

# 2nd Quarter Common Core Standards

Math Standards	
Standard	
K.CC.1	Count to 40 by 1's and 100 by 10's..
K.CC.2	Count forward beginning from a given number within the known sequence (instead of beginning at 1).
K.CC.3	Write number's from 1-20. Represent a number of objects with a written numeral 1-20
K.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality. <ul style="list-style-type: none"> <li>a.) When counting objects, say the number names in the standard order, pairing each object with one and only one number name.</li> <li>b.) Understand that the last number name tells the number of objects counted. The number of objects is the same regardless of their arrangement or order in which they were counted.</li> <li>c.) Understand that each successive number name refers to a quantity that is one larger.</li> </ul>
K.CC.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20 count out that many objects.
K.CC.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
K.CC.7	Compare two numbers between 1-10 presented as written numerals.
K.NBT.1	Compose and decompose numbers from 11-19 into ten ones and some further ones, e.g by using objects or drawings, and record each composition or decomposition by a drawing or equation ( $18=10+8$ ).
K.G.1	Describe objects in the environment using names of shapes, and describe the position of these objects using terms such as, <i>above, below, beside, in front of, behind, and next to</i> .
K.G.2	Correctly name shapes regardless of their orientations or overall size.
K.G.3	Identify shapes as 2-D (lying in a plane, "flat") or 3-D (Solid)
K.G. 4	Analyze and compare 2-D and 3-D shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (sides, vertices) and other attributes (having sides of equal length).
K.G.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
English Language Arts	
Standard	
FSK.1c	<b>Understand the words are separated by spaces in print.</b>
FSK.1d	<b>Recognize and name all upper and lowercase letters in the alphabet.</b>
FSK.2b	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words. <b>Count</b> , pronounce, <b>blend</b> , and segment syllables in spoken words.
FSK, 2c	<b>Blend and segment onsets and rimes of single-syllable spoken words.</b>
FSK.2d	Isolate and produce the <b>initial</b> , medial vowel, and final sounds in CVC words.

RIK.1 & RLK.1	With prompting and support, ask and answer questions about key details in a text.
RIK.3	With prompting and support, describe the connection between two individuals , events, ideas, or pieces of information in a text.
RIK.4 & RLK.4	With prompting and support, ask and answer questions about unknown words in a text.
RLK. 3	With prompting and support, identify characters, settings, and major events in a story.
LK.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>Understand and use question words.</b>
LK.1f	Produce and expand complete sentences in shared language activities.
LK.2b	<b>Recognize and name end punctuation.</b>
LK.4b	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less as a clue to the meaning of an unknown word.
LK.5b	With guidance and support from adults, explore world relationships and nuances in word meanings. <b>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonymns).</b>
SLK.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SLK.4	Describe familiar, people, places, things, and events and, with prompting and support, provide additional detail.
SLK.6	Speak audibly and <b>express thoughts, feelings,</b> and ideas, clearly.
WK.1	Use a combination of drawing, dictation, and writing to 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....)
WK.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about events in order in which they occurred, and provide a reaction to what happened
WK.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed
WK.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

## Social Studies

Standard	
K.E.1.1	Explain how families have needs and wants.
K.E.1.2	Explain how jobs help people meet their needs and wants.
K.C.1.2	Explain the elements of culture (how people speak, how people dress, foods they eat, etc).
K.H.1	Understand change over time
K.H.1.1	Explain how people change over time (self and others)

## Science

Standard	
K.P.1	Understand the positions and motions of objects and organisms observed in the environment.
K.P.1.1	Compare the relative position of various objects observed in the classroom and outside using position words such as: in front of, behind, between, on top of, under, above, below and beside.
K.P.1.2	Give examples of different ways objects and organisms move ( to include falling to the

	ground when dropped) : straight, zigzag, round and round, back and forth, fast and slow
K.P.2	Understand how objects are described based on their physical properties and how they are used.
K.P.2.1	Classify objects by observable physical properties (including size, color, shape, texture, weight and flexibility).
K.P.2.2	Compare the observable physical properties of different kinds of materials (clay, wood, cloth, paper, etc) from which objects are made and how they are used.