



## Quarter 2: Common Core Standards

*These are the standards we will be assessing this quarter.*



### Reading: Key Ideas & Details

#### **Fiction**

RLK.1 Ask and answer questions about key details in a text.

RLK.3 Identify characters, settings, and major events in a story.

#### **Nonfiction**

RIK.1 Ask and answer questions about key details in a text.

RIK.3 Describe the connection between two individuals, events, ideas, or pieces of information in text.

### Reading: Craft & Structure

RLK.4 Ask and answer questions about unknown words in a text.

RIK.4 Ask and answer questions about unknown words in a text.

### Reading: Foundational Skills

RFK.2a Recognize and produce rhyming words.

RFK.2b Count, pronounce, blend, and segment syllables in spoken words.

RFK.2c Blend and segment onsets and rimes of single-syllable spoken words.

RFK.2d Isolate and pronounce the initial, middle vowel, and final sounds in consonant-vowel-consonant, or CVC words

RFK.3a Produce the primary sound or many of the most frequent sounds for each consonant.

RFK.3c Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do*)

### Writing

WK.1 Use a combination of drawing, dictating, and writing to compose opinion pieces that tell the topic they are writing about and state an opinion or preference about the topic (e.g., *My favorite book is... because...*).

WK.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that tell *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, responds to questions and suggestions from peers, adding details to strengthen writing.

WK.8 With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

### Speaking & Listening

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.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SLK.6 Speak audibly and express thoughts, feelings, and ideas clearly.

## Language

LK.1d – Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

LK.1f Produce and expand complete sentences in shared language activities.

LK.2b Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing. **Name and recognize end punctuation.**

LK.2c **Write a letter or letters for most consonant** and short vowel sounds. (Q2: Focus consonant sounds)

LK.4a Identify new meanings for familiar words and apply them accurately (e.g., *duck* as a noun and *duck* as a verb).

LK.4b Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.

LK.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.

## Math

K.CC.1 **Count to 100 by ones and by tens.** (Q2 Goal – Count to 40 by ones)

K.CC.2 **Count forward from a given number** (instead of beginning back at 1).

K.CC.3 **Write numbers from 0 to 20.** Represent a number of objects with a written numeral 0-20

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 each object and number 1:1
- Understand that the last number name said 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 that many objects.**

K.CC.6 Identify whether objects in one group are greater than, less than, or equal to the objects in another group.

K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.

## Number and Operations - Base Ten

K.NBT.1 **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 (e.g.,  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

## Measurement

K.G.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**.

K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

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.

K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort categories by number.

***Thank you for all of your continued support from home! ☺***