

Kindergarten Standards

Second Quarter

English / Language Arts

K.RL.4

With prompting and support, ask and answer questions about words in a **text** that suggest feelings or appeal to the senses.

K.RF.3a-e

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- 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/.)
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

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.

- 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.5a

With guidance and support from adults, explore **nuances** in word meanings.

- Sort common objects into categories to gain a sense of the concepts the categories represent.

Mathematics

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.3	Count forward beginning from a given number within the known sequence, instead of having to begin at 1.
NC.K.CC.4	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.5	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.6	Identify whether the number of objects, within 10, in one group is greater than, less than, or equal to the number of objects in another group, by using matching and counting strategies.
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.2	Correctly name squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres regardless of their orientations or overall size.
NC.K.G.3	Identify squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres as two-dimensional or three-dimensional.
NC.K.G.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, attributes and other properties.
NC.K.G.5	Model shapes in the world by: Building and drawing triangles, rectangles, squares, hexagons, circles. Building cubes, cones, spheres, and cylinders.
NC.K.G.6	Compose larger shapes from simple shapes.

Science

L.1.1	Compare different types of the same animal (i.e. different types of dogs, different types of cats, etc.) to determine individual differences within a particular type of animal.
L.1.2	Compare characteristics of living and nonliving things in terms of their: Structure, Growth, Changes, Movement, Basic needs