



Kindergarten Priority Standards

READING: Informational Text

RI5 Demonstrates understanding of the organization and basic features of print and books.

READING: Foundational Skills

RF1 Demonstrate understanding of the organization and basic features of print. 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.

RF2 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.

RF3 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). Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

RF4 Read emergent-reader texts with purpose and understanding.

WRITING

W1 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 opinions or preferences about the topic or book

W2 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.

W3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events and tell about the events in the order in which they occurred, and provide a reaction to what happened.

LANGUAGE

L1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 1.a Print many upper- and lowercase letters. 1.b Use frequently occurring nouns and verbs. 1.c: Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, 1.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.

- L2** Conventions of Standard English: 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). Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

SPEAKING AND LISTENING

- SL1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

MATH: Counting and Cardinality

- CC1** Know number names and the count sequence. Count to 100 by ones and by tens.
- CC2** Know number names and the count sequence. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- CC3** Know number names and the count sequence. 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).
- CC6** Compare numbers. 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.)
- CC7** Compare numbers. Compare two numbers between 1 and 10 presented as written numerals.

MATH: Numbers and Operations

- NBT1** Compose and decompose numbers from 11 to 1 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; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

MATH: Operations and Algebraic Thinking

- OA3** Understand addition as putting together and adding to and understand subtraction as taking apart and taking from. 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 $5 = 4 + 1$).
- OA5** Fluently add and subtract within 5.

MATH: Geometry

- G3** Reason with shapes and their attributes. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and a quarter of. Describe the whole as two of or four of the shares. Understand, for these examples, that decomposing into more equal shares creates smaller shares.