

## KINDERGARTEN ESSENTIAL STANDARDS

### ENGLISH LANGUAGE ARTS:

NUMBER	TITLE	DESCRIPTION
RF.K.1.D	Reading/Foundational Skills: Print Concepts	Recognize and name all upper- and lowercase letters of the alphabet.
RF.K.2A	Reading/Foundational Skills: Phonological Awareness	Recognize and produce rhyming words.
RF.K.2.C	Reading/Foundational Skills: Phonological Awareness	Blend and segment onsets and rimes of single-syllable spoken words.
RF.K.3.A	Reading/Foundational Skills: Phonics and Word Recognition	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.
RF.K.3.B	Reading/Foundational Skills: Phonics and Word Recognition	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
RF.K.3.C	Reading/Foundational Skills: Phonics and Word Recognition	Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ).
RL.K.3	Reading/Literature: Key Ideas and Details	With prompting and support, identify characters, settings, and major events in a story.
RL.K.6	Reading/Literature: Craft and Structure	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.K.10	Reading/Literature: Range of Reading and Level of Text Complexity	Actively engage in group reading activities with purpose and understanding.
W.K.1	Writing: Text Types and Purposes	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> ).
W.K.2	Writing: Text Types and Purposes	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.
W.K.3	Writing: Text Types and Purposes	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 provide a reaction to what happened.
W.K.6	Writing: Production and Distribution of Writing	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
SL.K.2	Speaking & Listening: Comprehension and Collaboration	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.
SL.K.6	Speaking & Listening: Presentation of Knowledge and Ideas	Speak audibly and express thoughts, feelings, and ideas clearly.
L.K.1.A	Language: Conventions of Standard English	Print many upper- and lowercase letters.
L.K.2	Language: Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.K.6	Language: Vocabulary Acquisition and Use	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## MATHEMATICS:

NUMBER	TITLE	DESCRIPTION
K.CC.A.1-3	Counting & Cardinality: Known Number Name and the Count Sequence	<ul style="list-style-type: none"> <li>• K.CC.A.1 - Count to 100 by ones and by tens.</li> <li>• K.CC.A.2 - Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</li> <li>• K.CC.A.3 - 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).</li> </ul>
K.CC.B.4-5	Counting & Cardinality: Count to Tell the Number of Objects	<ul style="list-style-type: none"> <li>• K.CC.B.4 - Understand the relationship between numbers and quantities; connect counting to cardinality.               <ul style="list-style-type: none"> <li>○ K.CC.B.4.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>○ K.CC.B.4.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>○ K.CC.B.4.C - Understand that each successive number name refers to a quantity that is one larger.</li> </ul> </li> <li>• K.CC.B.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.</li> </ul>
K.CC.C.6-7	Counting & Cardinality: Compare Numbers	<ul style="list-style-type: none"> <li>• K.CC.C.6 - 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.</li> <li>• K.CC.C.7 - Compare two numbers between 1 and 10 presented as written numerals.</li> </ul>
K.OA.A.1-5	Operations & Algebraic Thinking: Understand Addition as Putting Together and Adding To, and Understand Subtraction as Taking Apart and Taking From	<ul style="list-style-type: none"> <li>• K.OA.A.1 - Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</li> <li>• K.OA.A.2 - Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</li> <li>• K.OA.A.3 - 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., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</li> <li>• K.OA.A.4 - For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</li> <li>• K.OA.A.5 - Fluently add and subtract within 5.</li> </ul>
K.NBT.A.1	Number & Operations in Base Ten: Work With Numbers 11-19 to Gain Foundations for Place Value	Compose and decompose numbers from 11 to 19 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 (such as $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
K.G.A.1-3	Geometry: Identify and Describe Shapes	<ul style="list-style-type: none"> <li>• K.G.A.1 - Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</li> <li>• K.G.A.2 - Correctly name shapes regardless of their orientations or overall size.</li> <li>• K.G.A.3 - Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</li> </ul>

**SCIENCE:**

NUMBER	TITLE	DESCRIPTION
K-LS1-1	From Molecules to Organisms: Structures and Processes	Use observations to describe patterns of what plants and animals (including humans) need to survive.
K-ESS2-1	Earth's Systems	Use and share observations of local weather conditions to describe patterns over time.

**SOCIAL STUDIES:**

NUMBER	TITLE	DESCRIPTION
SSS3.K.1	Deliberates public issues.	Share their own viewpoints and give respectful attention to the viewpoints of others.
SSS4.K.1	Creates a product that uses social studies content to support a claim and presents the product in a manner that meaningfully communicates with a key audience.	Use a graphic organizer to explain the beginning, middle, and end of a story.
C.3.K.3	Understands the purposes and organization of tribal and international relationships and U.S. foreign policy.	Understand key values, relationships, and characteristics tribes in their area had prior to contact with Europeans and Americans.
G2.K.3	Understands human interaction with the environment.	Describe how environment affects one's own activities.
H2.K.1-2	Understands and analyzes causal factors that have shaped major events in history.	<ul style="list-style-type: none"> <li>• H2.K.1 - Describe the factors that influence an individual student's life.</li> <li>• H2.K.2 - Explain how their actions may cause change in others.</li> </ul>
H4.K.2	Understands how historical events inform analysis of contemporary issues and events.	Identify different types and parts of documents.
SEL Standard 4/ Benchmark 4C	Social Awareness	<ul style="list-style-type: none"> <li>• Standard 4: Social Awareness - Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.</li> <li>• Benchmark 4C - Demonstrates an understanding of the variation within and across cultures.</li> </ul>

**ELECTIVES:****Art:**

NUMBER	TITLE	DESCRIPTION
Anchor 1	Creating/Investigate, Plan, Make	Generate and conceptualize artistic ideas and work.
Anchor 2	Creating/Investigate	Organize and develop artistic ideas and work.
Anchor 3	Creating/Reflect, Refine, Continue	Refine and complete artistic work.

