

## **GRADE K**

### *READING*

#### **Phonemic Awareness and Phonological Knowledge**

- Blending and segmenting syllables and onset-rimes (e.g., cup-cake, s-at)
- Isolating phonemes in single syllable words (e.g., "tell me the first sound in 'mop';" "tell me the last sound in 'mop")
- Recognizing pairs of rhyming words

#### **Concepts of Print**

- Distinguishing between printed letters and words
- Following text with finger-pointing (e.g., charts, simple books), demonstrating left-to right and top-to bottom directionality
- Identifying the first and last parts of a word (beginning/end of the word)
- Identifying key parts of a book: front and back, print, illustrations

#### **Word Identification Skills and Strategies**

- Demonstrating a basic understanding of how the letters of phonetically regular words (going from left to right), represent their sounds
- Reading high frequency words, including names, environmental print, sight words (as appropriate to the child's personal and classroom experiences)
- Recognizing and naming all upper and lower case letters
- Identifying the primary sounds represented by most letters (sound-symbol correspondence)

#### **Vocabulary Strategies**

- Using strategies to unlock meaning (e.g., activating prior knowledge, using cues, using context clues, or asking questions)

#### **Breadth of Vocabulary**

- Identifying synonyms and antonyms (e.g., big/large; hot/ cold) to connect new words to known words EXAMPLE: What word means the same as \_\_\_\_?
- Demonstrating knowledge of basic concepts (i.e.: common words that describe position in space and time, such as: over, between, after, behind)
- Organizing words by category (e.g., sorting pictures or objects into groups)

#### **Initial Understanding of Literary Texts**

- Identifying characters in a story

- Responding to simple questions about a book's content (e.g., What did that hungry caterpillar eat?) EXAMPLE (of responses): drawing, reenacting parts of a story, etc.
- Generating questions during read aloud

### **Analysis and Interpretation of Literary Text, Citing Evidence**

- Making predictions about what might happen next
- Identifying characteristics of main characters

### **Generates a Personal Response**

- Comparing stories or other texts to personal experience, prior knowledge, which might include other texts

### **Initial Understanding of Informational Text (Expository and Practical Text across Content Areas)**

- Obtaining information, using text features (e.g., title and illustrations)  
EXAMPLE: From the picture on the cover, what do we think this book will tell us?
- Using explicitly stated information to answer questions Example: So, what did we learn about what owls eat?
- Generating questions during read aloud

### **Informational Texts: Analysis and Interpretation of Informational Text (Expository and Practical Text across Content Areas), Citing Evidence**

- Telling what was learned EXAMPLE: Draw a picture of something you've learned from this story about dogs.
- Making basic inferences EXAMPLE: From what we just read, what kinds of foods will help you to stay healthy?

### **Strategies for Monitoring and Adjusting Reading**

- Noticing when simple sentences fail to make sense (while listening to a read aloud or reading a simple text)
- Using pictures, syntax or repetitive language patterns to help predict upcoming words

### **Reading Comprehension Strategies**

- Uses comprehension strategies (flexibly and as needed) while listening to literary or informational text. EXAMPLES of reading comprehension strategies might include: using prior knowledge; predicting and making simple text-based inferences; generating clarifying questions; constructing sensory images (e.g., making pictures in one's mind); or making connections (text to self, text to text, and text to world)

### **Participating in Literate Community**

- Self-selecting reading materials aligned with reading ability and personal interests
- Participating in discussions about text, ideas, and student "writing" by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others

## **ORAL COMMUNICATION**

### **Interactive Listening**

- Following simple verbal instructions and directions
- Listening and responding to stories, songs, or poems
- Participating in large group discussions
- Understanding that communicating is verbal and nonverbal
- Waiting for appropriate turn to speak

### **Make Oral Presentations**

- Speaking clearly and distinctly, orally sharing information and experiences
- Demonstrating an awareness of options of language (e.g., imitating speech patterns and identifying source of sounds, interpreting nonverbal messages through pictures)
- Telling stories about pictures, books or experiences
- Providing feedback to audience
- Recognizing role of audience

## **WRITTEN COMMUNICATION**

### **Writing Process**

- Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products. ... Note: students at this level will only be pre-writing and drafting.

