



# Kindergarten Priority Standards

## READING: Foundational Skills

**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.

## 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: 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.