



## **KINDERGARTEN**

### *Reading Standards for the Archdiocese of Detroit*

#### **Literature**

##### *Key Ideas and Details*

|        |   |
|--------|---|
| RL.K.1 | <ul style="list-style-type: none"><li>• With prompting and support, ask and answer questions about key details in a text.</li></ul>               |
| RL.K.2 | <ul style="list-style-type: none"><li>• With prompting and support, retell familiar stories, including key details in sequential order.</li></ul> |
| RL.K.3 | <ul style="list-style-type: none"><li>• With prompting and support, identify characters, settings, and major events in a story.</li></ul>         |
| RL.K.4 | <ul style="list-style-type: none"><li>• With prompting and support activate prior knowledge.</li></ul>  |
| RL.K.5 | <ul style="list-style-type: none"><li>• With prompting and support connect personal knowledge and experience to ideas in text.</li></ul>          |
| RL.K.6 | <ul style="list-style-type: none"><li>• With prompting and support make text-to-self and text-to-text comparisons.</li></ul>                      |

##### *Craft and Structure*

|         |  |
|---------|--|
| RL.K.7  | <ul style="list-style-type: none"><li>• Ask and answer questions about unknown words in a text.</li></ul>  |
| RL.K.8  | <ul style="list-style-type: none"><li>• Recognize common types of texts (e.g., storybooks, poetry, nursery rhymes, and songs).</li></ul>                                   |
| RL.K.9  | <ul style="list-style-type: none"><li>• With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</li></ul> |
| RL.K.10 | <ul style="list-style-type: none"><li>• Identify the front cover, back cover, and title page of a book.</li></ul>  |

##### *Integration of Knowledge and Ideas*

|         |  |
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| RL.K.11 | <ul style="list-style-type: none"><li>• With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</li></ul>                       |
| RL.K.12 | <ul style="list-style-type: none"><li>• With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (Ex. The wolf from 3 little Pigs with the Wolf in Little Red Riding Hood)</li></ul> |
| RL.K.13 | <ul style="list-style-type: none"><li>• Respond to multiple texts read by discussing, drawing, and/or writing to reflect, make meaning, and make connections.</li></ul>  |
| RL.K.14 | <ul style="list-style-type: none"><li>• Make meaningful predictions based on illustrations or portions of stories.</li></ul>   |

##### *Range of Reading and Level of Text Complexity*

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| RL.K.15 | <ul style="list-style-type: none"><li>• Actively engage in group reading activities with purpose and understanding.</li></ul>  |
| RL.K.16 | <ul style="list-style-type: none"><li>• Self-monitor comprehension when reading familiar grade level text.</li></ul>   |
| RL.K.17 | <ul style="list-style-type: none"><li>• Use simple strategies to increase comprehension while reading familiar text, such as making credible predictions based on illustrations.</li></ul> |

#### **Informational Text**

##### *Key Ideas and Details*

|        |   |
|--------|---|
| RI.K.1 | <ul style="list-style-type: none"><li>• With prompting and support, ask and answer questions about key details in a text.</li></ul> |
| RI.K.2 | <ul style="list-style-type: none"><li>• With prompting and support, identify the main topic and retell key details of</li></ul>     |

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|  | a text.   |
| <b>RI.K.3</b>  | <ul style="list-style-type: none"> <li>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> </ul>   |
| <b>RI.K.4</b>  | <ul style="list-style-type: none"> <li>With prompting and support activate prior knowledge.</li> </ul>  |
| <b>RI.K.5</b>  | <ul style="list-style-type: none"> <li>With prompting and support connect personal knowledge and experience to ideas in text.</li> </ul>  |
| <b>RI.K.6</b>  | <ul style="list-style-type: none"> <li>With prompting and support make text-to-self and text-to-text comparisons.</li> </ul>  |
| <i>Craft and Structure</i>                           |   |
| <b>RI.K.7</b>  | <ul style="list-style-type: none"> <li>With prompting and support, ask and answer questions about unknown words in a text.</li> </ul>   |
| <b>RI.K.8</b>  | <ul style="list-style-type: none"> <li>Identify the front cover, back cover, and title page of a book.</li> </ul>   |
| <b>RI.K.9</b>  | <ul style="list-style-type: none"> <li>Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</li> </ul>   |
| <b>RI.K.10</b>                                       | <ul style="list-style-type: none"> <li>Identify how authors/illustrators use text features such as pictures to enhance the understanding of key ideas presented in descriptive and sequential organizational patterns.</li> </ul>               |
| <i>Integration of Knowledge and Ideas</i>            |   |
| <b>RI.K.11</b>                                       | <ul style="list-style-type: none"> <li>With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</li> </ul> |
| <b>RI.K.12</b>                                       | <ul style="list-style-type: none"> <li>With prompting and support, identify the reasons an author gives to support points in a text.</li> </ul>   |
| <b>RI.K.13</b>                                       | <ul style="list-style-type: none"> <li>With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> </ul>                         |
| <b>RI.K.14</b>                                       | <ul style="list-style-type: none"> <li>Respond to multiple texts read by discussing, drawing, and/or writing to reflect, make meaning, and make connections.</li> </ul>   |
| <b>RI.K.15</b>                                       | <ul style="list-style-type: none"> <li>Acquire and apply significant knowledge from what has been read to them from grade level appropriate science, social studies, and math texts.</li> </ul>   |
| <i>Range of Reading and Level of Text Complexity</i> |   |
| <b>RI.K.16</b>                                       | <ul style="list-style-type: none"> <li>Actively engage in group reading activities with purpose and understanding.</li> </ul>   |
| <b>RI.K.17</b>                                       | <ul style="list-style-type: none"> <li>Self-monitor comprehension when reading familiar grade level text.</li> </ul>  |
| <b>RI.K.18</b>                                       | <ul style="list-style-type: none"> <li>Use simple strategies to increase comprehension while reading familiar text, such as making credible predictions based on illustrations.</li> </ul>  |
| <b>Foundational Skills</b>                           |   |
| <i>Print Concepts</i>                                |   |
| <b>RF.K.1</b>  | <ul style="list-style-type: none"> <li>Demonstrate understanding of the organization and basic features of print.</li> </ul>  |
| <b>RF.K.1a</b>                                       | a. Follow words from left to right, top to bottom, and page by page.  |
| <b>RF.K.1b</b>                                       | b. Recognize that spoken words are represented in written language by specific sequences of letters (the alphabet principle).   |
| <b>RF.K.1c</b>                                       | c. Understand that words are separated by spaces in print.  |

