

Kindergarten Parent-Friendly Standards

School District of Pickens County-Kindergarten Standards by Quarter, 2018-2019									
ENGLISH LANGUAGE ARTS									
Inquiry-Based ELA standards but can be embedded in all subject areas. Therefore, they will not be taught in isolation nor graded on the report card in isolation.									
Key Ideas	SC-CCR Standards	Q1	Q2	Q3	Q4	SC-CCR Indicators	SC-CCR Indicators	Parent-Friendly Standards	
Principles of Reading	Standard 1- Demonstrate understanding of the organization and basic features of print.		X			K-RL.1.1, K-RI.1.1	Follow words from left to right, top to bottom, and front to back.	Follow words from left to right, top to bottom, and page by page.	
			X			K-RL.1.2, K-RI.1.2	Recognize that spoken words are represented in written language by specific sequences of letters.	Understand that letters go together to make words.	
			X			K-RL.1.3, K-RI.1.3	Understand that words are separated by spaces in print.	Understand that there are spaces between words.	
			X			K-RL.1.4, K-RI.1.4	Recognize and name all upper- and lowercase letters of the alphabet.	Recognize and name all upper- and lower case letters.	
	Standard 2- Demonstrate understanding of spoken words, syllables, and sounds.				X		K-RL.2.1, K-RI.2.1	Recognize and produce rhyming words.	Recognize and make rhyming words. (i.e., cat, bat, sat, etc.)
					X		K-RL.2.2, K-RI.2.2	Count, pronounce, blend, and segment syllables in spoken words.	Count, say, blend, and divide words into syllables. (i.e., red= 1 syllable, pur-ple=2 syllables)
					X		K-RL.2.3, K-RI.2.3	Blend and segment onsets and rimes of single-syllable spoken words.	Blend and divide beginning sounds followed by several letters to understand one syllable spoken words. (i.e., h-at= hat)
					X		K-RL.2.4, K-RI.2.4	Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.	Find and say the initial sound, middle vowel, and last sound in simple words. (ex. cat= /c/ /a/ /t/)
					X		K-RL.2.5, K-RI.2.5	Add or substitute individual sounds in simple, one-syllable words to make new words.	Change a consonant or a vowel sound to make new words. (ex. cat-change "c" to "b" for bat; cat-change "a" to "u" for cut)
	Standard 3- Know and apply grade-level phonics and word analysis skills when decoding words.		X				K-RL.3.1, K-RI.3.1	Produce one-to-one letter-sound correspondences for each consonant.	Make the most common sound for each consonant.
						X	K-RL.3.2, K-RI.3.2	Associate long and short sounds of the five major vowels with their common spellings.	Match the most common long and short vowel sounds with common spellings.
						X	K-RL.3.3, K-RI.3.3	Read regularly spelled one-syllable words.	Read one-syllable words.
						X	K-RL.3.4, K-RI.3.4	Distinguish between similarly spelled consonant-vowel-consonant-patterned words by identifying the sounds of the letters that differ.	Tell the difference between similarly spelled words based on their letter sounds. (ex. bag, tag-note that the beginning sound is different)
						X	K-RL.3.5, K-RI.3.5	Read common high-frequency words.	Read common high-frequency words.
						X	K-RL.3.6, K-RI.3.6	Recognize grade-appropriate irregularly spelled words.	Read grade level high frequency words.

