



Standards By Design:

Kindergarten for English Language Arts & Literacy (CCSS)



English Language Arts & Literacy (CCSS)

Kindergarten

Instruction in the Common Core State Standards (CCSS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects will prepare Oregon students to be proficient in the four strands of the English language arts (ELA) skills—Reading, Writing, Language, and Speaking and Listening. Because students need grade-level literacy skills to access full content in school, the emphasis in the Common Core is to learn to read and write in ELA and to develop those skills, specific to the content, in all other classes. For grades K-5, the ELA and subject-area literacy standards are integrated; for grades 6-11/12, they are separate but parallel.

Literature - The following standards offer a focus for instruction in literary text and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Key Ideas and Details

Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

K.RL.1 With prompting and support, ask and answer questions about key details in a text.

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

K.RL.2 With prompting and support, retell familiar stories, including key details.

Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

K.RL.3 With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

K.RL.4 Ask and answer questions about unknown words in a text.

Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

K.RL.5 Recognize common types of texts (e.g., storybooks, poems).

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

K.RL.8 (Not applicable to literature)

Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

K.RL.10 Actively engage in group reading activities with purpose and understanding.

Informational Text - The following standards offer a focus for instruction in informational text and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Key Ideas and Details

Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

K.RI.1 With prompting and support, ask and answer questions about key details in a text.

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

K.RI.1 With prompting and support, identify the main topic and retell key details of a text.

Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.

Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

K.RI.5 Identify the front cover, back cover, and title page of a book.

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

K.RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

K.RI.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 an illustration depicts).

Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

K.RI.8 With prompting and support, identify the reasons an author gives to support points in a text.

Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

K.RI.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).

Range of Reading and Level of Text Complexity

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

K.RI.10 Actively engage in group reading activities with purpose and understanding.

Foundational Skills - These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

Print Concepts

Anchor Standard: There are no anchor standards associated with Foundational Skills.

K.RF.1 Demonstrate understanding of the organization and basic features of print.

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

- 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.

Phonological Awareness

Anchor Standard: There are no anchor standards associated with Foundational Skills.

- K.RF.2 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.

Phonics and Word Recognition

Anchor Standard: There are no anchor standards associated with Foundational Skills.

- K.RF.3 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).
 - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

Anchor Standard: There are no anchor standards associated with Foundational Skills.

- K.RF.4 Read emergent-reader texts with purpose and understanding.

Writing - The following standards offer a focus for instruction in writing to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, and they should address increasingly demanding content and sources.

Text Types and Purposes

Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

K.W.1 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 . . .).

Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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.

Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

K.W.3 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.

Production and Distribution of Writing

Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

K.W.4 (Begins in grade 3)

Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

Research to Build and Present Knowledge

Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

K.W.9 (Begins in grade 4)

Range of Writing

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

Anchor Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

K.W.10 (Begins in grade 3)

Speaking and Listening - The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Comprehension and Collaboration

Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

Language - The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Conventions of Standard English

Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- 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.

Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

K.L.2 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).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

K.L.3 (Begins in grade 2)

Vocabulary Acquisition and Use

Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

- b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

Anchor Standard 5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

K.L.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.



Standards By Design:
Kindergarten for Science (2014)



Science (2014)

Kindergarten

The performance expectations in kindergarten help students formulate answers to questions such as: "What happens if you push or pull an object harder? Where do animals live and why do they live there? What is the weather like today and how is it different from yesterday?"

Students are expected to develop understanding of patterns and variations in local weather and the purpose of weather forecasting to prepare for, and respond to, severe weather. Students are able to apply an understanding of the effects of different strengths or different directions of pushes and pulls on the motion of an object to analyze a design solution. Students are also expected to develop understanding of what plants and animals (including humans) need to survive and the relationship between their needs and where they live. The crosscutting concepts of patterns; cause and effect; systems and system models; interdependence of science, engineering, and technology; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. In the kindergarten performance expectations, students are expected to demonstrate grade-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.

For the complete version of these standards and the specific articulation of the Three-Dimensions (Science and Engineering Practices, Discipline Core Ideas and Crosscutting Concepts), please review the grade level documents at www.ode.state.or.us/search/page/?id=1577.

K-PS2 Motion and Stability: Forces and Interactions

K-PS2-1 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.

Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.

Clarification statements supply examples or additional clarification to the performance expectations and **assessment boundary statements** specify the limits to large scale assessment.

For the complete version of these standards and the specific articulation of the Three-Dimensions (Science and Engineering Practices, Discipline Core Ideas and Crosscutting Concepts), please review the grade level documents at www.ode.state.or.us/search/page/?id=1577.

Assessment Boundary: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.

K-PS2-2 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.

Clarification Statement: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn.

Assessment Boundary: Assessment does not include friction as a mechanism for change in speed.

K-PS3 Energy

K-PS3-1 Make observations to determine the effect of sunlight on Earth's surface.

Clarification Statement: Examples of Earth's surface could include sand, soil, rocks, and water.

Assessment Boundary: Assessment of temperature is limited to relative measures such as warmer/cooler.

K-PS3-2 Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.

Clarification Statement: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.

K-LS1 From Molecules to Organisms: Structures and Processes

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.

K-ESS2 Earth's Systems

Clarification statements supply examples or additional clarification to the performance expectations and **assessment boundary statements** specify the limits to large scale assessment.

For the complete version of these standards and the specific articulation of the Three-Dimensions (Science and Engineering Practices, Discipline Core Ideas and Crosscutting Concepts), please review the grade level documents at www.ode.state.or.us/search/page/?id=1577.

K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.

Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.

Assessment Boundary: Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler.

K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.

K-ESS3 Earth and Human Activity

K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

Clarification Statement: Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas; and, grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.