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| RF.K.1d                             | d. Recognize and name all upper- and lower case letters of the alphabet.   |
| RF.K.2                              | <ul style="list-style-type: none"> <li>Follow familiar written text while pointing to matching words.</li> </ul>   |
| <b>Phonological Awareness</b>       |  |
| RF.K.3                              | <ul style="list-style-type: none"> <li>Demonstrate an understanding of spoken words, syllables, and sounds (phonemes).</li> </ul>  |
| RF.K.4                              | <ul style="list-style-type: none"> <li>Recognize that words are composed of sounds blended together and carry meaning.</li> </ul>  |
| RF.K.4a                             | a. Recognize and produce rhyming words.  |
| RF.K.4b                             | b. Count, pronounce, blend, and segment syllables in spoken words.   |
| RF.K.4c                             | c. Blend and segment onsets and rimes of single-syllable spoken words.   |
| RF.K.4d                             | d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words, not including CVCs ending with /l/, /r/, or /x/. |
| RF.K.4e                             | e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.   |
| <b>Phonics and Word Recognition</b> |  |
| RF.K.5                              | <ul style="list-style-type: none"> <li>Know and apply grade-level phonics and word analysis skills in decoding words.</li> </ul>   |
| RF.K.5a                             | a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.   |
| RF.K.5b                             | b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.  |
| RF.K.5c                             | c. Read common high-frequency words by sight.  |
| RF.K.5d                             | d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.   |
| RF.K.5e                             | e. Utilize initial letters/sounds (phonics), picture (semantic) and patterns of language (syntactic) clues to narrow possibilities in predicting words.                                      |
| <b>Fluency</b>                      |  |
| RF.K.6                              | <ul style="list-style-type: none"> <li>Automatically name letters, associate letters and their sounds, as well as kindergarten sight words encountered in context and isolation.</li> </ul>  |
| RF.K.7                              | <ul style="list-style-type: none"> <li>Read emergent-reader texts with purpose and understanding.</li> </ul>   |
| <b>Reading Attitude</b>             |  |
| RF.K.8                              | <ul style="list-style-type: none"> <li>Choose books, book activities, and word play independently.</li> </ul>  |
| <b>WRITING</b>                      |  |
| <b>Text Types and Purposes</b>      |  |
| W.K.1                               | <ul style="list-style-type: none"> <li>Write a brief personal narrative using pictures, words, word-like clusters,</li> </ul>  |

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|  | and/or sentences as support.   |
| W.K.2  | <ul style="list-style-type: none"> <li>Use a combination of drawing, dictating, and writing to compose opinion pieces that 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., <i>My favorite book is...</i>).</li> </ul> |
| W.K.3  | <ul style="list-style-type: none"> <li>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which name what is being writing about and supply some information about the topic.</li> </ul>   |
| W.K.4  | <ul style="list-style-type: none"> <li>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.</li> </ul>   |
| W.K.5  | <ul style="list-style-type: none"> <li>Write poetry, using copy change (imitation), and teacher guidance, based on reading a wide variety of grade level appropriate published poetry.</li> </ul>  |
| W.K.6  | <ul style="list-style-type: none"> <li>Write a brief prayer using drawings, words, word-like clusters, and/or sentences as support.</li> </ul>   |
| W.K.7  | <ul style="list-style-type: none"> <li>Contribute to a class research project by adding relevant information to a class book including: gathering information from teacher-supplied texts, and using the writing process to develop the project.</li> </ul>  |
| <b>Production and Distribution of Writing</b>  |  |
| W.K.8  | <ul style="list-style-type: none"> <li>With guidance and support, consider the audience reaction as they plan their writing.</li> </ul>  |
| W.K.9  | <ul style="list-style-type: none"> <li>Brainstorm to generate and structure ideas for narrative and informational text.</li> </ul>   |
| W.K.10   | <ul style="list-style-type: none"> <li>Use semi-phonetic spelling to represent narrative and informational text when writing and incorporating pictures into drawings.</li> </ul>  |
| W.K.11   | <ul style="list-style-type: none"> <li>With guidance and support, respond to questions and suggestions from peers and add details to revise and strengthen writing as needed.</li> </ul>   |
| W.K.12   | <ul style="list-style-type: none"> <li>With guidance and support, explore a variety of digital tools to produce and publish writing, including collaboration with peers.</li> </ul>  |
| W.K.13   | <ul style="list-style-type: none"> <li>Build and demonstrate writing skills and learning to write.</li> </ul>  |
| <b>Research to Build and Present Knowledge</b> |  |
| W.K.14   | <ul style="list-style-type: none"> <li>Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</li> </ul>  |
| W.K.15   | <ul style="list-style-type: none"> <li>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> </ul>   |
| <b>Handwriting</b>                             |  |
| W.K.16   | <ul style="list-style-type: none"> <li>Form upper and lower case letters.</li> </ul>   |
| W.K.17   | <ul style="list-style-type: none"> <li>Leave spaces between words and word-like clusters of letters.</li> </ul>  |
| W.K.18   | <ul style="list-style-type: none"> <li>Write from left-to-right and top-to-bottom.</li> </ul>  |