Kindergarten Parent-Friendly Standards

Principles of Reading	Standard 4- Read with sufficient accuracy and fluency to support comprehension.	X			K-RL.4.1, K-RI.4.1	Read emergent-reader texts with purpose and understanding.	Read grade level texts with purpose and understanding.
			X		K-RL.4.3, K-RI.4.3	Use picture cues to confirm or self-correct word recognition and understanding.	Student checks the word(s) read to confirm that it is right using the picture or corrects the word(s) read to match the picture.
				x	K-RL.4.2, K-RI.4.2	Read emergent texts orally with accuracy, appropriate rate, and expression.	Read grade level texts independently with few errors, at an appropriate speed, and with feeling that matches the text.
Meaning and Context	Standard 5- Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	X			K-RL.5.1, K-RI.5.1	With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.	Ask and answer questions and use key details to figure out what is not directly said in the story.
		X			K-RL.5.2, K-RI.5.2	With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	Ask and answer questions to make a guess about what may happen using what is known about the text.
	X			K-RL.6.1	Describe the relationship between illustrations and the text.	Describe the connection between the pictures and words.	
			X	K-RI.6.1	With guidance and support, retell the central idea and identify key details to summarize a text heard, read, or viewed.	Tell the main topic and details in a nonfiction book.	
		x		K-RL.7.1	With guidance and support, retell a familiar text; identify beginning, middle, and end in a text heard or read.	Tell about the beginning, middle, and end of the text.	
		X		K-RI.7.1	With guidance and support, compare topics or ideas within a thematic or author study heard, read, or viewed.	Compare topics or ideas within informational texts.	
			X	K-RL.7.2	Read or listen closely to compare familiar texts.	Compare familiar fiction texts.	

Kindergarten Parent-Friendly Standards

Meaning and Context										
Standard 8- Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	X					K-RL.8.1a	With guidance and support, read or listen closely to describe characters and their actions.	Describe characters and their actions.		
	X					K-RL.8.1b	With guidance and support, read or listen closely to compare characters' experiences to those of the reader.	Student compares characters' experiences to his/her own experiences.		
	X					K-RL.8.1c	With guidance and support, read or listen closely to describe setting.	Describe where the story takes place.		
					X	K-RL.8.1d	With guidance and support, read or listen closely to identify the problem and solution.	Identify what goes wrong and how the problem is fixed.		
					X	K-RL.8.1e	With guidance and support, read or listen closely to identify the cause of an event.	Identify why an event happens in a story.		
Standard 8- Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. Standard 9- Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. Standard RI 9 & RL 10- Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.				X		K-RI.8.1	With guidance and support, identify words, phrases, illustrations, and photographs used to provide information.	Use words, phrases, and pictures to provide information in nonfiction texts.		
					X	K-RI.8.2	With guidance and support, use front cover, title page, illustrations/photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.	Identify the parts of a nonfiction text.		
					X	K-RL.9.1	With guidance and support, identify the literary devices of repetitive language and the sound devices of rhyme, onomatopoeia, and alliteration; identify when the author uses each.	Tell when the author uses rhyme, words that represent a noise (onomatopoeia), and words that begin with the same consonant sound (alliteration).		
					X	K-RL.9.2	With guidance and support, identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.	Identify how an author's words and pictures affect our emotions and add to the meaning of the story.		
		X					K-RL.10.6, K-RI.9.5	With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.	Use strategies to figure out unknown words and phrases.	
			X				K-RL.10.1, K-RI.9.1	With guidance and support, ask and answer questions about known and unknown words.	Ask and answer questions about known words and new words in a text.	
			X				K-RL.10.4	With guidance and support, identify the individual words used to form a compound word.	Identify the two words used to make a compound word.	
				X			K-RL.10.2, K-RI.9.2	With guidance and support, identify new meanings for familiar words and apply them accurately.	Tell the meaning of unknown and multiple meaning grade-level words.	
					X		K-RL.10.3, K-RI.9.3	With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.	Use common beginnings and endings to help determine what a word means.	
					X		K-RL.10.5	With guidance and support, use print and multimedia resources to explore word relationships and nuances in word meanings.	Understand that words have different meanings in texts.	
					X		K-RI.9.4	With guidance and support, use print and multimedia resources to explore word relationships and meanings.	Use a variety of resources to understand word connections and meanings.	

