

## SECOND QUARTER COMMON CORE AND ESSENTIAL STANDARDS

Reading	
K.RL.1	With prompting and support, ask and answer questions about key details in a text.
K.RL.3	With prompting and support, identify characters, settings, and major events in a story.
K.RL.4	Ask and answer questions about unknown words in a text.
K.RIT.1	With prompting and support, ask and answer questions about key details in a text.
K.RIT.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
K.RIT.4	With prompting and support, ask and answer questions about unknown words in a text.
K.RFS.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words
K.RFS.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Count, pronounce, blend, and segment syllables in spoken words.
K.RFS.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Blend and segment onsets and rimes of single-syllable words
K.RFS.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 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/)
K.RFS.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of letter-sound correspondence by producing the primary or most frequent sound for each consonant.
K.RFS.3	Know and apply grade-level phonics and word analysis skills in decoding words. c. Read common high frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ).
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 (e.g., <i>My favorite book is...</i> )
K.W.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
K.W.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
K.SL.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
K.SL.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
K.SL.5	
K.SL.6	Speak audibly and express thoughts, feelings, and ideas clearly.
K.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Understand and use question words (interrogatives) (e.g. who, what, when, where, why, how).
K.L.1a	
K.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce and expand complete sentences in shared language activities.

K.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Recognize and name end punctuation.
K.L.2	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> c. Write a letter or letters for most consonant and short vowel sounds (phonemes).
K.L.2d	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
K.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>duck</i> ).
K.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. b. Use the most frequently occurring inflections and affixes (e.g., <i>ed, s, re, un, pre, -ful, less</i> ) as a clue to the meaning of an unknown word.
K.L.5	With guidance and support from adults, explore word relationships and nuances in word meaning. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

### Mathematics

K.CC.2	Count forward beginning with a given number within the known sequence (from any number to 40).
K.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality. 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. 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. c. Understand that each successive number name refers to a quantity that is one larger.
K.CC.5	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.
K.CC.6	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.
K.CC.7	Compare two numbers between 1 and 10 presented as written numerals.
K.NBT.1	Compose and decompose numbers from 11 to 19 into tens, ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18=10+8$ ); understand that these numbers are composed of tens, ones and one, two, three, four, five, six, seven, eight, or nine ones.
K.G.1	Describe objects in the environment using names of shapes, and describe the relative

	positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to</i> .
K.G.2	Correctly name shapes regardless of their orientations or overall size.
K.G.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three dimensional ("solid").
K.G.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides, and vertices/"corners") and other attributes (e.g., having sides of equal length).
<b>Science</b>	
K.E.I	Understand change and observable patterns of weather that occur from day to day and throughout the year.
K.E.II	Infer that change is something that happens to many things in the environment based on observations made using one or more of their senses.
K.E.I.2	Summarize daily weather conditions noting changes that occur from day to day and throughout the year.
K.E.I.3	Compare weather patterns that occur from season to season.
K.P.II	Compare the relative position of various objects observed in the classroom and outside using position words such as: in, front of, behind, between, on top of, under, above, below and beside.
K.P.I.2	Give examples of different ways objects and organisms move (to include falling to the ground when dropped): straight, zigzag, round and round, back and forth, fast and slow
K.P.2	Understand how objects are described based on their physical properties and how they are used.
K.P.2.1	Classify objects by observable physical properties (including size, color, shape, texture, weight and flexibility).
K.P.2.2	Compare the observable physical properties of different kinds of materials (clay, wood, cloth, paper, etc) from which objects are made and how they are used.
<b>Social Studies</b>	
K.G.2.2	Explain ways people use environmental resources to meet basic needs and wants (shelter, food, clothing, etc).
K.E.I	Understand basic economic concepts.
K.E.II	Explain how families have needs and wants.
K.E.I.2	Explain how jobs help people meet their needs and wants.