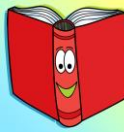


# QUARTER 1: STUDENT EXPECTATIONS

*We will be teaching and assessing these Common Core Standards during Quarter 1.*

## **Fiction**



### Reading Literature

- **RLK.5** - Recognize common types of text (e.g., fiction, nonfiction, poems)
- **RLK.6** - With prompting and support, name the author and illustrator of a story and define the role of each.
- **RLK.7** - With prompting and support, describe the relationship between illustrations and the story (e.g., what moment in a story the illustration depicts)
- **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** - Follow words from left to right, top to bottom, page by page.
- **RFK.1b** - Recognize that spoken words are represented in written language by specific sequences of letters.
- **RFK.1d** - Recognize and name all upper and lowercase letters of 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 additional detail.
- **SLK.6** - Speak audibly and express thoughts, feelings, or ideas clearly.



### Language

- **LK.1a** - Demonstrate command of the conventions of Standard English grammar and usage in writing/speaking.
  - Print many upper and lowercase letters.
- **LK.1b** - Use frequently occurring nouns and verbs.
- **LK.1f** - Produce and expand complete sentences in shared language activities.
- **LK.2c** - **Write a letter or letters for most consonant** and short vowel sounds (phonemes)

- **LK.5a** - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- **LK.5c** - With guidance and support, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use.

### 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.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 provide a reaction to what happened.
- **WK.5** - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- **WK.8** - With guidance and support, respond to questions and suggestions from peers and add details to strengthen writing as needed.



### QUARTER 1: KINDERGARTEN MATH

#### Counting & Cardinality:

- **K.CC.1** - Count to 100 by ones and by tens. (Q1 goal = rote counting to 20 by ones & 100 by tens)
- **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)
- **K.CC.3** - Write numbers from 1-20. Represent a number of objects with a written numeral 0-20. (Q1 goal = write numbers 1-8)
- **K.CC.4** - Understand the relationship between numbers and quantities; connect counting to cardinality.
  - When counting objects, say the number names in the standard order, pairing the number with one and only one object.
  - Understand that the last number name tells the number of objects counted.
  - 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 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 counting or matching strategies.

**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.

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 all of your support. ☺

The ARE Kindergarten Team