

# Kindergarten Priority Standards by Trimester + *Supporting Standards*

Priority Standards represent essential knowledge and skills. These standards make up 70-80% of instructional time.

Trimester 1 Kindergarten Priority Standards*	
Reading Foundational (RF)	Reading
<p><i>Phonological Awareness</i> Recognize and generate rhyming words (RF.K.2.A) T1, T2, T3</p> <p>Verbally pronounce, isolate, blend, segment, add or substitute initial, medial, and final phonemes in 3-sound words.(RF.K.2.D, E) T1, T2, T3</p> <p><i>Phonics</i> Produces primary sound/s for letters taught. (RF.K.3.A) T1, T2, T3</p>	<p>With prompting and support: ask and answer questions about key details in literature and in informational text (RL.K.1 &amp; RI.K.1) T1, T2, T3</p> <p>With prompting and support: Retells familiar stories including key details in literature (RL.K.2) T1, T2, T3</p>
	<p><b>Math**</b></p> <p>Count to 100 by ones and by tens: <i>T1 0-10</i>, (K.CC.A.1)</p> <p>Counts forward beginning from a given number (<i>not necessarily 1</i>) within the known sequence. (K.CC.A.2) T1, T2, T3</p> <p>Quantifies - Counts to tell the number of objects up to 20 (K.CC.B.4) T1, T2, T3 (<i>T1 0-5</i>)</p> <p>Write numbers from 0-20 (K.CC.A.3) T1, T2, T3</p> <p>Represent a number of objects with a written numeral 0-20 (K.CC.A.3) T1, T2, T3</p>
<p><b>Writing / Language</b></p> <p>Uses a combination of drawing, dictating, and writing to compose narrative pieces (W.K.3) T1, T2, T3</p>	
<p>* **Math standard naming varies based on content: <i>OA - Operations in Algebra, NBT - Number Base Ten, MD - Measurement and Data</i> T1, T2, or T3- The trimesters in which a standard is taught, assessed, and graded on the report card.</p>	

Trimester 2 Kindergarten Priority Standards	
Reading Foundational (RF)	Reading
<p><i>Phonological Awareness</i> Recognize and generate rhyming words(RF.K.2.A) T1, T2, T3</p> <p>Verbally pronounce, isolate, blend, segment, add or substitute initial, medial, and final phonemes in 3-sound words. (RF.K.2.D, E) T1, T2, T3</p> <p><i>Phonics</i> Produces primary sound/s for letters taught. (RF.K.3.A) T1, T2, T3</p> <p>Names all upper and lowercase letters taught (RF.K.1.D) T2, T3</p> <p>Identify the five vowels and produce their short and long sounds. (RF.K.3.B) T2, T3</p> <p>Decode phonetically spelled words. (RF.K.3) T2 T3</p> <p>Distinguish between similarly spelled words by identifying sounds that differ (RF.K.3.D, E) T2, T3</p>	<p>With prompting and support: ask and answer questions about key details in literature and in informational text (RL.K.1, RI.K.1)T1, T2, T3</p> <p>With prompting and support: Retells familiar stories including key details in literature (RL.K.2) T1, T2, T3</p> <p>With prompting and support: Identify the main topic and retell key details of an informational text (RI.K.2) T2, T3</p> <p>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories (RL.K.9) T2, T3</p>
	<p><b>Math**</b></p> <p>Count to 100 by ones and by tens: <i>0-50</i> (K.CC.A.1)</p> <p>Counts forward beginning from a given number (<i>not necessarily 1</i>) within the known sequence. (K.CC.A.2) T1, T2, T3</p> <p>Quantifies - Counts to tell the number of objects up to 20 (K.CC.B.4) T2 0-10</p> <p>Write numbers from 0-20 (K.CC.A.3) T1, T2, T3</p> <p>Represent a number of objects with a written numeral 0-20 (K.CC.A.3) T1, T2, T3</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. (K.OA.A) T2 or T3</p> <p>Compare numbers 1-10 (K.CC.C.7) T2 or T3</p>
<p><b>Writing / Language</b></p> <p>Uses a combination of drawing, dictating, and writing to compose narrative pieces (W.K.3) T1, T2, T3</p> <p>Uses a combination of drawing, dictating, and writing to compose informational pieces (W.K.2) T2, T3</p>	