## **SPEAKING AND LISTENING**

### **Comprehension and Collaboration**

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| SL.K.1  | <ul style="list-style-type: none"><li>Participate in collaborative conversations with peers and adults in small and larger groups about topics and texts.</li></ul>  |
| SL.K.1a | a. Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  |
| SL.K.1b | b. Participate in a conversation with multiple exchanges.  |
|         | Use effective and respectful listening and viewing behaviors.  |
| SL.K.2  | <ul style="list-style-type: none"><li>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.</li></ul> |
| SL.K.3  | <ul style="list-style-type: none"><li>Differentiate between speaker and listener.</li></ul>  |
| SL.K.4  | Listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.  |
| SL.K.5  | <ul style="list-style-type: none"><li>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li></ul>  |
| SL.K.6  | <ul style="list-style-type: none"><li>Use language to communicate with a variety of audiences and for various purposes, including to problem-solve, explain, look for relationships, courtesies, prayer.</li></ul>   |
| SL.K.7  | <ul style="list-style-type: none"><li>Be aware that language is to be used in appropriate and respectful ways.</li></ul>   |
| SL.K.8  | <ul style="list-style-type: none"><li>Understand and follow one- and two-step directions.</li></ul>  |

### **Presentation of Knowledge and Ideas**

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| SL.K.9  | <ul style="list-style-type: none"><li>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li></ul> |
| SL.K.10 | <ul style="list-style-type: none"><li>Plan and deliver presentations or reports: using an informational organizational pattern description.</li></ul>            |
| SL.K.11 | <ul style="list-style-type: none"><li>Add drawings or other visual displays to verbal descriptions to provide additional detail.</li></ul>                       |
| SL.K.12 | <ul style="list-style-type: none"><li>Respond to multiple text types by reflecting, making meaning, and making connections.</li></ul>                            |
| SL.K.13 | <ul style="list-style-type: none"><li>Speak audibly and express thoughts, feelings, and ideas clearly.</li></ul>   |

### **Oral Prayer**

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| SL.K.13 | <ul style="list-style-type: none"><li>Engage in daily spoken prayers while learning appropriate posture and eye contact.</li></ul> |
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## **LANGUAGE**

### **Conventions of Standard English**

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| L.K.1  | <ul style="list-style-type: none"><li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li></ul> |
| L.K.1a | a. Print all upper- and lowercase letters.   |
| L.K.1b | b. Use frequently occurring nouns and verbs.   |
| L.K.1c | c. Form regular plural nouns orally by adding /s/ or /es/.   |
| L.K.1d | d. Understand and use question words (interrogatives).   |
| L.K.1e | e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out,</i>   |

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|  | <i>on, off, for, of, by, with</i> ).  |
| L.K.1f                                 | f. Produce and expand complete sentences in shared language activities.   |
| L.K.2                                  | <ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul>  |
| L.K.2a                                 | a. Capitalize the first word in a sentence and the pronoun <i>I</i> .   |
| L.K.2b                                 | b. Recognize and name end punctuation.  |
| L.K.2c                                 | c. Write a letter or letters for all consonant and short-vowel sounds (phonemes).   |
| L.K.2d                                 | d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.   |
| <b>Vocabulary Acquisitions and Use</b> |   |
| L.K.4                                  | <ul style="list-style-type: none"> <li>• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content as well as through oral language contexts.</li> </ul> |
| L.K.4a                                 | a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i> ).  |
| L.K.4b                                 | b. Use picture clues, predictions, and other people to help recognize words.  |
| L.K.4c                                 | c. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i> ) as a clue to the meaning of an unknown word.              |
| L.K.5                                  | <ul style="list-style-type: none"> <li>• With guidance and support from adults, explore word relationships and nuances in word meanings.</li> </ul>   |
| L.K.5a                                 | a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.  |
| L.K.5b                                 | b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).   |
| L.K.5c                                 | c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).  |
| L.K.5d                                 | d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i> ) by acting out the meanings.  |
| L.K.6                                  | <ul style="list-style-type: none"> <li>• Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</li> </ul>   |



## **KINDERGARTEN**

### *Reading Standards for the Archdiocese of Detroit*

| <b>Initial</b> | <b>Date</b> | <b>LITERATURE</b>                                    |  |
|----------------|-------------|--|--|
|                |             | <i>Key Ideas and Details</i>                         |  |
|                |             | <b>RL.K.1</b>  | <ul style="list-style-type: none"> <li>With prompting and support, ask and answer questions about key details in a text.</li> </ul>  |
|                |             | <b>RL.K.2</b>  | <ul style="list-style-type: none"> <li>With prompting and support, retell familiar stories, including key details in sequential order.</li> </ul>  |
|                |             | <b>RL.K.3</b>  | <ul style="list-style-type: none"> <li>With prompting and support, identify characters, settings, and major events in a story.</li> </ul>  |
|                |             | <b>RL.K.4</b>  | <ul style="list-style-type: none"> <li>With prompting and support activate prior knowledge.</li> </ul>   |
|                |             | <b>RL.K.5</b>  | <ul style="list-style-type: none"> <li>With prompting and support connect personal knowledge and experience to ideas in text.</li> </ul>   |
|                |             | <b>RL.K.6</b>  | <ul style="list-style-type: none"> <li>With prompting and support make text-to-self and text-to-text comparisons.</li> </ul>   |
|                |             | <i>Craft and Structure</i>                           |  |
|                |             | <b>RL.K.7</b>  | <ul style="list-style-type: none"> <li>Ask and answer questions about unknown words in a text.</li> </ul>  |
|                |             | <b>RL.K.8</b>  | <ul style="list-style-type: none"> <li>Recognize common types of texts (e.g., storybooks, poetry, nursery rhymes, and songs).</li> </ul>   |
|                |             | <b>RL.K.9</b>  | <ul style="list-style-type: none"> <li>With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</li> </ul>   |
|                |             | <b>RL.K.10</b>                                       | <ul style="list-style-type: none"> <li>Identify the front cover, back cover, and title page of a book.</li> </ul>  |
|                |             | <i>Integration of Knowledge and Ideas</i>            |  |
|                |             | <b>RL.K.11</b>                                       | <ul style="list-style-type: none"> <li>With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</li> </ul>                       |
|                |             | <b>RL.K.12</b>                                       | <ul style="list-style-type: none"> <li>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (Ex. The wolf from 3 little Pigs with the Wolf in Little Red Riding Hood)</li> </ul> |
|                |             | <b>RL.K.13</b>                                       | <ul style="list-style-type: none"> <li>Respond to multiple texts read by discussing, drawing, and/or writing to reflect, make meaning, and make connections.</li> </ul>  |
|                |             | <b>RL.K.14</b>                                       | <ul style="list-style-type: none"> <li>Make meaningful predictions based on illustrations or portions of stories.</li> </ul>   |
|                |             | <i>Range of Reading and Level of Text Complexity</i> |  |
|                |             | <b>RL.K.15</b>                                       | <ul style="list-style-type: none"> <li>Actively engage in group reading activities with purpose and understanding.</li> </ul>  |
|                |             | <b>RL.K.16</b>                                       | <ul style="list-style-type: none"> <li>Self-monitor comprehension when reading familiar grade level text.</li> </ul>   |
|                |             | <b>RL.K.17</b>                                       | <ul style="list-style-type: none"> <li>Use simple strategies to increase comprehension while reading familiar text, such as making credible predictions based on illustrations.</li> </ul>   |
|                |             | <b>INFORMATIONAL TEXT</b>                            |  |
|                |             | <i>Key Ideas and Details</i>                         |  |
|                |             | <b>RI.K.1</b>  | <ul style="list-style-type: none"> <li>With prompting and support, ask and answer questions about key details in a text.</li> </ul>  |

