



Kindergarten Reading

- We are learning to read closely to find out what the text says. We are learning to make conclusions from the text. We can support conclusions drawn from the text with specific textual details.
- We are learning to find out the central ideas or themes of a text and examine and explain their development.
- We are learning to summarize the key supporting details and ideas of a text.
- We are learning to examine and explain how and why individuals, events, and ideas develop and interact over the course of a text.
- We are learning to find the meaning of words and phrases, including finding out technical, connotative, and figurative meanings. We are learning to examine and explain how word choices shape meaning or tone.
- We are learning to examine and explain the structure of texts, including how specific sentences and paragraphs relate to each other and the whole.
- We are learning to find the importance of point of view in shaping the content and style of a text.
- We are learning to find how purpose shapes the content and style of a text.
- We are learning to bring together and judge the worth of content presented by different presentation types.
- We are learning to find and judge the worth of the argument and claims in a text.
- We are learning to examine and explain how different texts address similar themes or topics.
- We are learning to read and comprehend complex literary and informational texts independently and skillfully.
- We are learning to ask and answer questions about key details in a text.
- We can, with support, retell familiar stories, including key details.
- We can, with support, identify characters, settings, and major events in a story.
- We are learning to ask and answer questions about unknown words in a text.
- We are learning to recognize common types of texts (for example, storybooks, poems).
- We can, with support, name the author and illustrator of a story and define the role of each in telling the story.
- We can, with support, tell about the relationship between illustrations and the story in which they appear (for example, what moment in a story an illustration depicts).
- We can, with support, compare and contrast the adventures and experiences of characters in familiar stories.
- We are learning to engage in group reading activities with purpose and understanding.
- We can, with support, ask and answer questions about key details in a text.
- We can, with support, identify the main topic of a text.
- We can, with support, retell key details of a text.
- We can, with support, tell about the connection between two individuals in a text.
- We can, with support, tell about the connection between two events, two ideas, or two pieces of information in a text.
- We can, with support, ask and answer questions about unknown words in a text.
- We are learning to recognize the front cover, back cover, and title page of a book.
- We are learning to name the author and illustrator of a text and explain the role of each in making the text.
- We can with support, tell about the relationship between drawings and the text in which they appear (for example, what person, place, thing, or idea in the text a drawing depicts).
- We can, with support, find the reasons an author gives to support points in a text.
- We can, with support, identify similarities in and differences between two texts on the same topic (for example, in illustrations, descriptions, or procedures).
- We are learning to engage in group reading activities with purpose and understanding.
- We are learning to follow words from left to right, top to bottom, and page by page.
- We are learning that spoken words are represented in written language by specific group of letters.
- We are learning that words are separated by spaces in print.
- We are learning to recall and name all upper- and lowercase letters of the alphabet.
- We are learning to spot and make rhyming words.
- We are learning to count, pronounce, blend, and segment syllables in spoken words.
- We are learning to blend and segment onsets and rimes of single-syllable spoken words.
- We are learning to isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
- We are learning to add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- We are learning to show our basic knowledge of one-to-one letter-sound correspondences by producing the primary sound for each consonant. We are learning to produce the most frequent sounds for each consonant.
- We are learning to associate the long and short sounds with common spellings (graphemes) for the five major vowels.





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- We are learning to read common high-frequency words by sight(for example, the, of, to, you, she, my, is, are, do, does).
- We are learning to distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- We are learning to read with purpose and understanding.





Kindergarten Writing

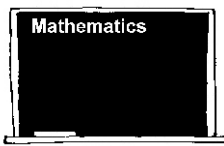
- We are learning how to write an argument to support our opinion about a topic or text. We are learning to use valid reasons and evidence to support our opinion.
- We are learning to write informative/explanatory texts to examine and express ideas and information clearly and accurately.
- We are learning to organize our writing.
- We are learning to write narratives to develop real or imagined experiences or events. We are learning to use well-chosen details, and well-structured event sequences when writing narratives.
- We are learning to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- We are learning to use technology, including the Internet, to produce and publish writing. We are learning to use technology, including the Internet, to interact and collaborate with others.
- We are learning to conduct research projects based on focused questions, showing understanding of the subject under investigation.
- We are learning to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and to put together the information while avoiding plagiarism.
- We are learning to use a combination of drawing, dictating, and writing to compose opinion pieces in which we tell a reader the topic or the name of the book we are writing about and state an opinion about the topic or book.
- We are learning to use a combination of drawing, dictating, and writing to compose informative / explanatory texts in which we name what we are writing about and supply some information about the topic.
- We are learning to use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events. We are learning to tell about the events in the order in which they occurred, and to provide a reaction to what happened.
- We can, with support, respond to questions and suggestions from peers.
- We are learning to add details to strengthen our writing as needed.
- We can, with support, explore digital tools to produce and publish writing.
- We are learning to take part in shared research and writing projects (for example, explore a number of books by a favorite author and express opinions about them).
- We can, with support, recall information from experiences or gather information from provided sources to answer a question.



