

Grade K Parent's Guide to Marking Period 2

During Marking Period 2, 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

Counting

- Count objects to tell how many there are.
- 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.

Measurement and Data

- Describe measurable attributes of objects, such as length or weight.
- 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.
- Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)

Numbers and Operations in Base Ten

- Count objects to tell how many there are.
- 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.

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 $5 = 4 + 1$).

READING

Foundational Skills

- Demonstrate knowledge of upper and lowercase letters.

- Demonstrate an understanding of features of print (e.g., follow words from left to right, top to bottom, and page by page).
- Demonstrate an understanding of spoken words, syllables, and letter sound relationships.

Reading Comprehension: Literature

- Ask and answer questions about key details and unknown words in a text with prompting and support.
- Identify characters and major events in a story with prompting and support.
- Retell stories using key details with prompting and support.
- Describe the relationship between illustrations and the story in which they appear with prompting and support.
- Name the author and illustrator in a text and discuss the role of each in telling the story.
- 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.
- Name the author and illustrator of a text and define the role of each in presenting ideas and information.
- Identify the main topic and retell key details in images and text read aloud, with prompting and support.
- Describe the relationship between illustrations and the text in which they appear, with prompting and support.
- Actively engage in group-reading activities of complex text, with purpose and understanding.

Language: Vocabulary Acquisition and Use

- Demonstrate knowledge of upper and lowercase letters.
- Demonstrate an understanding of features of print (e.g., follow words from left to right, top to bottom, and page by page).
- Demonstrate an understanding of spoken words, syllables, and letter sound relationships.

WRITING

Process, Production, and Research

- Recall information from experiences or gather information from provided sources to answer a question.
- Describe familiar people, places, or things with prompting and support.
- Produce complete sentences in shared language activities.
- Add drawings or other visual displays to descriptions

as desired, to provide additional detail.

- Respond to questions and suggestions from peers and add details to strengthen writing, as needed, with guidance.

Use of Language

- Spell simple words phonetically.
- Understand and use question words when speaking.
- Use frequently occurring nouns and prepositions.
- Form regular plural nouns orally.
- Write a letter or letters for most consonant and short-vowel sounds.
- Recognize and name end punctuation.

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.
- Recall information from experience or gather information from provided sources to answer a question, with guidance and support.
- Compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

SCIENCE

Life Science

- Develop a model to represent the shapes and kinds of land and bodies of water in an area.
- Obtain information to identify where water is found on Earth and that it can be solid or liquid.
- Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

Engineering Design and Process

- Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

SOCIAL STUDIES

Geography

- Identify and describe how a globe and maps can be used to help people locate places.
- Describe places in the immediate environment using natural/physical and human-made features.
- Describe how people adapt to and modify their immediate environment.

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.*
- *Locate and select sources to meet the information need and use specific sources to find information.*

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.

- 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.*

MUSIC

Reading and Notating Music

- Explore different types of tone color using the voice and classroom instruments.
- Identify sounds as fast/slow, loud/soft, long/short, high/low.

PHYSICAL EDUCATION

Health-enhancing Physical Fitness and Activity

- Identify and demonstrate the effects of physical activity on the body systems.
- Tell how exercise affects the heart.

Movement Skills and Concepts

- Demonstrate skill improvement through positive feedback.
- Demonstrate proficiency when moving in relation to objects (over/under, on/off, near/far and in front/behind).
- Practice moving in relation to one's body parts, objects, and/or people.
- Demonstrate catching a self-thrown lightweight object such as a scarf or a balloon.
- Practice underhand tosses and overhand throws.

HEALTH EDUCATION

Personal Health (PHC)

- Identify ways to care for your body.

Safety and Injury (SI)

- Recognize how to respond appropriately to emergency situations.
- Identify ways to be safe when outdoors.
- Identify actions to stay safe from fires.
- Identify ways to be safe in a car.
- Tell what to know when lost (separated).