

## FIRST QUARTER COMMON CORE AND ESSENTIAL STANDARDS

LITERACY	
<b>K.RFS.1a</b>	<b>Demonstrate understanding of the organization and basic features of print.</b> a. Follow words from left to right, top to bottom, and page by page.
<b>K.RFS.1b</b>	<b>Demonstrate understanding of the organization and basic features of print.</b> b. Recognize that spoken words are represented in written language by specific sequences of letters.
<b>K.RFS.1c</b>	<b>Demonstrate understanding of the organization and basic features of print.</b> c. Understand that words are separated by spaces in print.
<b>K.RFS.1d</b>	<b>Demonstrate understanding of the organization and basic features of print.</b> d. Recognize and name all upper- and lowercase letters of the alphabet.
<b>K.RIT.5</b>	<b>Identify the front cover, back cover, and title page of a book.</b>
<b>K.RIT.10</b>	<b>Actively engage in group reading activities with purpose and understanding.</b>
<b>K.RL.5</b>	Recognize common types of texts (e.g., storybooks, poems).
<b>K.RL.6</b>	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
<b>K.RL.7</b>	<b>With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</b>
<b>K.RL.10</b>	<b>Actively engage in group reading activities with purpose and understanding.</b>
<b>K.SL.1a</b>	<b>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.</b> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
<b>K.SL.3</b>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<b>K.SL.5</b>	Add drawings or other visual displays to descriptions as desired to provide additional details.
<b>K.SL.6</b>	Speak audibly and express thoughts, feelings, and ideas clearly.
<b>K.L.1a</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters.
<b>K.L.2a</b>	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>K.L.2b</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Recognize and name end punctuation.
<b>K.L.2c</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Write a letter or letters for most consonant and short vowel sounds (phonemes).
<b>K.L.2d</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Spell simple words phonetically, drawing on knowledge of sound letter relationships.
<b>K.L.5a</b>	With guidance and support from adults, explore word relationships and nuances in word meaning. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
<b>K.L.5c</b>	With guidance and support from adults, explore word relationships and nuances in word meaning. c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
<b>K.W.1</b>	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 (ex. My favorite book is . . .).
<b>K.W.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
MATH	
<b>K.CC.1</b>	Count to 100 by ones and by tens (Quarter 1: Rote count to 20, Count by tens to 100)
<b>K.CC.3</b>	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). (Quarter 1: Write 1-8)
<b>K.CC.4</b>	Understand the relationship between numbers and quantities; connect counting to cardinality. <ul style="list-style-type: none"> <li>a. 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.</li> <li>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</li> <li>c. Understand that each successive number name refers to a quantity that is one larger.</li> </ul>
<b>K.CC.5</b>	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
<b>K.CC.6</b>	Identify whether the numbers 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.
<b>K.OA.1</b>	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (ex. claps), acting out situations, verbal explanations, expressions, or equations.
<b>SOCIAL STUDIES</b>	
<b>K.C&amp;G.1</b>	Understand the roles of a citizen.
<b>K.C&amp;G1.1</b>	Exemplify positive relationships through fair plan and friendship
<b>K.C&amp;G.1.2</b>	Explain why Citizens obey rules in the classroom, school, home and neighborhood.
<b>K.C.1</b>	Understand how individuals are similar and different.
<b>K.H.1</b>	Understand change over time
<b>K.G.2</b>	Understand the interaction between humans and the environment.