

# Q3 Standards List for Parents

These are the standards we will be assessing this quarter for literacy and math.



## Reading: Key Ideas and Details

### **Fiction:**

RLK. 2 With prompting and support, retell familiar stories, including key details.

### **Nonfiction:**

RIK.2 With prompting and support, identify the main topic and retell key details of a text.

RIK.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RIK.6 With prompting and support, define the role of the author and illustrator in presenting the ideas or information in a text.

RIK.7 With prompting and support, describe how the words and illustrations work together to provide information (e.g., what person, place, thing, or idea in the text and illustration depicts).

RIK.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

## Reading: Foundational Skills

RFK.1b Recognize that spoken words are represented in written language by specific sequences of letters.

RFK.1c Understand that words are separated by spaces in print.

RFK.4a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

RFK.4b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

RFK.4c Read common high frequency words by sight.

RFK.5 Read emergent-reader texts with purpose and understanding.



## Writing

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.

WK.2a 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.4 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, either in collaboration with peers or in a whole group setting.

WK.5 Participate in shared investigation of grade appropriate topics and writing projects.

WK.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### **Speaking and Listening**

SLK.1a Participation in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. Follow agreed-upon rules for discussion.

SLK.1b Participation in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. **Continue a conversation through multiple exchanges.**

SLK.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.

SLK.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SLK.4 Speak audibly and express thoughts, feelings, and ideas clearly.

SLK.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

### **Language**

LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.

LK.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.

LK.5a With guidance and support from adults, explore nuances in word meanings. Sort common objects into categories to gain a sense of the concepts the categories represent.

LK.5c Distinguish shades of meaning among verbs describing the same general action (walk, mark, strut, prance) by acting out the meanings.

LK.6 Use words and phrases learned through conversations, reading and being read to, and responding to texts.



### **Math**

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 (Quarter 3: Rote count to 70, Count by tens to 100).

NC.K.CC.2 Count forward beginning from a given number within the known sequence, instead of having to begin at 1.

NC.K.CC.3 Write numbers 1-20 (Quarter 3: Write numbers 11-15)

NC.K.CC.5 Count to answer "How many": Given a number 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.

NC.K.CC.6 Identify whether the number of objects, within 10, in one group is greater than, less than, or equal to the number of objects in another group, by using matching and counting strategies.

NC.K.CC.7 Compare two numbers, within 10, presented as written numerals.

NC.K.OA.1 Represent addition within 10: Use a variety of representation such as objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, or expressions. Demonstrate understanding of addition by making connections among representations.

NC.K.OA.2 Solve addition and subtraction word problems, within 10, using objects or drawings to represent the problem, when solving: Add to/Take From-Result Unknown, Put Together/Take Apart (Total Unknown and Two Addends Unknown)

NC.K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way using objects or drawings, and record each decomposition by a drawing or expression.

NC.K.OA.4 For any number from 0 to 10, find the number that makes 10 when added to the given number using objects or drawings, and record the answer with a drawing or expression.

NC.K.OA.6 Recognize and combine groups with totals up to 5 (conceptual subitizing).

NC.K.G.1 Describe objects in the environment using names of shapes and describe the relative positions of objects using positional terms.

NC.K.G.2 Correctly name squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres regardless of their orientations or overall size.

NC.K.G.3 Identify squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres as two-dimensional or three-dimensional.

NC.K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, attributes and other properties.

NC.K.G.5 Model shapes in the world by:

- Building and drawing triangles, rectangles, squares, hexagons, circles.
- Building cubes, cones, spheres, and cylinders.

NC.K.G.6 Compose larger shapes from simple shapes

**Thank you for all your continued support at home!**