**Structures of Language** – Applying Understanding of Sentences, Paragraphs, and Text Structures – Structures of Language are assessed within all genres of writing

- Expresses an idea using pictures and letters

### **Writing in Response to Literary or Informational Text-Showing**

#### **Understanding of Ideas in Text**

- Representing understanding of text through pictures (pictures may include labels, which might only include beginning sounds and/or ending sounds)

### **Writing in Response to Literary or Informational Text-Making Analytical Judgments about Text**

- Using prior knowledge or reference to text to respond to a question using pictures (pictures may include labels, which might only include beginning sounds and/or ending sounds)

## **Narratives**

- Using pictures to create an understandable story line, when given a structure (pictures may include labels) EXAMPLES: Draw a picture that tells a story about your family. Given a picture, a student is asked to tell a story about what's happening in the picture.
- Using pictures to create characters
- Expressing ideas and recognizing that experiences and stories can be written about

## **Reports, Procedures, or Persuasive Writing**

- Naming or labeling objects or pictures
- Representing facts through pictures
- Using pictures to illustrate details/information related to topic (pictures may include labels)

## **Applying Rules of Grammar, Usage, and Mechanics - Conventions are assessed within all genres of writing**

- Using phonemic awareness and letter knowledge to spell independently (using phonetic or temporary spelling) and logically representing consonant sounds (e.g., initial or final sounds)

## *MATH*

### **Number and Operations**

- Demonstrates conceptual understanding of rational numbers with respect to: whole numbers from 0 to 12 through investigations that apply the concepts of equivalency in composing or decomposing numbers using models, explanations, or other representations; and positive fractional numbers ( $\frac{1}{2}$ ) as "fair share" (i.e., equal sized parts or sets) using models, explanations, or other representations.
- Demonstrates understanding of the relative magnitude of numbers from 0 to 20 through investigations that demonstrate one-to-one correspondence; that compare whole numbers to each other or to benchmark whole numbers (5, 10); that demonstrate an understanding of the relation of inequality when comparing whole numbers by using "1 more" or "1 less"; that connect numbers orally and written as numerals to the quantities that they represent using models, representations, or number lines.
- Demonstrates conceptual understanding of mathematical operations through investigations involving addition and subtraction of whole numbers (from 0 to 10) by solving problems involving joining actions, separating actions, part-part whole relationships, and comparison situations; and addition of multiple one-digit whole numbers.
- Demonstrates understanding of monetary value through investigation involving knowing the names and values for coins (penny, nickel and dime).

- Mentally adds and subtracts whole numbers by naming the number that is one more or one less than the original number. (IMPORTANT: The intent of this GLE is to embed mental arithmetic throughout the instructional program, not to teach it as a separate unit.)
- Makes estimates of the number of objects in a set (up to 20) by making and revising estimates as objects are counted (e.g., A student estimates the number of pennies in a jar as 20. Then the student counts the first 10 and makes another estimate based on those that have been counted and those that remain in the jar.). (IMPORTANT: Estimation should be imbedded instructionally throughout all strands.)

### **Geometry and Measurement**

- Uses properties, attributes, composition, or decomposition to sort or classify polygons (triangles, squares, rectangles, rhombi, trapezoids, and hexagons) or objects by using one non-measurable or measurable attribute; and recognizes, names, and builds polygons and circles in the environment.
- Demonstrates conceptual understanding of measurable attributes using comparative language to describe and compare attributes of objects (length [longer, shorter], height [taller, shorter], weight [heavier, lighter], temperature [warmer, cooler], and capacity [more, less]); and compares objects visually and with direct comparison. Lesson Plan: Measurable Attributes (Heavy/Light)
- Determines elapsed and accrued time as it relates to calendar patterns (days of the week, yesterday, today, and tomorrow), the sequence of events in a day; and identifies a clock and calendar as measurement tools (days of week, months of the year).
- Demonstrates understanding of spatial relationships using location and position by using positional words to locate and describe where an object is found in the environment.

### **Functions and Algebra**

- Identifies and extends to specific cases a variety of patterns (sequences of shapes, sounds, movement, colors, and letters) by extending the pattern to the next one, two or three elements, or by translating AB patterns across formats (e.g., an abb pattern can be represented as snap, clap, clap or red, yellow, yellow) or by identifying number patterns in the environment.

### **Data, Statistics, and Probability**

- Interprets a given representation created by the class (models and tally charts) to answer questions related to the data, or to analyze the data to formulate conclusions using words, diagrams, or verbal/scribed responses to express answers. (IMPORTANT: Analyzes data consistent with concepts and skills in M(DSP)–K–2.)

- Analyzes patterns, trends or distributions in data in a variety of contexts by determining or using more, less, or equal (e.g., Have there been more, less, or the same number of cloudy days compared to sunny days this week?).