K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

Clarification Statement: Emphasis is on local forms of severe weather.

K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Clarification Statement: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.

K-2-ETS1 Engineering Design

Clarification statements supply examples or additional clarification to the performance expectations and **assessment boundary statements** specify the limits to large scale assessment.

For the complete version of these standards and the specific articulation of the Three-Dimensions (Science and Engineering Practices, Discipline Core Ideas and Crosscutting Concepts), please review the grade level documents at www.ode.state.or.us/search/page/?id=1577.

K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Clarification statements supply examples or additional clarification to the performance expectations and **assessment boundary statements** specify the limits to large scale assessment.

For the complete version of these standards and the specific articulation of the Three-Dimensions (Science and Engineering Practices, Discipline Core Ideas and Crosscutting Concepts), please review the grade level documents at www.ode.state.or.us/search/page/?id=1577.



Standards By Design:

Kindergarten for Mathematics (CCSS)



Mathematics (CCSS)

Kindergarten

In Kindergarten, instructional time should focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

Mathematical Practices (K.MP)

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

K.MP.1 Make sense of problems and persevere in solving them.

K.MP.2 Reason abstractly and quantitatively.

K.MP.3 Construct viable arguments and critique the reasoning of others.

K.MP.4 Model with mathematics.

K.MP.5 Use appropriate tools strategically.

K.MP.6 Attend to precision.

K.MP.7 Look for and make use of structure.

K.MP.8 Look for and express regularity in repeated reasoning.

Counting and Cardinality (K.CC)

K.CC.A Know number names and the count sequence.

K.CC.1 Count to 100 by ones and by tens.

K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

K.CC.3 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).

K.CC.B Count to tell the number of objects.

K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

K-8 standards are grouped by cluster, and identified by grade, domain, and number; for example, **4.OA.3**, means *grade 4, Operations and Algebraic Thinking, standard 3*. In High School, standards are grouped by conceptual category, domain, and number; for example, **A.CED.1**, means *Algebra, Creating Equations, standard 1*.

K.CC.4a 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.

K.CC.4b 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.

K.CC.4c Understand that each successive number name refers to a quantity that is one larger.

K.CC.5 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.

K.CC.C Compare numbers.

K.CC.6 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.)

K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking (K.OA)

K.OA.D Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

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 mathematics 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.

Number and Operations in Base Ten (K.NBT)

K.NBT.E Work with numbers 11–19 to gain foundations for place value.

K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

K-8 standards are grouped by cluster, and identified by grade, domain, and number; for example, **4.OA.3**, means *grade 4, Operations and Algebraic Thinking, standard 3*. In High School, standards are grouped by conceptual category, domain, and number; for example, **A.CED.1**, means *Algebra, Creating Equations, standard 1*.

Measurement and Data (K.MD)

K.MD.F Describe and compare measurable attributes.

K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

K.MD.2 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.

K.MD.G Classify objects and count the number of objects in each category.

K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)

Geometry (K.G)

K.G.H Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

K.G.1 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*.

K.G.2 Correctly name shapes regardless of their orientations or overall size.

K.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

K.G.I Analyze, compare, create, and compose shapes.

K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

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.

K-8 standards are grouped by cluster, and identified by grade, domain, and number; for example, **4.OA.3**, means *grade 4, Operations and Algebraic Thinking, standard 3*. In High School, standards are grouped by conceptual category, domain, and number; for example, **A.CED.1**, means *Algebra, Creating Equations, standard 1*.



Standards By Design:
Kindergarten for Social Sciences (2011)



Social Sciences (2011)

Kindergarten

It is essential that these standards be addressed in contexts that promote Social Science Analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues.

Historical Knowledge

Relate significant events and eras in local, state, United States, and world history to past and present issues and developments.

K.1. Compare children and families of today to those of the past.

K.2. Identify celebrations, commemorations, and holidays as a way of remembering and honoring people, events, and heritage.

Historical Thinking

Use multiple perspectives, primary sources, context, and reasoning skills to understand the significance of events, people, ideas and institutions.

K.3. Distinguish between past and present.

K.4. Compare and contrast the student's own environment with the past.

K.5. Use sense of time for planning.

K.6. Create and explain a simple timeline of events.

Geography

Understand and use geographic skills and concepts to interpret contemporary and historical issues.

K.7. Identify and compare and contrast pictures, maps and globes.

K.8. Describe roles of self and family members.

K.9. Locate, identify, and describe places of importance to self, family, and school.

K.10. Explain how people can care for the environment.

K.11. Use terms related to location, direction, and distance (e.g., over/under, here/there, left/right, above/below, forward/backward, between).

Civics and Government

Understand and apply knowledge about governmental and political systems, and the rights and responsibilities of citizens.

K.12. Explain why rules are needed and how rules reduce conflict and promote fairness.

K.13. Use and identify respectful dialog, taking turns, and explain how rules are different in different settings.

K.14. Distinguish between democratic methods and decisions made by authority.

Economics/Financial Literacy

Understand economic concepts and principles and how available resources are allocated in a market and other economies. Understand and apply knowledge and skills to manage one's financial resources effectively for lifetime financial security.

K.15. Identify various forms of money and explain how money is used.

K.16. Give examples of different jobs performed in neighborhoods.

K.17. Identify examples of ownership of different items, recognizing the difference between private and public ownership, and the need for sharing.

K.18. Explain how jobs provide income.

K.19. Distinguish between wants and needs.

Social Science Analysis

Design and implement strategies to research for reliable information, analyze issues, explain perspectives, and resolve issues using the social sciences.

K.20. Compare and contrast past and present events or practices.