Kindergarten Parent-Friendly Standards

Language, Craft, and Structure	<p>Standard 11- Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.</p>	X			K-RL.11.1	Identify the author and illustrator and define the role of each.	Identify the author as the person who wrote the story and the illustrator as the person who created the pictures in the story.	
			X		K-RL.11.2	Identify who is telling the story, the narrator or characters.	Identify who is telling the story, a narrator or one of the characters in the story.	
	<p>Standard 10- Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning and style.</p>			X		K-RI.10.1	Identify the author and illustrator and define the role of each.	Identify the author as the person who wrote the story and the illustrator as the person who created the pictures/images in the story.
	<p>Standard 12- Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.</p>	X				K-RL.12.1	Recognize and sort types of literary texts.	Recognize and sort types of literary texts such as animal fantasy, realistic fiction, or folktales.
	<p>Standard 11- Analyze and critique how the author uses structure in print and multimedia texts to craft informational and argument writing.</p>		x			K-RI.11.1	With guidance and support, explore informational text structures within texts heard or read.	Explore informational text structures such as simple fact books, personal memory stories, or how to books.
	<p>Standard 12- Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.</p>			X		K-RL.12.2	Recognize the crafted text structure of recurring phrases.	Recognize the repeated phrases in literary texts.
	<p>Standard 11- Analyze and critique how the author uses structure in print and multimedia texts to craft informational and argument writing.</p>				X	K-RI.11.2	With guidance and support, identify the reasons an author gives to support a position.	Identify the reasons an author gives to support his or her ideas in nonfiction text.

Kindergarten Parent-Friendly Standards

Range and Complexity	Standard RI 12 and RL 13- Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.	X				K-RL.13.1	Engage in whole and small group reading with purpose and understanding.	Participate in whole and small group reading to understand literary texts.		
			x				K-RI.12.1	Engage in whole and small group reading with purpose and understanding.	Participate in whole and small group reading to understand informational texts.	
					X			K-RI.12.2	Read independently for sustained periods of time.	Read informational texts independently for an extended period of time.
						X		K-RL.13.2	Read independently for sustained periods of time to build stamina.	Read literary texts independently for an extended period of time.
						X		K-RL.13.3	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	Read and respond to literary texts to show independence and critical thinking to question the text and how the student is thinking about the text.
						X		K-RI.12.3	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	Read and respond to informational texts to show independence and critical thinking to question the text and how the student is thinking about the text.
Writing	Standard 1- Write arguments to support claims with clear reasons and relevant evidence.				X		K-W.1.1	Use a combination of drawing, dictating, and writing to state the topic and communicate an opinion about it.	Write, draw, and tell my opinion.	
					X		K-W.1.2	With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	Plan, revise, and edit opinion writing with guidance and support.	
	Standard 2- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			X				K-W.2.1	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply information about the topic.	Write, draw, and tell to teach about a topic.
					X			K-W.2.2	With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	Plan, revise, and edit information writing with guidance and support.
	Standard 3- Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well structured event sequences.		X					K-W.3.1	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and to provide a reaction to what happened.	Draw, tell, and write about a single event or several loosely linked events.
			X					K-W.3.2	With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	Plan, revise, and edit narrative writing.

