

## PRIORITY STANDARDS

# DIOCESE OF CLEVELAND

## Kindergarten Math Revised 2023

### COUNTING AND CARDINALITY

**K.CC.1** Count to 100 by ones and by tens.

**K.CC.3** Write numerals from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

**K.CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality using a variety of objects including pennies.

**a.** When counting objects, establish a one-to-one relationship by saying 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.

**b.** Understand that the last number name said tells the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.

**c.** Understand that each successive number name refers to a quantity that is one larger.

**K.CC.6:** Orally identify (without using inequality symbols) whether the number of objects in one group is greater/more than, less/fewer than, or the same as the number of objects in another group, not to exceed 10 objects in each group.

### OPERATIONS AND ALGEBRAIC THINKING

**K.OA.1** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds such as claps, acting out situations, verbal explanations, expressions, or equations. Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)

**K.OA.2** Solve addition and subtraction problems (written or oral), and add and subtract within 10 by using objects or drawings to represent the problem.

**K.OA.5** Fluently add and subtract within 5.

### MEASUREMENT AND DATA

**K.MD.2** Directly compare two objects with a measurable attribute in common to see which object has "more of" or "less of" the attribute, and describe the difference. For example, directly compare the heights of two children, and describe one child as taller/shorter.

### GEOMETRY

**K.G.4** Describe and compare two- or three-dimensional shapes, in different sizes and orientations, using informal language to describe their commonalities, differences, parts, and other attributes.

## PRIORITY STANDARDS

# DIOCESE OF CLEVELAND

## Kindergarten ELA Revised 2023

### READING LITERATURE

**RL.K.1** With prompting and support, ask and answer questions about key details within a text.

**RL.K.2** With prompting and support, retell familiar stories, including key details.

### READING INFORMATIONAL TEXT

**RI.K.2** With prompting and support, identify the main topic and retell key details of a text.

**RI.K.5** Identify the front cover, back cover, and title page of a book.

**RI.K.6** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

### READING FOUNDATIONS

**RF.K.1** Demonstrate understanding of the organization and basic features of print.

**a.** Follow words from left to right, top to bottom, and page by page.

**b.** Recognize that spoken words are represented in written language by specific sequences of letters.

**c.** Understand that words are separated by spaces in print.

**d.** Recognize and name all upper- and lowercase letters of the alphabet.

**RF.K.2** Demonstrate understanding of spoken words, syllables, and phonemes (sounds).

**a.** Recognize and produce rhyming words.

**b.** Count, pronounce, blend, and segment syllables in spoken words.

**c.** Blend and segment onsets and rimes of single-syllable spoken words.

**d.** Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three phoneme (consonant-vowel-consonant, or CVC) words.\* (This does not include CVCs ending with /l/, /r/, or /x/.)

**e.** Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words.

**RF.K.3** Know and apply grade-level phonics and word analysis skills in decoding words.

**a.** Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

**b.** Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

**c.** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

**d.** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**RF.K.4** Read emergent-reader texts with purpose and understanding.

### WRITING

**W.K.1** Use a combination of drawing, dictating, 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...).

**W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**W.K.3** Use a combination of drawing, dictating, and writing to 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.

SEE REVERSE

# Kindergarten ELA

## SPEAKING AND LISTENING

**SL.K.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

## LANGUAGE

**L.K.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- d. Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how).
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- f. Produce and expand complete sentences in shared language activities.

**L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize the first word in a sentence and the pronoun I.
- b. Recognize and name end punctuation.
- c. Write a letter or letters for most consonant and short-vowel phonemes (sounds).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**L.K.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- b. 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.