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|  | <b>RI.K.2</b>   | <ul style="list-style-type: none"> <li>With prompting and support, identify the main topic and retell key details of a text.</li> </ul>   |
|  | <b>RI.K.3</b>   | <ul style="list-style-type: none"> <li>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> </ul>   |
|  | <b>RI.K.4</b>   | <ul style="list-style-type: none"> <li>With prompting and support activate prior knowledge.</li> </ul>  |
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|  | <b><i>Craft and Structure</i></b>                           |   |
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|  | <b><i>Integration of Knowledge and Ideas</i></b>            |   |
|  | <b>RI.K.11</b>  | <ul style="list-style-type: none"> <li>With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</li> </ul> |
|  | <b>RI.K.12</b>  | <ul style="list-style-type: none"> <li>With prompting and support, identify the reasons an author gives to support points in a text.</li> </ul>   |
|  | <b>RI.K.13</b>  | <ul style="list-style-type: none"> <li>With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> </ul>                         |
|  | <b>RI.K.14</b>  | <ul style="list-style-type: none"> <li>Respond to multiple texts read by discussing, drawing, and/or writing to reflect, make meaning, and make connections.</li> </ul>   |
|  | <b>RI.K.15</b>  | <ul style="list-style-type: none"> <li>Acquire and apply significant knowledge from what has been read to them from grade level appropriate science, social studies, and math texts.</li> </ul>   |
|  | <b><i>Range of Reading and Level of Text Complexity</i></b> |   |
|  | <b>RI.K.16</b>  | <ul style="list-style-type: none"> <li>Actively engage in group reading activities with purpose and understanding.</li> </ul>   |
|  | <b>RI.K.17</b>  | <ul style="list-style-type: none"> <li>Self-monitor comprehension when reading familiar grade level text.</li> </ul>  |
|  | <b>RI.K.18</b>  | <ul style="list-style-type: none"> <li>Use simple strategies to increase comprehension while reading familiar text, such as making credible predictions based on illustrations.</li> </ul>  |
|  | <b>FOUNDATIONAL SKILLS</b>                                  |   |
|  | <b><i>Print Concepts</i></b>                                |   |
|  | <b>RF.K.1</b>   | <ul style="list-style-type: none"> <li>Demonstrate understanding of the organization and basic features of print.</li> </ul>  |
|  | <b>RF.K.1a</b>  | <ul style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page by page.</li> </ul>  |
|  | <b>RF.K.1b</b>  | <ul style="list-style-type: none"> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters (the alphabet principle).</li> </ul>   |
|  | <b>RF.K.1c</b>  | <ul style="list-style-type: none"> <li>c. Understand that words are separated by spaces in print.</li> </ul>  |
|  | <b>RF.K.1d</b>  | <ul style="list-style-type: none"> <li>d. Recognize and name all upper- and lower case letters of the alphabet.</li> </ul>  |
|  | <b>RF.K.2</b>   | <ul style="list-style-type: none"> <li>Follow familiar written text while pointing to matching words.</li> </ul>  |

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|  |                | <b><i>Phonological Awareness</i></b>   |
|  | <b>RF.K.3</b>  | <ul style="list-style-type: none"> <li>• Demonstrate an understanding of spoken words, syllables, and sounds (phonemes).</li> </ul>  |
|  | <b>RF.K.4</b>  | <ul style="list-style-type: none"> <li>• Recognize that words are composed of sounds blended together and carry meaning.</li> </ul>  |
|  | <b>RF.K.4a</b> | a. Recognize and produce rhyming words.  |
|  | <b>RF.K.4b</b> | b. Count, pronounce, blend, and segment syllables in spoken words.   |
|  | <b>RF.K.4c</b> | c. Blend and segment onsets and rimes of single-syllable spoken words.   |
|  | <b>RF.K.4d</b> | d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words, not including CVCs ending with /l/, /r/, or /x/.   |
|  | <b>RF.K.4e</b> | e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.   |
|  |                | <b><i>Phonics and Word Recognition</i></b>   |
|  | <b>RF.K.5</b>  | <ul style="list-style-type: none"> <li>• Know and apply grade-level phonics and word analysis skills in decoding words.</li> </ul>   |
|  | <b>RF.K.5a</b> | a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.   |
|  | <b>RF.K.5b</b> | b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.  |
|  | <b>RF.K.5c</b> | c. Read common high-frequency words by sight.  |
|  | <b>RF.K.5d</b> | d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.   |
|  | <b>RF.K.5e</b> | e. Utilize initial letters/sounds (phonics), picture (semantic) and patters of language (syntactic) clues to narrow possibilities in predicting words.   |
|  |                | <b><i>Fluency</i></b>  |
|  | <b>RF.K.6</b>  | <ul style="list-style-type: none"> <li>• Automatically name letters, associate letters and their sounds, as well as kindergarten sight words encountered in context and isolation.</li> </ul>  |
|  | <b>RF.K.7</b>  | <ul style="list-style-type: none"> <li>• Read emergent-reader texts with purpose and understanding.</li> </ul>   |
|  |                | <b><i>Reading Attitude</i></b>   |
|  | <b>RF.K.8</b>  | <ul style="list-style-type: none"> <li>• Choose books, book activities, and word play independently.</li> </ul>  |
|  |                | <b>WRITING</b>   |
|  |                | <b><i>Text Types and Purposes</i></b>  |
|  | <b>W.K.1</b>   | <ul style="list-style-type: none"> <li>• Write a brief personal narrative using pictures, words, word-like clusters, and/or sentences as support.</li> </ul>   |
|  | <b>W.K.2</b>   | <ul style="list-style-type: none"> <li>• Use a combination of drawing, dictating, and writing to compose opinion pieces that 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., <i>My favorite book is...</i>).</li> </ul> |
|  | <b>W.K.3</b>   | <ul style="list-style-type: none"> <li>• Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which name what is being writing about and supply some information about the topic.</li> </ul>   |
|  | <b>W.K.4</b>   | <ul style="list-style-type: none"> <li>• 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.</li> </ul>   |
|  | <b>W.K.5</b>   | <ul style="list-style-type: none"> <li>• Write poetry, using copy change (imitation), and teacher guidance, based on reading a wide variety of grade level appropriate published poetry.</li> </ul>  |