Kindergarten Parent-Friendly Standards

	Writing				Communication			
	Standard	1	2	3	Standard	1	2	3
Writing	Standard 4- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	x			K-W.4.1	With guidance and support, use nouns.	Use nouns (words that name a person, place, or thing).	
		x			K-W.4.2	With guidance and support, form regular plural nouns orally by adding /s/ or /es/.	Say regular plural nouns by adding /s/ or /es/ to the word.	
			x		K-W.4.4	With guidance and support, use verbs.	Use verbs (action words).	
			X		K-W.4.5	With guidance and support, use adjectives.	Use adjectives (words that describe).	
			X		K-W.4.7	With guidance and support, use conjunctions.	Use conjunctions (words that join words, phrases, sentences).	
				X	K-W.4.3	With guidance and support, understand and use interrogatives.	Understand and use question words.	
				X	K-W.4.6	With guidance and support, use prepositional phrases.	Use common prepositions (words that connect a noun to a verb or adjective).	
				X	K-W.4.8	Produce and expand complete sentences.	Make complete sentences in writing.	
	Standard 5- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	x			K-W.5.2	Recognize and name end punctuation.	Recognize and name end punctuation.	
		x			K-W.5.3	Write letter(s) for familiar consonant and vowel sounds.	Write a letter or letters for most consonant sounds and most short vowel sounds.	
			X		K-W.5.1	Capitalize the first word in a sentence and the pronoun <i>I</i> .	Capitalize the first word in a sentence and the word <i>I</i> .	
			X		K-W.5.4	Spell simple words phonetically.	Use what I know about letter sounds to write words.	
			X		K-W.5.5	Consult print and multimedia resources to check and correct spellings.	Use resources to check spelling.	
	Standard 6- Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames	x			K-W.6.1	With guidance and support, write routinely and persevere in writing tasks for a variety of purposes and audiences.	Write for an extended period of time.	
		x			K-W.6.2	Print upper- and lowercase letters.	Print many upper- and lowercase letters.	
		X		K-W.6.3	Recognize that print moves from left to right and that there are spaces between words.	Write from left to right and leave spaces between words.		
		X		K-W.6.4	Locate letter keys on an electronic device.	Locate letter keys on an electronic device.		
Communication	Standard 1- Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives	X			K-C.1.1	Explore and create meaning through play, conversation, drama, and story-telling.	Create understanding of information through play, conversation, acting it out, and telling stories.	
						Practice verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.	Practice using the loudness of voice, the way something is said, eye contact, facial expressions, and position of the body to communicate.	
		X			K-C.1.3	Practice the skills of taking turns, listening to others, and speaking clearly.	Practice taking turns, listening when others speak, and speaking clearly when you speak.	
			X		K-C.1.2	Participate in conversations with varied partners about focused grade level topics and texts in small and large groups.	Talk with partners about the grade level topic or text in different group sizes.	
			X		K-C.1.4	Participate in conversations with varied partners about focused grade level topics and texts in small and large groups.	Talk with partners about the grade level topic or text in different group sizes.	
			X		K-C.1.5	Explain personal ideas and build on the ideas of others by responding and relating to comments made.	Explain your ideas and build on the ideas of others.	

Kindergarten Parent-Friendly Standards

Communication	Standard 2- Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.				X	K-C.2.1	With guidance and support, recall information from experiences or gather information from sources to ask and answer questions.	Ask and answer questions by remembering or gathering information from sources.	
					X	K-C.2.2	With guidance and support, participate in shared research exploring a variety of texts; express opinions and talk about findings.	Help class research and share my opinion for a project.	
	Standard 4- Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.	X					K-C.4.1	Identify speaker's purpose.	Identify why someone is talking.
			X				K-C.4.3	Identify when the speaker uses intonation and word stress.	Identify when a speaker changes his voice to emphasize important things.
						X	K-C.4.2	Identify the introduction and conclusion of a presentation.	Identify the beginning and ending of a presentation.
	Standard 3- Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.		X				K-C.3.2	Use appropriate props, images, or illustrations to support verbal communication.	Use props or pictures to communicate.
					X		K-C.3.1	Explore how ideas and topics are depicted in a variety of media and formats.	Explore information through a variety of sources.
	Standard 5- Incorporate craft techniques to engage and impact audience and convey messages		X				K-C.5.1	Use voice inflection, expression, rhythm, and rhyme, when presenting poems, short stories, role-plays, or songs.	Speak with expression when presenting poems, stories, or songs.
			X				K-C.5.2	Employ repetitive language, onomatopoeia, and/or alliteration to impact the audience.	Use repeating words, sound words, or words that all start with the same sound to impact the audience.
	MATHEMATICS								
Mathematical Process Standards demonstrate the ways in which students develop conceptual understanding of mathematical content and apply mathematical skills. Therefore, they will not be taught in isolation nor graded on the report card in isolation.									
Key Ideas	SC-CCR Standards	Q1	Q2	Q3	Q4	SC-CCR Indicators	SC-CCR Indicators	Parent-Friendly Standards	
Number Sense and Geometry	K.NS.1	x				K.NS.1	K.NS.1 Count forward by ones and tens to 100.	Count to 100 by ones and tens.	
	K.NS.2	x				K.NS.2	K.NS.2 Count forward by ones beginning from any number less than 100.	Count forward starting at any number 0-100.	
	K.G.1	X				K.G.1	K.G.1 Describe positions of objects by appropriately using terms, including below, above, beside, between, inside, outside, in front of, or behind.	Describe the position of objects using words including below, above, beside, between, inside, outside, in front of, or behind.	

