QUARTER 1: STUDENT EXPECTATIONS
We will be teaching and assessing these Common Core Standards during Quarter 1.

Reading Literature

Fiction

- **RLK.5** – Recognize common types of texts.
- **RLK.6** – With prompting and support, define the role of the author and illustrator in telling the story.
- **RLK.7** – With prompting and support, **describe** how the words and illustrations work together to tell a story.
- **RLK.10** – Actively engage in group reading activities with purpose and understanding.

Nonfiction

Reading Informational Text
RIK. 5 - Identify the front cover, back cover, and title page of a book.
RIK. 10 - Actively engage in group reading activities with purpose and understanding.

Reading: Foundational Skills
Demonstrate understanding of the organization and basic features of print.

- **RFK.1a** – Demonstrates understanding of the organization and basic features of print: Follow words from left to right, top to bottom, and page by page.
- **RFK.1b** – Recognize that spoken words are represented in written language by specific sequence of letters.
- **RFK.1d** –Recognize and name all upper and lowercase letters in the alphabet.
- **RFK.2a** – Recognize and produce rhyming words

Speaking and Listening

- **SLK.1a** - Participate in conversations with diverse partners about kindergarten topics and texts. Follow agreed-upon rules for discussion: listening to others, taking turns speaking
- **SLK.3** - Ask and answer questions in order to seek help, get information, or clarify if something is not understood.
- **SLK.4** - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SLK.5** – Add drawings or other visual displays to descriptions as desired to provide addit[...] detail.

Language

- LK.1 - Demonstrate command of the conventions of standard English grammar and usage when [...] or speaking; demonstrate proficiency within the
  K-1 grammar continuum. (Language Standard 1)
- **L.K.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the **K-1 conventions continuum. (Language Standard 2)**
- **L.K.5** With guidance and support from adults, explore **nuances** in word meanings.
  a. Sort common objects into categories to gain a sense of the concepts the categories represent.

c. Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.

<u>Writing</u>
- **WK.2** - 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.
    - *With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.
- **WK.3** - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and with guidance and support, provide a reaction to what happened.
    - *With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.
- **WK.6** - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

QUARTER 1: KINDERGARTEN MATH
Measurement:
- **NC.K.MD:** 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.

Counting & Cardinality:
- **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.2** - Count forward beginning from a given number within the known sequence (instead of having to begin at 1). **(Q1 goal = Start at any number, count to 20)**
- **NC.K.CC.3** - Write numbers from 1-20. Represent a number of objects with a written numeral 0-20.
- **NC.K.CC.4** Understand the relationship between numbers and quantities.
    - 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.5** Count to answer "How many?" in the following situations:
    - Given a number from 1–20, count out that many objects.
    - Given up to 20 objects, name the next successive number when an object is added, recognizing the quantity is one more/greater.
    - Given 20 objects arranged in a line, a rectangular array, and a circle, identify how many.
    - Given 10 objects in a scattered arrangement, identify how many.

Please let us know if you have any questions! We understand that kindergarten is more challenging than it used to be; we like to communicate these expectations early so we can best serve your wonderful children! Thank you in advance for <u>all</u> of your support. ☺ The ARE Kindergarten Team

Social Studies – "I am a Citizen Unit" - Students will **remember** school rules. They will **understand** why rules are important. Students will **apply** the rules to other areas in their lives. They will **analyze** and organize their thinking about how rules **apply** to themselves and others. Students will **evaluate** when rules are followed and create puppets to show their **understanding** of rules around them.

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