**Music:**

NUMBER	TITLE	DESCRIPTION
Cr1.1.Ka-b	Creating/Imagine	<ul style="list-style-type: none"> <li>• Cr1.1.Ka - With guidance, explore and experience music concepts (such as beat and melodic contour).</li> <li>• Cr1.1.Kb - With guidance, generate musical ideas (such as movements or motives).</li> </ul>
Re8.1.K	Responding/Interpret	With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

## Physical Education:

NUMBER	TITLE	DESCRIPTION
PE1.1.Ka-b	Motor Skills: Locomotor	<ul style="list-style-type: none"> <li>PE1.1.Ka - Demonstrate emerging pattern in locomotor skills while maintaining balance (jog, run, gallop, slide, skip, jump, and hop).</li> <li>PE1.1.Kb - Demonstrate mature pattern in locomotor skills in isolation (walk).</li> </ul>
PE1.2.K	Motor Skills: Non-locomotor	Demonstrate emerging pattern in non-locomotor skills while maintaining balance (rock, sway, push, pull, bend, stretch, twist, turn, and swing).
PE1.3.K	Balance, Weight Transfer, and Rhythmic Skills: Balance	Demonstrate static balance on different bases of support.
PE1.4.K	Balance, Weight Transfer, and Rhythmic Skills: Weight Transfer	Developmentally appropriate/ emerging outcomes first appear in grade 1.
PE1.5.K	Balance, Weight Transfer, and Rhythmic Skills: Rhythm	Demonstrate rhythmic skills in response to teacher-led creative activities.
PE1.6.K	Manipulative Skills: Underhand Throw	Demonstrate emerging pattern in an underhand throw.
PE1.7.K	Manipulative Skills: Overhand Throw	Demonstrate emerging pattern in an overhand throw.
PE1.8.Ka-b	Manipulative Skills: Catch	<ul style="list-style-type: none"> <li>PE1.8.Ka - Demonstrate emerging pattern while catching a dropped ball before it bounces twice.</li> <li>PE1.8.Kb - Demonstrate emerging pattern while catching a large ball that is tossed by a skilled thrower.</li> </ul>
PE1.9.K	Manipulative Skills: Hand Dribble	Demonstrate emerging pattern while hand-dribbling continuously in self-space using preferred hand.
PE1.10.K	Manipulative Skills: Foot Pass/Kick	Demonstrate emerging pattern while passing and kicking a stationary ball with preferred foot.
PE1.11.K	Manipulative Skills: Foot Trap/Receive	Demonstrate emerging pattern while receiving with the preferred foot when stationary.
PE1.12.K	Manipulative Skills: Foot Dribble	Demonstrate emerging pattern while foot-dribbling with light force when walking.
PE1.13.K	Manipulative Skills: Strike/Volley, Hands and Arms	Demonstrate emerging pattern while striking a lightweight object upward with an open palm.
PE2.1.K	Movement Concepts and Strategies: Space	Demonstrate safe movement in personal and general space at a slow to moderate speed.
PE2.3.K	Movement Concepts and Strategies: Speed, Direction, and Force	Demonstrate movement in general space at varying speeds.
PE4.5.K	Safety	Demonstrate following directions for safe participation and proper use of equipment with minimal reminders.
PE5.1.K	Challenge	Understand that some physical activities are challenging.
PE5.2.K	Self-Expression and Enjoyment	Identify positive feelings that result from participating in physical activity.

## Library:

	AASL STANDARDS	GOALS	SKILLS
Ongoing	1.1.9 4.1.4 3.1.2 4.1.5 3.2.2 4.2.4 4.1.1 4.3.1 4.1.2 4.4.1 4.1.3 4.4.6	<ul style="list-style-type: none"> <li>Practice of reading skills</li> <li>How readers choose books</li> <li>Genres</li> <li>Reading for pleasure/appreciation</li> <li>Award books</li> </ul>	<ul style="list-style-type: none"> <li>Listens to and responds to a variety of literature in a variety of ways</li> <li>Identify favorite books and share reasons for the choice with others</li> <li>Genre study (poetry, nursery rhymes, ABC books, counting books)</li> <li>Washington Children's Choice Picture Books</li> </ul>

<p><b>Fall</b></p>	<p>1.1.4 1.1.8 1.4.4 3.1.2 4.1.7</p>	<ul style="list-style-type: none"> <li>• <b>Library behavior/ expectations</b></li> <li>• <b>Locating materials/sections of the library</b></li> </ul>	<ul style="list-style-type: none"> <li>• Practice library rules and procedures</li> <li>• Practice appropriate care of books and materials</li> <li>• Practice Audience and listening skills</li> <li>• Locate the library media center and identify its purpose</li> <li>• Identify the librarian and the role of the librarian</li> <li>• Recognition of other libraries</li> <li>• Everybody Non-fiction</li> </ul>
<p><b>Winter</b></p>	<p>1.1.4 1.1.5 CCSS RL 1.5</p>	<ul style="list-style-type: none"> <li>• <b>Parts of a book</b></li> <li>• <b>Fiction/Non-Fiction</b></li> </ul>	<ul style="list-style-type: none"> <li>• Introduce cover, title, author, illustrator, spine, spine label</li> <li>• Non Fiction</li> </ul>
<p><b>Spring</b></p>	<p>ETLS 2a</p>	<p><b>Digital Literacy</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate the responsible use of technology</li> <li>• Understanding safety issues using technology at home, school and society</li> </ul>