Kindergarten Parent-Friendly Standards

Number Sense	K.NS.5	X- up to 5	up to 10	up to 20		K.NS.5	K.NS.5 Count a given number of objects from 1-20 and connect this sequence in a one-to-one manner.	Name a group of objects by using a number.
	K.NS.4	x				K.NS.4	K.NS.4 Understand the relationship between number and quantity. Connect counting to cardinality.	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.NS.4a	x				K.NS.4a	K.NS.4a Demonstrate an understanding that the last number said tells the number of objects in the set (cardinality).	Understand that the last object counted tells the number of objects in a group.
	K.NS.4b	x				K.NS.4b	K.NS.4b The number of objects is the same regardless of their arrangement or the order in which they are counted (conservation of number).	Understand that the number of objects in a group can be rearranged and the total number will be the same.
	K.NS.3	X- up to 5	up to 10	up to 20		K.NS.3	K.NS.3 Read numbers from 0-20 and represent a number of objects 0-20 with a written numeral.	Read numbers 0-20 and write a number for a group of 0 to 20 objects.
	K.NS.6	X- up to 5	up to 10			K.NS.6	K.NS.6 Recognize a quantity of up to 10 objects in an organized arrangement (subitizing).	Recognize an organized group of up to 10 objects.
	K.NS.7	X- up to 5	up to 10			K.NS.7	K.NS.7 Determine whether the number of up to ten objects in one group is more than, less than, or equal to the number of up to ten objects in another group using matching and counting strategies.	Tell if a group of objects in one group is greater than, less than or equal to a group of objects in another group.
	K.NS.4c	x				K.NS.4c	K.NS.4c Demonstrate an understanding that each successive number name refers to a quantity that is one more and each previous number name refers to a quantity that is one less.	Understand that adding an object to a group will make the total number one more and taking an object from a group will make the total number one less.
	K.NS.8	X- up to 5	up to 10			K.NS.8	K.NS.8 Compare two written numerals up to 10 using more than, less than, or equal to.	I can compare two written numbers up to ten by saying if the number is more than, less than, or equal to.
K.NS.9	x				K.NS.9	K.NS.9 Identify first through fifth and last positions in a line of objects.	Identify 1st-5th and last position in a line of objects.	
Algebraic Thinking and Operations	K.ATO.1		x-up to 5	up to 10		K.ATO.1	K.ATO.1 Model situations that involve addition and subtraction within 10 using objects, fingers, mental images, drawings, acting out situations, verbal explanations, expressions, and equations.	Use objects, fingers, and pictures to help me show addition and subtraction. Use expressions and equations to help show addition and subtraction.
	K.ATO.2		x-up to 5	up to 10		K.ATO.2	K.ATO.2 Solve real-world/story problems using objects and drawings to find sums up to 10 and differences within 10.	Solve addition and subtraction word problems within 10 using objects and drawings.
	K.ATO.3		x-up to 5	up to 10		K.ATO.3	K.ATO.3 Compose and decompose numbers up to 10 using objects, drawings, and equations.	Put together and take apart numbers less than or equal to 10 using objects, drawings, and equations.
	K.ATO.4		x-up to 5	up to 10		K.ATO.4	K.ATO.4 Create a sum of 10 using objects and drawings when given one of two addends 1-9.	Create a total of 10 using 1 through 9 to make 10. Use objects or drawings to show answer.
	K.ATO.5		x			K.ATO.5	K.ATO.5 Add and subtract fluently within 5.	Add and subtract by solving problems quickly within 5.

