

Grade K Parent's Guide to Marking Period 4

During Marking Period 4, students in Grade K receive instruction on the concepts and skills described below.

PLEASE NOTE: Skills and Concepts in *Italics* Are Taught but Not Graded on the Report Card.

MATHEMATICS

Measurement and Data

- Classify objects into given categories; count the number of objects in each category and sort the categories by count. (Limit category counts to less than or equal to 10.)

Numbers and Operations in Base Ten

- Place Value: Compose and decompose numbers from 11 to 19 into ten ones and some further ones
 - using objects or drawings.
 - 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*.

Operations and Algebraic Thinking

- Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.
- Solve addition and subtraction word problems, and add and subtract within 10 by using objects or drawings to represent the problem.
- Decompose numbers less than or equal to 10 into pairs
 - in more than one way by using objects or drawings.
 - record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
- For any number from 1 to 9, find the number that makes 10 when added to the given number
 - by using objects or drawings.
 - record the answer with a drawing or equation.
- Fluently add and subtract within 5.

Counting and Cardinality

- Count to 100 by ones and by tens.
- Count objects to tell how many there are.
- Count forward beginning from a given number within the known sequence.
- Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20.
- 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 with one and only one number name and each number name with one and only one object.
 - Understand that the last number name said tells the number of objects counted. The number of objects is the same, regardless of their arrangement or the order in which they were counted.
 - Understand that each successive number name refers to a quantity that is one larger.
- Count to answer “how many?” questions about as

many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

- Count, represent quantities, and make equivalent (equal) sets.
- Identify the number of objects in familiar grouping without counting.
- Apply the Ten-Frame structure as another way to represent quantities in familiar grouping.
- Apply the understanding that each successive number name refers to a quantity that is one larger as they count.
- Compare two numbers between 1 and 10 presented as written numerals.

READING

Reading Comprehension: Literature

- Retell familiar stories with prompting and support.
- Ask and answer questions about key details and unknown words in text, with prompting and support.
- Identify story elements, with prompting and support.
- Describe the relationship between illustrations and the story in which they appear, with prompting and support.
- Compare/contrast the adventures and experiences of characters in familiar stories, with prompting and support.
- Actively engage in group-reading activities of complex text, with purpose and understanding.

Reading Comprehension: Informational

- Ask and answer questions about key details and unknown words in a text, with prompting and support.
- Identify the main topic and retell key details, with prompting and support.
- Describe connections between two pieces of information in a text, with prompting and support.
- Describe the relationship between illustrations and the text in which they appear, with prompting and support.
- Identify the reasons an author gives to support points in a text, with prompting and support.
- Identify basic similarities in and differences between two texts on the same topic, with prompting and support.
- Actively engage in group-reading activities of complex text, with purpose and understanding.

Language: Vocabulary Acquisition and Use

- Ask and answer questions to seek help, get information, or clarify something that is not understood, while listening to text read aloud.
- Confirm understanding of a text read aloud by answering questions about key details.
- Identify and apply new meanings for familiar words.
- Demonstrate understanding of frequently occurring

adjectives by relating them to their opposites.

- Identify real-life connections between words and their use.

Additional Reading Data

Additional reading data includes skills that are necessary and important to develop proficient readers. By the end of kindergarten, students are expected to be able to read 44 High Frequency words. In order to support literacy development, students also are expected to be able to identify and name all of the upper and lowercase letters, as well as the initial consonant sounds.

- *High Frequency Words (Out of 44)*
- *Letter Identification and Naming- Uppercase (Out of 26)*
- *Letter Identification and Naming- Lowercase (Out of 28)- includes the fancy (a) **a** and (g) **g***
- *Initial Consonant Sounds (Out of 19)*

WRITING

Process, Production, and Research

- Explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- Recall information from experiences or gather information from provided sources to answer a question.
- Describe familiar people, places, or things, with prompting and support.
- Add details to strengthen writing as needed, with guidance and support from adults.
- Produce complete sentences in shared language activities. Respond to questions and suggestions from peers and add details to strengthen writing as needed, with guidance.