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|  | <b>W.K.6</b>                                   | <ul style="list-style-type: none"> <li>Write a brief prayer using drawings, words, word-like clusters, and/or sentences as support.</li> </ul>   |
|  | <b>W.K.7</b>                                   | <ul style="list-style-type: none"> <li>Contribute to a class research project by adding relevant information to a class book including: gathering information from teacher-supplied texts, and using the writing process to develop the project.</li> </ul>          |
|  | <b>PRODUCTION AND DISTRIBUTION OF WRITING</b>  |  |
|  | <b>W.K.8</b>                                   | <ul style="list-style-type: none"> <li>With guidance and support, consider the audience reaction as they plan their writing.</li> </ul>  |
|  | <b>W.K.9</b>                                   | <ul style="list-style-type: none"> <li>Brainstorm to generate and structure ideas for narrative and informational text.</li> </ul>   |
|  | <b>W.K.10</b>                                  | <ul style="list-style-type: none"> <li>Use semi-phonetic spelling to represent narrative and informational text when writing and incorporating pictures into drawings.</li> </ul>  |
|  | <b>W.K.11</b>                                  | <ul style="list-style-type: none"> <li>With guidance and support, respond to questions and suggestions from peers and add details to revise and strengthen writing as needed.</li> </ul>   |
|  | <b>W.K.12</b>                                  | <ul style="list-style-type: none"> <li>With guidance and support, explore a variety of digital tools to produce and publish writing, including collaboration with peers.</li> </ul>  |
|  | <b>W.K.13</b>                                  | <ul style="list-style-type: none"> <li>Build and demonstrate writing skills and learning to write.</li> </ul>  |
|  | <b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b> |  |
|  | <b>W.K.14</b>                                  | <ul style="list-style-type: none"> <li>Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</li> </ul>  |
|  | <b>W.K.15</b>                                  | <ul style="list-style-type: none"> <li>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> </ul>   |
|  | <b>HANDWRITING</b>                             |  |
|  | <b>W.K.16</b>                                  | <ul style="list-style-type: none"> <li>Form upper and lower case letters.</li> </ul>   |
|  | <b>W.K.17</b>                                  | <ul style="list-style-type: none"> <li>Leave spaces between words and word-like clusters of letters.</li> </ul>  |
|  | <b>W.K.18</b>                                  | <ul style="list-style-type: none"> <li>Write from left-to-right and top-to-bottom.</li> </ul>  |
|  | <b>SPEAKING AND LISTENING</b>                  |  |
|  | <b><i>Comprehension and Collaboration</i></b>  |  |
|  | <b>SL.K.1</b>                                  | <ul style="list-style-type: none"> <li>Participate in collaborative conversations with peers and adults in small and larger groups about topics and texts.</li> </ul>  |
|  | <b>SL.K.1a</b>                                 | 1. Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  |
|  | <b>SL.K.1b</b>                                 | 2. Participate in a conversation with multiple exchanges.  |
|  |  | Use effective and respectful listening and viewing behaviors.  |
|  | <b>SL.K.2</b>                                  | <ul style="list-style-type: none"> <li>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.</li> </ul> |
|  | <b>SL.K.3</b>                                  | <ul style="list-style-type: none"> <li>Differentiate between speaker and listener.</li> </ul>  |
|  | <b>SL.K.4</b>                                  | Listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.  |
|  | <b>SL.K.5</b>                                  | <ul style="list-style-type: none"> <li>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> </ul>  |
|  | <b>SL.K.6</b>                                  | <ul style="list-style-type: none"> <li>Use language to communicate with a variety of audiences and for various purposes, including to problem-solve, explain, look for relationships, courtesies, prayer.</li> </ul>   |
|  | <b>SL.K.7</b>                                  | <ul style="list-style-type: none"> <li>Be aware that language is to be used in appropriate and respectful ways.</li> </ul>   |

