

## Grade K Parent's Guide to Marking Period 3

During Marking Period 3, students in Kindergarten 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

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#### Geometry

- Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- 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).
- Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

#### Numbers and Operations in Base Ten

- Count to 100 by ones and tens.
- 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  $5 = 4 + 1$ ).
- 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.

### READING

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#### 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 characters, settings, and major events, 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.
- Name the author and illustrator of a text and define the role of each in presenting ideas and information.
- 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.

#### Foundational Skills

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

#### Language: Vocabulary Acquisition and Use

- Ask and answer questions in order to seek help, get information, or clarify something that is not understood, while listening to text read aloud.
- Sort common objects into categories to gain a sense of the concepts that the categories represent.
- Confirm understanding of a text read aloud by answering questions about key details.
- Demonstrate understanding of frequently occurring verbs 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. 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) **and** (g)g
- Initial Consonant Sounds (Out of 19)

## WRITING

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### 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 . . .).

### 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.
- 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.
- Write words or sentences to match an illustration.
- Use frequently occurring nouns, verbs, and prepositions.
- Understand and use question words.
- Recognize and name end punctuation and capitalize the first letter in a sentence and the pronoun “I.”

## SCIENCE

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### Life Science

- Recognize that living things are found almost everywhere in the world and that there are somewhat different kinds of living things in different places.
- 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 animals.
- Compare and explain how external features of plants and animals help them survive in different environments.
- Investigate a variety of familiar places where plants and animals live to describe the place and the living things found there.
- 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.

## SOCIAL STUDIES

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### Economics

- Describe choices people make because of unlimited economic wants.
- Identify that resources are used to make products.
- Identify types of local markets.
- Describe how goods are acquired.

## INFORMATIONAL LITERACY

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- Identify relationships within fiction and nonfiction literature and real life.
- Identify an assigned or personal 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

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### 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

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### Reading Music

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

### Creating Music

- *Use the voice to imitate animal and environmental sounds.*

### Responding to Music

- *Identify repeated sections in music.*
- *Identify sounds as fast/slow, loud/soft, long/short, high/low.*
- *Follow simple directions or verbal cues in singing games*
- *Respond to music in several different meters through locomotor and non-locomotor movement.*
- *Sing, move, and play music to reinforce concepts in other disciplines.*

## **Performing Music**

- Sing within a limited vocal range.
- Sing songs that use the voice in a variety of ways
- Imitate rhythm patterns on classroom instruments.
- Explore steady beat through playing classroom instruments
- Sing, move, and play music associated with school and the community.
- Sing and listen to music from a variety of world cultures
- Listen to and perform singing games and finger play, and explain their use and significance in the lives of those who created them.

## **PHYSICAL EDUCATION**

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### **Health-enhancing Physical Fitness and Activity**

- Identify and demonstrate the effects of physical activity on the body systems.
- Tell how exercise affects the heart.
- Investigate the benefits of physical activity.
- Recognize the relationship between nutrition and physical activity.
- Identify nutritious foods.
- Recognize that specific muscles or muscle groups move specific body parts.

### **Movement Skills and Concepts**

- Experience the concept of balance through movement.
- Show static and dynamic balance concepts through movement.
- Improve performance through positive feedback.
- Practice moving in relation to one's body parts, objects, and/or people.
- Practice the five forms of take-off and landing.
- Develop creative movement skills.
- Move body parts through a variety of different shapes (curved, twisted, narrow, and wide).
- Explore transferring weight from different body parts.

## **HEALTH EDUCATION**

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### ***Nutrition and Fitness (NF)***

- *Identify the relationship between food and the senses.*
- *Tell the source of different foods.*
- *Define proper eating manners.*
- *Recognize the relationship between food and health.*
- *Identify food categories.*

### ***Family Life and Human Sexuality (FLHS)***

- *Define a family unit.*