

Kindergarten Standards

First Quarter

English / Language Arts

K.RL.1 / K.RI.1	With prompting and support, ask and answer questions about key details in a text.
K.RL.2	With prompting and support, retell familiar stories, including key details .
K.RL.3	With prompting and support, identify characters, settings , and major events in a story.
K.RL.6 / K.RI.6	With prompting and support, define the role of the author and illustrator in telling the story.
K.RL.7 / K.RI.7	With prompting and support, describe how the words and illustrations work together to tell a story.
K.RL.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
K.RL.10 / K.RI.10 / K.RF.5	Actively engage in group reading activities with purpose and understanding.
K.RI.5	Identify the front cover, back cover, and title page of a book.
K.RF.1a-d	Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> 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.
K.RF.2	Print upper- and lowercase letters.
K.RF.3a	Recognize and produce rhyming words.
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 . <ul style="list-style-type: none"> a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.
K.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
K.L.2	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
K.L.6	Use words and phrases learned through conversations, reading and being read to, and responding to texts .

Mathematics

NC.K.MD.1	Describe measurable attributes of objects; and describe several different measurable attributes of a single object.
NC.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.
NC.K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
NC.K.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of objects using positional terms.
NC.K.G.3	Identify squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres as two-dimensional or three-dimensional.
NC.K.CC.1	Know number names and recognize patterns in the counting sequence by: Counting to 100 by ones. Counting to 100 by tens.
NC.K.CC.2	Count forward beginning from a given number within the known sequence, instead of having to begin at 1.
NC.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.
NC.K.CC.4	Understand the relationship between numbers and quantities. <ul style="list-style-type: none">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 (one-to-one correspondence).Recognize that the last number named tells the number of objects counted regardless of their arrangement (cardinality).State the number of objects in a group, of up to 5 objects, without counting the objects (perceptual subitizing).
NC.K.CC.5	Count to answer “How many?” in the following situations: <ul style="list-style-type: none">Given a number from 1–20, count out that many objects.Given up to 20 objects, name the next successive number when an object is added, recognizing the quantity is one more/greater.Given 20 objects arranged in a line, a rectangular array, and a circle, identify how many.Given 10 objects in a scattered arrangement, identify how many.

Science

K.P.1	Compare the relative position of various objects observed in the classroom and outside using position words such as: in front of, behind, between, on top of, under, above, below and beside.
K.P.2	Give examples of different ways objects and organisms move (to include falling to the ground when dropped)