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|  | <b>SL.K.8</b>                              | <ul style="list-style-type: none"> <li>Understand and follow one- and two-step directions.</li> </ul>   |
|  | <b>Presentation of Knowledge and Ideas</b> |   |
|  | <b>SL.K.9</b>                              | <ul style="list-style-type: none"> <li>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> </ul>  |
|  | <b>SL.K.10</b>                             | <ul style="list-style-type: none"> <li>Plan and deliver presentations or reports: using an informational organizational pattern description.</li> </ul>   |
|  | <b>SL.K.11</b>                             | <ul style="list-style-type: none"> <li>Add drawings or other visual displays to verbal descriptions to provide additional detail.</li> </ul>  |
|  | <b>SL.K.12</b>                             | <ul style="list-style-type: none"> <li>Respond to multiple text types by reflecting, making meaning, and making connections.</li> </ul>   |
|  | <b>SL.K.13</b>                             | <ul style="list-style-type: none"> <li>Speak audibly and express thoughts, feelings, and ideas clearly.</li> </ul>  |
|  | <b>ORAL PRAYER</b>                         |   |
|  | <b>SL.K.13</b>                             | <ul style="list-style-type: none"> <li>Engage in daily spoken prayers while learning appropriate posture and eye contact.</li> </ul>  |
|  | <b>LANGUAGE</b>                            |   |
|  | <b>Conventions of Standard English</b>     |   |
|  | <b>L.K.1</b>                               | <ul style="list-style-type: none"> <li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ul>  |
|  | <b>L.K.1a</b>                              | a. Print all upper- and lowercase letters.  |
|  | <b>L.K.1b</b>                              | b. Use frequently occurring nouns and verbs.  |
|  | <b>L.K.1c</b>                              | c. Form regular plural nouns orally by adding /s/ or /es/.  |
|  | <b>L.K.1d</b>                              | d. Understand and use question words (interrogatives).  |
|  | <b>L.K.1e</b>                              | e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ).  |
|  | <b>L.K.1f</b>                              | f. Produce and expand complete sentences in shared language activities.   |
|  | <b>L.K.2</b>                               | <ul style="list-style-type: none"> <li>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul>  |
|  | <b>L.K.2a</b>                              | a. Capitalize the first word in a sentence and the pronoun <i>I</i> .   |
|  | <b>L.K.2b</b>                              | b. Recognize and name end punctuation.  |
|  | <b>L.K.2c</b>                              | c. Write a letter or letters for all consonant and short-vowel sounds (phonemes).   |
|  | <b>L.K.2d</b>                              | d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.   |
|  | <b>Vocabulary Acquisitions and Use</b>     |   |
|  | <b>L.K.4</b>                               | <ul style="list-style-type: none"> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content as well as through oral language contexts.</li> </ul> |
|  | <b>L.K.4a</b>                              | a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> ).  |
|  | <b>L.K.4b</b>                              | b. Use picture clues, predictions, and other people to help recognize words.  |
|  | <b>L.K.4c</b>                              | 3. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i> ) as a clue to the meaning of an unknown word.  |
|  | <b>L.K.5</b>                               | <ul style="list-style-type: none"> <li>With guidance and support from adults, explore word relationships and nuances in word meanings.</li> </ul>   |

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|  |  | <b>L.K.5a</b> | a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.   |
|  |  | <b>L.K.5b</b> | b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).  |
|  |  | <b>L.K.5c</b> | c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).   |
|  |  | <b>L.K.5d</b> | d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i> ) by acting out the meanings. |
|  |  | <b>L.K.6</b>  | <ul style="list-style-type: none"> <li>• Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</li> </ul>                  |



**Kindergarten**  
**Mathematic Standards for the Archdiocese of Detroit**

**\*Provide 3 dates for each standard**

| <i>Initials</i> | <i>Dates</i> | <u>Counting &amp; Cardinality</u>                                   |   |
|-----------------|--------------|---|---|
|                 |              | <i>Know number names and the count sequence.</i>                    |   |
|                 |              | <b>K.CC.A.1</b>   | Count to 100 by ones, two's, fives, and by tens.  |
|                 |              | <b>K.CC.A.2</b>   | Count forward beginning from a given number within the known sequence (instead of having to begin at 1).  |
|                 |              | <b>K.CC.A.3</b>   | Write numbers from 0 to 30. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).  |
|                 |              | <b>K.CC.A.4</b>   | Count objects in sets up to 30  |
|                 |              | <u>Count to Tell the Number of Objects</u>                          |   |
|                 |              | <b>K.CC.B.5</b>   | Understand the relationship between numbers and quantities; connect counting to cardinality.  |
|                 |              | <b>K.CC.B.5a</b>  | 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.   |
|                 |              | <b>K.CC.B.5b</b>  | 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.   |
|                 |              | <b>K.CC.B.5c</b>  | Understand that each successive number name refers to a quantity that is one larger.  |
|                 |              | <b>K.CC.B.6</b>   | Count to answer "how many?" questions about as many as 30 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–30, count out that many objects.   |
|                 |              | <b>K.CC.B.7</b>   | Use one-to-one correspondence to compare and order sets of objects to 30 using phrases such as "same number," "more than," "less than"  |
|                 |              | <b>K.CC.B.8</b>   | Read and write numbers to 30 and connect them to the quantities they represent.   |
|                 |              | <u>Compare Numbers</u>  |   |
|                 |              | <b>K.CC.C.9</b>   | 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.  |
|                 |              | <b>K.CC.C.10</b>  | Compare two numbers between 1 and 30 presented as written numerals.   |
|                 |              | <u>Operations &amp; Algebraic Thinking</u>                          |   |
|                 |              | <i>Understand addition, and understand subtraction.</i>             |   |
|                 |              | <b>K.OA.A.1</b>   | Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.   |
|                 |              | <b>K.OA.A.2</b>   | Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.  |
|                 |              | <b>K.OA.A.3</b>   | Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ).  |
|                 |              | <b>K.OA.A.4</b>   | For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.   |
|                 |              | <b>K.OA.A.5</b>   | Fluently add and subtract within 10.  |
|                 |              | <b>K.OA.A.6</b>   | Record mathematical thinking by writing simple addition and subtraction sentences   |
|                 |              | <b>K.OA.A.7</b>   | Create, describe and extend simple number patterns  |
|                 |              | <u>Number &amp; Operations in Base Ten</u>                          |   |
|                 |              | <i>Work with numbers 11-19 to gain foundations for place value.</i> |   |
|                 |              | <b>K.NOBT.A.1</b>   | Compose and decompose numbers from 11 to 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 (such as $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. |