Kindergarten Parent-Friendly Standards

Number Sense Base Ten Measurement Algebraic Thinking	K.NSBT.1					K.NSBT.1	K.NSBT.1 Compose and decompose numbers from 11-19 separating ten ones from the remaining ones using objects and drawings.	Put together and take apart numbers from 11-19 separating ten ones from the remaining ones using objects and drawings.
	K.MDA.3				x	K.MDA.3	K.MDA.3 Sort and classify data into 2 or 3 categories with data not to exceed 20 items in each category.	Organize up to 20 items into 2 or 3 groups based on common characteristics.
	K.MDA.4				x	K.MDA.4	K.MDA.4 Represent data using object and picture graphs and draw conclusions from the graphs.	Use objects and pictures to graph information and draw conclusions about the graph.
	K.ATO.6				x	K.ATO.6	K.ATO.6 Describe simple repeating patterns using AB, AAB, ABB, ABC type patterns	Describe simple repeating patterns.
Geometry	K.G.2				x	K.G.2	K.G.2 Identify and describe a given shape and shapes of objects in everyday situations to include two-dimensional shapes (i.e. triangle, square, rectangle, hexagon, and circle) and three-dimensional shapes (i.e. cone, cube, cylinder, and sphere)	Name and describe 2D shapes: squares, circles, triangles, rectangles, hexagons. Name and describe 3D shapes: cone, cube, cylinder, sphere.
	K.G.4				x	K.G.4	K.G.4 Analyze and compare two- and three-dimensional shapes of different sizes and orientations using informal language.	Tell about and compare 2D and 3D shapes and different sizes and the way the shape is positioned.
	K.G.3				x	K.G.3	K.G.3 Classify shapes as two-dimensional/flat or three-dimensional/solid and explain the reasoning used.	Identify shapes as 2D or 3D and explain why.
	K.G.5				x	K.G.5	K.G.5 Draw two-dimensional shapes (i.e. square, rectangle, triangle, hexagon, and circle) and create models of three-dimensional shapes (i.e. cone, cube, cylinder, and sphere).	Draw and make 2D and 3D shapes using a variety of materials.
Measurement Data Analysis	K.MDA.2				x	K.MDA.2	K.MDA.2 Compare objects using words such as shorter/longer, shorter/taller, and lighter/heavier.	Compare how two objects are similar or different.
	K.MDA.1				x	K.MDA.1	K.MDA.1 Identify measurable attributes (length, weight) of an object.	Describe how an object can be measured.
SOCIAL STUDIES								
Rules and Authority	Standard K-2: The student will demonstrate an understanding of the purpose of rules and the role of authority figures in a child's life.	X				SS.K2.1	Explain the purpose of rules and laws and the consequences of breaking them.	Tell why we have rules and what happens if rules are broken.
		X				SS.K2.2	Summarize the roles of authority figures in a child's life, including those of parents and teachers.	Explain what adults do to help children.
		X				SS.K2.3	Identify authority figures in the school and the community who enforce rules and laws that keep people safe, including crossing guards, bus drivers, firefighters, and police officers.	Tell who is in charge in school and communities and how they keep us safe (crossguards/safety patrol, bus drivers, firefighters, police officers).
		X				SS.K2.4	Explain how following rules and obeying authority figures reflect qualities of good citizenship, including honesty, responsibility, respect, fairness, and patriotism.	Explain why we have to follow rules, obey those in charge, and how to be a good citizen by showing honesty, responsibility, respect, fairness, and patriotism.

