

THIRD QUARTER COMMON CORE AND ESSENTIAL STANDARDS

Reading	
K.L.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. use frequently occurring nouns and verbs.
K.L.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. form regular plural nouns orally by adding /s/ or /es/ (ex. dog, dogs; wish, wishes)
K.L.1e	Demonstrate command of the conventions of standard English grammar usage when writing or speaking. e. use the most frequently occurring prepositions (e.g. to, from, in, at, on, off, for, of, by, with)
K.L.1f	Demonstrate command of the conventions of standard English grammar usage when writing or speaking. f. produce and expand complete sentences in shared language activities.
K.L.2a	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.
K.L.2c	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. c. write a letter or letters for most consonant and short-vowel sounds (phonemes).
K.L.2d	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. d. spell simple words phonetically, drawing on knowledge of sound-letter relationships
K.L.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. c. identify real-life connections between words and their use (ex. note places at school that are colorful).
K.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
K.RFS.3a	Know and apply grade-level phonics and word analysis skills in decoding words. a. demonstrate basic knowledge of one-to-one correspondence by producing the primary or many of the most frequent sounds for each consonant
K.RFS.3b	Know and apply grade level phonics and word analysis skills in decoding words. b. associate the long and short sounds with the common spelling (graphemes) for the five major vowels.
K.RFS.3c	Know and apply grade level phonics and word analysis skills in decoding words. c. read common high-frequency words by sight (ex. the, of, to, you, she, my, is, are, do, does)
K.RFS.4	Read emergent reader texts with purpose and understanding.
K.RIT.2	With prompting and support, identify the main topic and retell key details of a text.
K.RIT.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
K.RIT.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
K.RIT.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text and illustration depicts).
K.RIT.8	With prompting and support, identify reasons an author gives support points in a text.
K.RIT.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
K.RL.2	With prompting and support, retell familiar stories, including key details.

K.SL.1b	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. b. continue a conversation through multiple exchanges.
K.SL.2	Confirm understanding of a text 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.
K.SL.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
K.SL.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
Writing	
K.W.2	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.
K.W.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
K.W.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
K.W.7	Participate in shared research and writing projects (ex. explore a number of books by a favorite author and express opinions about them).
K.W.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Mathematics	
K.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .
K.G.2	Correctly name shapes regardless of their orientations or overall size.
K.G.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
K.G.6	Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"
K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. Drawings need not show details, but should show the mathematic in the problem.
K.OA.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
K.OA.3	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 $5=4+1$).
K.OA.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
K.OA.5	Fluently add and subtract within 5.
Science	
K.E.1.1	Infer that change is something that happens to many things in the environment based on observations made using one or more of their senses.
K.E.1.2	Summarize daily weather conditions noting changes that occur from day to day and throughout the year.
K.E.1.3	Compare weather patterns that occur from season to season.
Social Studies	
K.G.1.1	Use maps to locate places in the classroom, school and home.
K.G.1.2	Use globes and maps to locate land and water features.
K.G.1.3	Identify physical features (mountains, hills, rivers, lakes, roads, etc).

K.G.1.4	Identify locations in the classroom using positional words (near/far, left/right, above/beneath)
Health	
K.PCH.1.1	Use steps of correct hand washing at appropriate times throughout the day.
K.PCH.1.2	Illustrate proper tooth brushing techniques.
K.PCH.1.3	Explain rationale for not sharing hygiene products (combs, brushes, toothbrushes)
K.PCH.2.1	Recognize the meanings of traffic signs and signals.
K.PCH.2.2	Explain the benefits of wearing seat belts and bicycle helmets.
K.PCH.2.3	Illustrate how to get help in an emergency
K.PCH.2.4	Identify appropriate responses to warning signs, sounds, and labels
K.ICR.1.3	Summarize protective behaviors to use when approached by strangers.
K.ATOD.1.1	Explain what is likely to happen if harmful household products are ingested or inhaled.
K.ATOD 1.2	Classify things found around the house as medicinal drugs or other (ex. candy).