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|  | <b>K.NOBT.A.2</b>  | Understand the numbers 1 to 30 as having one, or two, or three groups of ten and some ones.   |
|  | <b><u>Measurement &amp; Data</u></b>   |   |
|  | <i>Describe and compare measurable attributes.</i>                               |   |
|  | <b>K.MD.A.1</b>  | Describe measurable attributes of objects, such as length, weight, and volume. Describe several measurable attributes of a single object  |
|  | <b>K.MD.A.2</b>  | 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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter</i>           |
|  | <b>K.MD.A.3</b>  | Compare two or more objects by length and weight  |
|  | <b><u>Classify objects and count the number of objects in each category.</u></b> |   |
|  | <b>K.MD.B.4</b>  | Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.   |
|  | <b><u>Explore Concepts of Time</u></b>   |   |
|  | <b>K.MD.C.5</b>  | Know and use the common words for the parts of the day (morning, afternoon, evening) and relative time (yesterday, today, tomorrow)   |
|  | <b>K.MD.C.6</b>  | Identify tools that measure time (clocks and calendars)   |
|  | <b>K.MD.C.7</b>  | Identify landmark times to the nearest hour and half hour   |
|  | <b><u>Work with Unit Fractions</u></b>   |   |
|  | <b>K.MD.D.8</b>  | Recognize and understand difference between half and whole objects  |
|  | <b>K.MD.D.9</b>  | Recognize that 2 halves make up a whole   |
|  | <b><u>Work with Money</u></b>  |   |
|  | <b>K.MD.E.10</b>   | Identify different denominations of coins and bills   |
|  | <b><u>Use Pictographs</u></b>  |   |
|  | <b>K.MD.F.12</b>   | Collect and organize data to use in a pictograph  |
|  | <b>K.MD.F.13</b>   | Read and interpret pictograph   |
|  | <b>K.MD.F.14</b>   | Make graph of given data using both vertical and horizontal form of graph; scale should be in units of one and include symbolic representations   |
|  | <b><u>Geometry</u></b>   |   |
|  | <i>Identify and describe shapes.</i>   |   |
|  | <b>K.G.A.1</b>   | Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to</i> .   |
|  | <b>K.G.A.2</b>   | Correctly name shapes regardless of their orientations or overall size.   |
|  | <b>K.G.A.3</b>   | Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).   |
|  | <i>Analyze, compare, create, and compose shapes.</i>                             |   |
|  | <b>K.G.B.4</b>   | 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/“angles”) and other attributes (e.g., having sides of equal length). |
|  | <b>K.G.B.5</b>   | Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.  |
|  | <b>K.G.B.6</b>   | Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i>   |
|  | <b>K.G.B.7</b>   | Create, describe and extend simple geometric patterns   |



## **Kindergarten**

### ***Mathematic Standards for the Archdiocese of Detroit***

#### **Counting & Cardinality**

*Know number names and the count sequence.*

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| K.CC.A.1 | Count to 100 by ones, two's, fives, and by tens.   |
| K.CC.A.2 | Count forward beginning from a given number within the known sequence (instead of having to begin at 1).                           |
| K.CC.A.3 | Write numbers from 0 to 30. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). |
| K.CC.A.4 | Count objects in sets up to 30   |

#### **Count to tell the number of objects**

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| K.CC.B.5  | Understand the relationship between numbers and quantities; connect counting to cardinality.  |
| K.CC.B.5a | 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.   |
| K.CC.B.5b | 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.   |
| K.CC.B.5c | Understand that each successive number name refers to a quantity that is one larger.  |
| K.CC.B.6  | Count to answer "how many?" questions about as many as 30 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–30, count out that many objects. |
| K.CC.B.7  | Use one-to-one correspondence to compare and order sets of objects to 30 using phrases such as "same number," "more than," "less than"  |
| K.CC.B.8  | Read and write numbers to 30 and connect them to the quantities they represent.   |

#### **Compare numbers**

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| K.CC.C.9 | Identify whether the number of objects in one group is greater than, less than, or equal to the |
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|   | number of objects in another group, e.g., by using matching and counting strategies.  |
| K.CC.C.10   | Compare two numbers between 1 and 30 presented as written numerals.   |
|   |   |
| <b><u>Operations &amp; Algebraic Thinking</u></b>                   |   |
| <i>Understand addition, and understand subtraction.</i>             |   |
| K.OA.A.1  | Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.   |
| K.OA.A.2  | Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.  |
| K.OA.A.3  | Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ).  |
| K.OA.A.4  | For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.   |
| K.OA.A.5  | Fluently add and subtract within 10.  |
| K.OA.A.6  | Record mathematical thinking by writing simple addition and subtraction sentences   |
| K.OA.A.7  | Create, describe and extend simple number patterns  |
|   |   |
| <b><u>Number &amp; Operations in Base Ten</u></b>                   |   |
| <i>Work with numbers 11-19 to gain foundations for place value.</i> |   |
| K.NOBT.A.1  | Compose and decompose numbers from 11 to 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 (such as $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. |
| K.NOBT.A.2  | Understand the numbers 1 to 30 as having one, or two, or three groups of ten and some ones.   |
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| <b><u>Measurement &amp; Data</u></b>                                |   |
| <i>Describe and compare measurable attributes.</i>                  |   |

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| K.MD.A.1   | Describe measurable attributes of objects, such as length, weight, and volume. Describe several measurable attributes of a single object  |
| K.MD.A.2   | 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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter</i> |
| K.MD.A.3   | Compare two or more objects by length and weight  |
|  |   |
| <b><u>Classify objects and count the number of objects in each category.</u></b> |   |
| K.MD.B.4   | Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.   |
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| <b><u>Explore Concepts of Time</u></b>   |   |
| K.MD.C.5   | Know and use the common words for the parts of the day (morning, afternoon, evening) and relative time (yesterday, today, tomorrow)   |
| K.MD.C.6   | Identify tools that measure time (clocks and calendars)   |
| K.MD.C.7   | Identify landmark times to the nearest hour and half hour   |
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| <b><u>Work with Unit Fractions</u></b>   |   |
| K.MD.D.8   | Recognize and understand difference between half and whole objects  |
| K.MD.D.9   | Recognize that 2 halves make up a whole   |
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| <b><u>Work with Money</u></b>  |   |
| K.MD.E.10  | Identify different denominations of coins and bills   |
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| <b><u>Use Pictographs</u></b>  |   |
| K.MD.F.12  | Collect and organize data to use in a pictograph  |
| K.MD.F.13  | Read and interpret pictograph   |