Use of Language

- Produce and expand complete sentences.
- Spell simple words phonetically.
- Use frequently occurring prepositions, nouns, and verbs.
- Form regular plural nouns orally.
- Recognize and name end-punctuation and capitalize the first letter in a sentence and the pronoun "I".
- Understand and use question words.

Expression of thoughts and Ideas

- 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.
- Compose informative/explanatory texts in which they name what they are writing about, and supply some information about the topic.
- Compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

SCIENCE

Life Science

- Gather information and direct evidence that humans have different external features, such as size, shape, etc. But that they are more like one another than like

other animal.

- Explain that there are differences among individuals in any population.
- Observe a variety of familiar animals and plants (perhaps on the school grounds, in the neighborhood, and at home) to discover patterns of similarity and difference among them.

Engineering Design and Process

- Develop an understanding of the characteristics and scope of technology.
- Develop an understanding of the role of society in the development and use of technology.
- Develop an understanding of engineering design.
- Develop an understanding of the role of troubleshooting, research and development, invention, and experimentation in problem solving.
- Develop the abilities to apply the design process.

SOCIAL STUDIES

Geography

- *Describe how transportation and communication link people and places.*

Culture

- Identify similarities and differences in people's characteristics, habits, and living patterns to describe how they meet the same human needs.

Economics

- *Explain how technology affects the way people live, work, and play.*

History

- Compare daily life and objects of today and long ago.
- Distinguish among past, present, and future time.

INFORMATIONAL LITERACY

- Identify relationships within fiction and nonfiction literature and real life.
- Formulate and refine questions to meet an information need.
- Identify resources to meet the information need.
- Use specific sources to find information.
- Record data/information in a variety of formats.
- Use an appropriate and accepted citation style to create a source list.
- Use a variety of formats to prepare the findings/conclusions of the information need for sharing.

ART

Creating and Connecting to Art

- Engage in self-directed exploration to generate ideas for artwork.
- Select and use art elements and design principles to communicate ideas in artwork.
- Explore a variety of ways to use art-making tools and media.
- Manipulate artmaking tools to demonstrate fine motor proficiency.
- Create art in response to observation, memory, or imagination.
- Identify a purpose of an artwork.

Presenting and Responding to Art

- Select an artwork for display and justify the choice.
- Prepare artwork for display in a specific place.
- Identify reasons why there are many places to see art.
- Identify and describe art elements and design principles observed in artwork and the environment.
- Identify and describe details and subject matter to interpret artworks.
- Select a preferred artwork and justify choice.

MUSIC

Performing Music

- Sing within a limited vocal range.
- Imitate rhythm patterns on classroom instruments.
- Explore steady beat through playing classroom instruments.
- Listen to and perform singing games and finger play, and explain their use and significance in the lives of those who created them.

Creating Music

- Use the voice to imitate animal and environmental sounds.
- Create a sound piece by placing pictorial representations in a configuration that indicates how the corresponding sounds are to be performed.
- Use body percussion, classroom instruments, and “found” sounds to create rhythmic sound patterns.

Responding to Music

- *Identify sounds as fast/slow, loud/soft, long/short, high/low.*
- *Respond to beat through locomotor and non-locomotor movement.*
- *Follow simple directions or verbal cues in singing games.*
- *Respond to music in several different meters through locomotor and non-locomotor movement.*
- *Demonstrate appropriate audience behaviors.*

Reading Music

- Produce appropriate sounds in response to picture symbols representing long/short and high/low sounds.

HEALTH EDUCATION

Disease and Prevention Control (DPC)

- *Define disease.*
- *Identify ways to reduce risk for becoming sick.*

PHYSICAL EDUCATION

Movement Skills and Concepts

- Participate in movement that demonstrates motion concepts.
- Be exposed to the concepts: force, gravity, friction, resistance.
- Improve performance through positive feedback.
- Practice striking lightweight objects with various body parts.
- Practice kicking.

Personal and Social Responsibility

- Identify the meaning of effort.
- Participate in a variety of activities and display effort.
- Recognize increasingly successful performance through practice.