding of the organization and basic features of print. A. Follow words from left to right, top to bottom, and page by page B. Recognize that spoken words are represented in written language by specific sequences of letters. C. Understand that words are separated by spaces in print. D. Recognize and name all upper- and lowercase letters of the alphabet.
- RF2** Demonstrate understanding of spoken words syllables, and sounds (phonemes). A. Recognize and produce rhyming words. B. Count, pronounce, blend, and segment syllables in spoken words. C. Blend and segment onsets and rimes of single-syllable spoken words. D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words (This does not include CVCs ending with /l/, /r/, or /x/.) E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF3** Know and apply grade-level phonics and word analysis skills in decoding words. A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. B. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. C. Read common high-frequency words by sight (e.g., the, of to, you, she, my is are, do, does). Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- RF4** Read emergent-reader texts with purpose and understanding.

WRITING

- W1** 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
- W2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

- W3** 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 occurred, and provide a reaction to what happened.

LANGUAGE

- L1** Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 1.a Print many upper- and lowercase letters. 1.b Use frequently occurring nouns and verbs. 1.c : Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). 1.d : Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f Produce and expand complete sentences in shared language activities.
- L2** Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize the first word in a sentence and the pronoun I. B. Recognize and name end punctuation. C. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

SPEAKING AND LISTENING

- SL1** Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers adults in small and larger groups.

MATH: Counting and Cardinality

- CC1** Know number names and the count sequence. Count to 100 by ones and by tens.
- CC2** Know number names and the count sequence. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- CC3** Know number names and the count sequence. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
- CC4** Count to tell the number of objects. Understand the relationship between numbers and quantities; connect counting to cardinality. (A) 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. (B) Understand that the last number name said 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. (C) Understand that each successive number name refers to a quantity that is one larger.
- CC5** Count to tell the number of objects. Count to answer “how many?” questions about as many as 20 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 1-20, count out that many objects.
- CC6** Compare numbers. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)
- CC7** Compare numbers. Compare two numbers between 1 and 10 presented as written numerals.

MATH: Numbers and Operations Base 10

- NBT1** Compose and decompose numbers from 11 to 19 into ten ones and some further one, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

MATH: Operations and Algebraic Thinking

- OA1** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.

- OA2** Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- OA3** Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

MATH: Measurement and Data

- MD2** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.
- MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

MATH: Geometry

- G4** Analyze and compare two and three dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, difference, parts and other attributes.
- G6** Compose simple shapes to form larger shapes.