## Trimester 3 Kindergarten Priority Standards

Reading Foundational (RF)	Reading
<p><i>Phonological Awareness</i>                      Recognize and generate rhyming words (RF.K.2.A) T1, T2, T3</p> <p>Verbally pronounce, isolate, blend, segment, add or substitute initial, medial, and final phonemes in 3-sound words. (RF.K.2.D, E) T1, T2, T3</p> <p><i>Phonics</i>                      Produces primary sound/s for letters taught. (RF.K.3.A) T1, T2, T3</p> <p>Names all upper and lowercase letters taught (RF.K.1.D) T2, T3</p> <p>Identify the five vowels and produce their short and long sounds. (RF.K.3.B) T2, T3</p> <p>Decode phonetically spelled words. (RF.K.3) T2 T3</p> <p>Distinguish between similarly spelled words by identifying sounds that differ (RF.K.3.D, E) T2, T3</p> <p>Read kindergarten sight words taught (RF.K.3.C) T2, T3</p>	<p>With prompting and support: ask and answer questions about key details in literature and in informational text (RL.K.1 &amp; RI.K.1) T1, T2, T3</p> <p>With prompting and support: Retells familiar stories including key details in literature (RL.K.2) T1, T2, T3</p> <p>With prompting and support: Identify the main topic and retell key details of an informational text (RI.K.2) T2, T3</p> <p>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories (RL.K.9) T2, T3</p> <p><b>End of Year Reading Target:</b> Student reads emergent-reader texts with purpose and understanding (RF.K.4) T3</p>
<p><u>Year End Reading Standard: Reads emergent-reader texts with purpose and understanding (RF.K.4.A) T3 *Spring Aimsweb composite 26th%ile or higher</u></p>	<p style="text-align: center;"><b>Math **</b></p> <p>Count to 100 by ones and by tens: 0-100 (K.CC.A.1)</p> <p>Counts forward beginning from a given number (<i>not necessarily 1</i>) within the known sequence. (K.CC.A.2) T1, T2, T3</p> <p>Write numbers from 0-20 (K.CC.A.3) T1, T2, T3</p> <p>Quantifies - Counts to tell the number of objects up to 20 (K.CC.B.4) T3 0-20</p> <p>Represent a number of objects with a written numeral 0-20 (K.CC.A.3) T1, T2, T3</p> <p>Add/subtract within 5 fluently (K.OA.A.5) T3</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. (K.OA.A) T2 or T3</p> <p>Work with numbers 11-19 in terms of "10's and some" (K.NBT.A.1) T3</p> <p>Compare numbers 1-10 (K.CC.C.7) T2 or T3</p>
Writing / Language	
<p>Uses a combination of drawing, dictating, and writing to compose narrative pieces (W.K.3) T1, T2, T3</p> <p>Uses a combination of drawing, dictating, and writing to compose informational pieces (W.K.2) T2, T3</p> <p>Prints uppercase and lowercase letters taught. (L.K.1.A) T3</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.K.2) T3</p>	

\*In 1st Trimester, students will also be introduced to these key priority standards to be graded in later trimesters:

- Names all upper and lowercase letters taught (RF.K.1.D) T2, T3
- Identify the five vowels and produce their short and long sounds. (RF.K.3.B) T2, T3
- Decode phonetically spelled words. (RF.K.3) T2 T3
- Distinguish between similarly spelled words by identifying sounds that differ (RF.K.3.D, E) T2, T3
- Read kindergarten sight words taught (RF.K.3.C) T3
- Use emergent reading skills (RF.K.4.A) T2, T3
- Add/subtract within 5 fluently (K.OA.A.5) T3
- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. (K.OA.A) T2 or T3
- Work with numbers 11-19 in terms of "10's and some" (K.NBT.A.1) T3
- Compare numbers 1-10 (K.CC.C.7) T2 or T3
- Prints uppercase and lowercase letters taught. (L.K.1.A) T3
- Uses a combination of drawing, dictating, and writing to compose informational pieces (W.K.2) T2, T3
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.K.2) T3