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| K.MD.F.14  | Make graph of given data using both vertical and horizontal form of graph; scale should be in units of one and include symbolic representations   |
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| <b><u>Geometry</u></b>                               |   |
| <i>Identify and describe shapes.</i>                 |   |
| K.G.A.1  | Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to.</i>  |
| K.G.A.2  | Correctly name shapes regardless of their orientations or overall size.   |
| K.G.A.3  | Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).   |
| <i>Analyze, compare, create, and compose shapes.</i> |   |
| K.G.B.4  | 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/“angles”) and other attributes (e.g., having sides of equal length). |
| K.G.B.5  | Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.  |
| K.G.B.6  | Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i>   |
| K.G.B.7  | Create, describe and extend simple geometric patterns   |



## **Kindergarten**

### *Social Studies Standards for the Archdiocese of Detroit*

#### **History**

| <b>H1</b>  | <b>Living and Working Together in Families and Schools</b>  |
|------------|---|
|            | <i>Use historical thinking to understand the past.</i>  |
| K – H1.0.1 | Distinguish between yesterday, today, tomorrow.   |
| K – H1.0.2 | Recognize the purpose of the calendar and the clock.  |
| K – H1.0.3 | Create a timeline using events from the student’s life (e.g., birth, baptism, crawling, walking, loss of first tooth, first day of school). |
| K – H1.0.4 | Identify the beginning, middle, and end of historical narratives or stories.  |
| K – H1.0.5 | Recognize how machines and inventions change the way people do things.  |
| K – H1.0.6 | Recognize the holidays of the Catholic Church.  |
| K – H1.0.7 | Recognize the purpose of national holidays.   |
| K – H1.0.8 | Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos, Bible stories).                               |

#### **Geography**

| <b>G1</b>  | <b>The World in Spatial Terms</b>   |
|------------|---|
|            | <i>Use geographic representations to acquire, process, and report information from a spatial perspective.</i>                       |
| K – G1.0.1 | Recognize that maps and globes represent places.  |
| K – G1.0.2 | Use environmental directions or positional words (up/down, in/out, above/below) to identify significant locations in the classroom. |
| K – G1.0.3 | Identify Michigan on the map of the United States.  |
| K – G1.0.4 | Identify the United States of America on a world map.   |
| K – G1.0.5 | Recognize a model as a representation of a place. (e.g. house, church, school street, bridges, sidewalks).                          |
| <b>G2</b>  | <b>Places and Regions</b>   |
|            | <i>Understand how regions are created from common physical and human characteristics.</i>   |
| K – G2.0.1 | Identify and describe places in the immediate environment (e.g., classroom, home, playground, church).                              |
| K – G2.0.2 | Recognize physical features such as landforms, bodies of water on a map.  |
| <b>G3</b>  | <b>Environment and Society</b>  |
|            | <i>Understand the effects of human-environment interactions.</i>  |
| K – G5.0.1 | Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing).                             |
| K – G5.0.2 | Describe ways people adapt to the environment.  |
| K – G5.0.3 | Demonstrate how people are stewards of God’s creations by how they take care of the earth.  |
| K – G5.0.4 | Identify ways people travel on land, water, and air.  |

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| K – G5.0.5   | Recognize that families vary in size and composition  |
| K – G5.0.6   | Demonstrate how to make and keep a friend (e.g. What Jesus would do?).  |
| K – G5.0.7   | Describe what it means to be a friend.  |
| K – G5.0.8   | Model and practice conflict resolution strategies.  |
| <b><u>Civics and Government</u></b>                                      |   |
| <b>C2</b>  | <b>Values and Principles of American Democracy</b>  |
|  | <i>Understand values and principles of American constitutional democracy.</i>   |
| K – C2.0.1   | Identify important symbols of the United States. (e.g. flag, bald eagle, statue of liberty, money, White House, President).   |
| K – C2.0.2   | Understand that rules are made to ensure fairness and safety for all of us. (e.g., Virtues, Ten Commandments, The Golden Rule.).  |
| K – C2.0.3   | Describe fair ways for groups to make decisions.  |
| K – C2.0.4   | Identify people in the community that are leaders (e.g. priest, principal, teacher, firefighter, police, president, parents).   |
| K – C2.0.5   | Understand safety signs.  |
| <b>C3</b>  | <b>Roles of the Citizen in American Democracy</b>   |
|  | <i>Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</i>   |
| K – C3.0.1   | Describe situations in which self-discipline and individual responsibility are needed (e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns, sitting in Church). |
| K – C3.0.2   | Recite the Pledge of Allegiance.  |
| <b><u>Economics</u></b>  |   |
| <b>E1</b>  | <b>Market Economy</b>   |
|  | <i>Use fundamental principles and concepts of economics to understand economic activity in a market economy.</i>  |
| K - E1.0.1   | Describe economic wants they have experienced.  |
| K - E1.0.2   | Distinguish between goods and services.   |
| K - E1.0.3   | Recognize situations in which people trade goods and services.  |
| K - E1.0.4   | Explain why people work and the community's need for people to work in a variety of jobs.   |
| K - E1.0.5   | Distinguish between wants and needs.  |
| <b><u>Public Discourse, Decision Making, and Citizen Involvement</u></b> |   |
| <b>P1</b>  | <b>Identifying and Analyzing Public Issues</b>  |
|  | <i>Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</i>  |
| K – P3.1.1   | Identify classroom issues.  |
| K – P3.1.2   | Use simple graphs to explain information about a classroom issue.   |
| <b>P1.1</b>  | <b>Persuasive Communication About a Public Issue</b>  |

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|             | <i>Communicate a reasoned position on a public issue.</i>                              |
| K – P3.3.1  | Express a position on a classroom issue.   |
| <b>P1.2</b> | <b>Citizen Involvement</b>   |
|             | <i>Act constructively to further the public good.</i>                                  |
| K – P4.2.1  | Develop and implement an action plan to address or inform others about a public issue. |
| K – P4.2.2  | Participate in projects to help or inform others (e.g. Christian service projects).    |
| K – P4.2.3  | Identify voting as a way to express ideas and a way to make group decisions.           |
| K – P4.2.4  | Identify the use of manners and their purpose in good citizenship.                     |