Kindergarten Speaking and Listening, Language

- We are learning to prepare for and take part in conversations and collaborations with partners. We are learning to build on others' ideas. We are learning to express our own ideas clearly and effectively.
- We are learning to bring together and to judge the worth of information presented in different kinds of media and formats, including visually, quantitatively, and orally.
- We are learning to judge a speaker's point of view. We are learning to find out and judge a speaker's reasoning, and use of evidence and rhetoric in a presentation.
- We are learning to present information, findings, and supporting evidence such that listeners can follow our line of reasoning.
- We are learning to present information such that the organization, development, and style are suitable to task, purpose, and audience.
- We are learning to use digital media and visual displays of data to express information and to make our presentations understandable.
- We are learning to adapt speech to a variety of contexts and tasks, showing our command of formal English when indicated or appropriate.
- We are learning to follow agreed-upon rules for discussions (for example, listening to others and taking turns speaking about the topics and texts under discussion).
- We are learning to continue a conversation through multiple exchanges.
- We are learning to show our understanding by asking and answering questions about a text read aloud.
- We are learning to ask and answer questions to seek help, get information, or clarify something that is not understood.
- We are learning to tell about familiar people, places, things, and events and, with support, provide added detail.
- We are learning to add drawings to descriptions to provide additional detail.
- We are learning to speak audibly.
- We are learning to express thoughts, feelings, and ideas clearly.
- We are learning to use the conventions of grammar and usage when writing or speaking.
- We are learning to use the conventions of capitalization, punctuation, and spelling when writing.
- We are learning to use our knowledge of language to understand how language works in different contexts and to make effective choices for meaning or style.
- We are learning to use our knowledge of language to comprehend more fully when reading or listening.
- We are learning to find or clarify the meaning of words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.
- We are learning to show our understanding of word relationships and nuances in word meanings.
- We are learning many words and phrases needed for reading, writing, speaking, and listening at the college and career readiness level.
- We are learning to show independence in gathering vocabulary knowledge when encountering an unknown term.
- We are learning to print many upper- and lowercase letters.
- We are learning to use frequently occurring nouns and verbs.
- We are learning to form regular plural nouns orally by adding /s/ or /es/ (for example, dog, dogs; wish, wishes).
- We are learning to understand and use question words (interrogatives) (for example, who, what, where, when, why, how).
- We are learning to use the most frequently occurring prepositions (for example, to, from, in, out, on, off, for, of, by, with).
- We are learning to produce and expand complete sentences in shared language activities.
- We are learning to capitalize the first word in a sentence and the pronoun I.
- We are learning to recognize and name end punctuation.
- We are learning to write a letter or letters for most consonant and short-vowel sounds (phonemes).
- We are learning to spell simple words phonetically, using on our knowledge of sound-letter relationships.
- We are learning to identify new meanings for familiar words and apply them accurately (for example, knowing duck is a bird and learning the verb to duck).
- We are learning to use the most frequently occurring inflections and affixes (for example, -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- We are learning to sort common objects into groups (for example, shapes, foods) to gain a sense of the concepts the groups represent.
- We are learning to show our understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- We are learning to identify real-life connections between words and their use (for example, note places at school that are colorful).
- We are learning to distinguish slight differences of meaning among verbs describing the same general action (for example, walk, march, strut, prance) by acting out the meanings.
- We are learning to use words and phrases gained through conversations, reading and being read to, and responding to texts.





Kindergarten Mathematics

- We are learning to make sense of problems and persevere in solving them.
- We are learning to reason abstractly and quantitatively.
- We are learning to make arguments.
- We are learning to question the reasoning of others.
- We are learning to model with mathematics.
- We are learning to choose and use tools in various ways.
- We are learning to be accurate.
- We are learning to look for and make use of structure.
- We are learning to look for and express regularity in repeated reasoning.
- We are learning to count to 100 by ones and by tens.
- We are learning to count beginning from a given number.
- We are learning to write numbers from 0 to 20.
- We are learning to represent a number of objects with a written numeral.
- We are learning the relationship between numbers and quantities.
- When counting objects we are learning to say the number names in order, pairing each object with one and only one number name.
- We are learning that the last number name said tells the number of objects counted. We are learning that the number of objects is the same regardless of their arrangement or the order in which they were counted.
- We are learning that each number name refers to a quantity that is one larger than the last number name.
- We are learning to count objects to answer “how many?” questions.
- Given a number from 1–20 we are learning to count out that many objects.
- We are learning to decide if the number of objects in one group is greater than, less than, or equal to the number of objects in another group, for example by using matching and counting methods.
- We are learning to compare two numbers between 1 and 10 presented as written numerals.
- We are learning to represent addition and subtraction with objects, fingers, mental images, drawings, sounds (for example, claps), acting out situations, verbal explanations, expressions, or equations.
- We are learning to solve addition and subtraction word problems.
- We are learning to add and subtract within 10, for example by using objects or drawings to represent the problem.
- We are learning to break apart numbers into pairs in more than one way, for example by using objects or drawings. We are learning to record our work with a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
- We are learning to add a number to a given number to make 10, for example by using objects or drawings. We are learning to record our work with a drawing or equation
- We are learning to add and subtract numbers up to 5.
- We are learning to compose and break apart numbers from 11 to 19 into ten ones and some more ones, for example by using objects or drawings.
- We are learning to record each composition or decomposition by a drawing or equation (for example, $18 = 10 + 8$). We understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
- We are learning to tell about objects using measurable features, such as length or weight.
- We are learning to compare two objects with a measurable feature in common, to see which object has “more of” / “less of” the feature, and can tell about the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
- We are learning to arrange objects into groups. We are learning to count the numbers of objects in each group and sort the groups by count.
- We are learning to tell about objects using names of shapes.
- We are learning to tell where objects are using terms such as above, below, beside, in front of, behind, and next to.
- We are learning to correctly name shapes regardless of their orientations or size.
- We are learning to identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
- We are learning to examine and compare shapes, in different sizes and orientations, using language to tell about their similarities, differences, parts (for example, number of sides) and other features (for example, having sides of equal length).
- We are learning to model shapes by building shapes from components (for example, sticks and clay balls) and by drawing shapes.
- We are learning to put together simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”

