



GRADE: Kindergarten	Content Area: Reading
Standard: Literature	
<b>Key Idea: Key ideas and Details</b>	
<b>Required Skills:</b> a.) I can ask and answer questions about key details in a text with help and support b.) I can identify the main topic and retell key details of a text with help and support c.) I can describe the connection between two individuals, events, ideas, or pieces of information in a text with help and support.	
<b>Key Idea: Craft and Structure</b>	
<b>Required Skills:</b> a.) I can ask and answer questions about unknown words in a text with help and support. b.) I can recognize common types of texts, such as storybooks and poems. c.) I can name the author and illustrator of a text and explain the role of each in presenting the ideas or information.	
<b>Key Idea: Integration of Knowledge and Ideas</b>	
<b>Required Skills:</b> a.) I can describe the relationship between illustrations and the text with help and support, such as what person, place, thing, or idea an illustration shows. b.) I can compare and contrast the adventures and experiences of characters in familiar stories with help and support.	
<b>Key Idea: Range of Reading and Level of Text Complexity</b>	
<b>Required Skills:</b> a.) I can actively engage in group reading activities with purpose and understanding.	



GRADE: Kindergarten	Content Area: Reading
Standard: Informational	
<b>Key Idea: Key Ideas and Details</b>	
<b>Required Skills:</b> a.) I can ask and answer questions about key details in a text with help and support. b.) I can identify the main topic and retell key details of a text with help and support. c.) I can describe the connection between two individuals, events, ideas, or pieces of information in a text with help and support.	
<b>Key Idea: Craft and Structure</b>	
<b>Required Skills:</b> a.) I can ask and answer questions about unknown words in a text with help and support. b.) I can identify the front cover, back cover, and title page of a book. c.) I can name the author and illustrator of a text and explain the role of each in presenting the ideas or information in the text.	
<b>Key Idea: Integration of Knowledge and Idea</b>	
<b>Required Skills:</b> a.) I can describe the relationship between illustrations and the text with help and support, explaining what person, place, thing, or idea the illustration shows. b.) I can identify the reasons an author gives to support points in a text with help and support. c.) I can identify basic similarities and differences between two texts on the same topic, such as in illustrations, descriptions, or procedures, with help and support.	
<b>Key Idea: Range of Reading and Level of Text Complexity</b>	
<b>Required Skills:</b> a.) I can actively engage in group reading activities with purpose and understanding.	

GRADE: Kindergarten		Content Area: Reading
Standard: Foundational		
<b>Key Idea: Print Concept</b>		
<b>Required Skills:</b> a.) I can demonstrate understanding of the organization and basic features of print by: Following words from left to right, top to bottom, and page by page, recognizing that spoken words are represented in written language by specific sequences of letters, understanding that words are separated by spaces in print, and recognizing and naming all upper- and lowercase letters of the alphabet.		
<b>Key Idea: Phonological Awareness</b>		
<b>Required Skills:</b> a.) I can demonstrate understanding of spoken words, syllables, and sounds (phonemes) by: Recognizing and producing rhyming words, counting, pronouncing, blending, and segmenting syllables in spoken words, blending and segmenting onsets and rimes of single-syllable spoken words, isolating and pronouncing the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words, and add or substitute individual sounds in words (phonemes) in simple, one-syllable words to make new words.		
<b>Key Idea: Phonics and Word Recognition</b>		
<b>Required Skills:</b> a.) I can know and apply grade-level phonics and word analysis skills in decoding words by: Demonstrating basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant, associating the long and short sounds with common spellings (graphemes) for the five major vowels, reading common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does), and distinguishing between similarly spelled words by identifying the sounds of the letters that differ.		
<b>Key Idea: Fluency</b>		
<b>Required Skills:</b> a.) I can read emergent-reader texts with purpose and understanding.		



GRADE: Kindergarten		Content Area: Math	
Standard: Counting Cardinality			
Key Idea: Know Number Names and the Count Sequence			
Required Skills:			
a.) I can count to 100 by ones and by tens.			
b.) I can count forward beginning from a given number within the known sequence (instead of having to begin at 1).			
c.) I can write numbers from 0 to 20.			
Key Idea: Count to Tell the Number of Objects			
Required Skills:			
a.) I can understand the relationship between numbers and quantities and connect counting to cardinality by saying the number names in the standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object, and understand that the last number name said tells the number of objects counted, and that the number of objects is the same regardless of their arrangement or the order in which they were counted.			
b.) I can count to answer 'how many?' questions about up to 20 things arranged in a line, a rectangular array, or a circle, or up to 10 things in a scattered configuration. I can also count out that many objects when given a number from 1–20.			
Key Idea: Compare Numbers			
Required Skills:			
a.) I can identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, using matching and counting strategies.			
b.) I can compare two numbers between 1 and 10 presented as written numerals.			



GRADE: Kindergarten	Content Area: Math
Standard: Operations and Algebraic Thinking	
<b>Key Idea:</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
<b>Required Skills:</b> a.) I can represent addition and subtraction using objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. b.) I can solve addition and subtraction word problems and add and subtract within 10, using objects or drawings to represent the problem. c.) I can 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 equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ). d.) I can find the number that makes 10 when added to any number from 1 to 9, using objects or drawings, and record the answer with a drawing or equation. e.) I can fluently add and subtract within 5.	
Standard: Number and Operations in Base Ten	
<b>Key Idea:</b> Work with numbers 11–19 to gain foundations for place value.	
<b>Required Skills:</b> a.) I can compose and decompose numbers from 11 to 19 into ten ones and some further ones, using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$ ). I understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	



GRADE: Kindergarten	Content Area: Math
<b>Standard: Measurement and Data</b>	
<b>Key Idea:</b> Describe and compare measurable attributes.	
<b>Required Skills:</b> a.) I can describe measurable attributes of objects, such as length or weight, and describe several measurable attributes of a single object. b.) I can directly compare two objects with a measurable attribute in common to see which object has more or less of the attribute, and describe the difference.	
<b>Key Idea:</b> Classify objects and count the number of objects in each category.	
<b>Required Skills:</b> a.) I can classify objects into given categories, count the number of objects in each category, and sort the categories by count.	
<b>Standard: Geometry</b>	
<b>Key Idea:</b> Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	
<b>Required Skills:</b> a.) I can describe objects in the environment using names of shapes and describe their relative positions using terms such as above, below, besides, in front of, behind, and next to. b.) I can correctly name shapes regardless of their orientations or overall size. c.) I can identify shapes as two-dimensional (flat) or three-dimensional (solid).	
<b>Key Idea:</b> Analyze, compare, create, and compose shapes.	
<b>Required Skills:</b> a.) I can analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners), and other attributes (e.g., having sides of equal length). b.) I can model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. c.) I can compose simple shapes to form larger shapes. For example, I can join two triangles with full sides touching to make a rectangle.	