Kindergarten Parent-Friendly Standards

Understanding My Community	Standard K-4: The student will demonstrate an understanding of the way families live and work together today as well as in the past.	X		SS.K4.1	Compare the daily lives of children and their families in the past and in the present.	Tell the difference between how kids lived long ago and today.	
			X		SS.K4.2	Explain how changes in modes of transportation and communication have affected the way families live and work together.	Tell how communication and transportation have changed the way families live and work.
				X	SS.K4.3	Recognize the ways that community businesses have provided goods and services for families in the past and do so in the present.	Explain how community businesses provide goods (items that you buy) and services (action that a person does for someone) for families long ago and today.
			X		SS.K4.4	Recognize that families of the past have made choices to fulfill their wants and needs and that families do so in the present.	Explain how families long ago and today decided how to meet their needs and wants.
Understanding My World	Standard K-1: The student will demonstrate an understanding of his or her surroundings.	X		SS.K1.1	Identify the location of his or her home, school, neighborhood, and city or town on a map.	Show where I live (city/state), go to school, and other important places in my community on a map.	
			X		SS.K1.2	Illustrate the features of his or her home, school, and neighborhood by creating maps, models, and drawings.	Make a map, model, or drawing of my home, school, and neighborhood.
			X		SS.K1.3	Identify his or her personal connections to places, including home, school, neighborhood, and city or town.	Talk about where I go and what I do in my home, school, neighborhood, and city.
			X		SS.K1.4	Recognize natural features of his or her environment (e.g., mountains and bodies of water).	Tell where land, mountains, and bodies of water are on a map.
Citizenship	Standard K-3: The student will demonstrate an understanding of the values that American democracy represents and upholds.		X	SS.K3.1	Recognize the significance of symbols of the United States that represent its democratic values, including the American flag, the bald eagle, the Statue of Liberty, the Pledge of Allegiance, and "The Star-Spangled Banner."	Tell why the following U.S. symbols are important: American flag, bald eagle, Statue of Liberty, Pledge of Allegiance, and "The Star-Spangled Banner".	
				X	SS.K3.2	Identify the reasons for our celebrating national holidays, including Veterans Day, Thanksgiving, Martin Luther King Jr. Day, President's Day, Memorial Day, and Independence Day.	Tell why we celebrate Veteran's Day, Thanksgiving, Martin Luther King Jr. Day, President's Day, Memorial Day, and Independence Day.
			X		SS.K3.3	Describe the actions of important figures that reflect the values of American democracy, including George Washington, Abraham Lincoln, Susan B. Anthony, Rosa Parks, and Martin Luther King Jr.	Tell about George Washington, Abraham Lincoln, Susan B. Anthony, Rosa Parks, and Martin Luther King Jr. and why they are important to our country.

Kindergarten Parent-Friendly Standards

SCIENCE								
Exploring Organisms and the Environment	Standard K.L.2: The student will demonstrate an understanding of organisms found in the environment and how these organisms depend on the environment to meet those needs.	X				K.L.2A.4	Analyze and interpret data to describe how humans use their senses to learn about the world around them.	Explore how humans use their senses to learn about the world.
					X	K.L.2A.2	Conduct structured investigations to determine what plants need to live and grow (including water and light).	Explore what plants need to live and grow (including water and light).
					X	K.L.2A.3	Develop and use models to exemplify how animals use their body parts to (1) obtain food and other resources, (2) protect themselves, and (3) move from place to place.	Create and use models to explain how animals use their body parts to eat, protect themselves, and move.
					X	K.L.2A.5	Construct explanations from observations of what animals need to survive and grow (including air, water, nutrients, and shelter).	Explain what animals need to survive and grow.
					X	K.L.2A.6	Obtain and communicate information about the needs of organisms to explain why they live in particular areas.	Explain how living things choose where to live based on their needs.
Exploring Weather Patterns	Standard K.E.3: The student will demonstrate an understanding of daily and seasonal weather patterns.			X		K.E.3A.1	Analyze and interpret local weather condition data (including precipitation, wind, temperature, and cloud cover) to describe weather patterns that occur from day to day, using simple graphs and pictorial weather symbols.	Use graphs and pictures of weather symbols to describe weather changes from day to day.
				X		K.E.3A.2	Develop and use models to predict seasonal weather patterns and changes.	Create and use models to predict seasonal weather patterns and changes.
				X		K.E.3A.4	Define problems caused by the effects of weather on human activities and design solutions or devices to solve the problem.	Identify and try to solve human problems related to weather.
					X	K.E.3A.3	Obtain and communicate information to support claims about how changes in seasons affect plants and animals.	Explain how changes in seasons affect plants and animals.
Properties of Objects and Materials	Standard K.P.4: The student will demonstrate an understanding of the observable properties of matter.	x				K.P.4A.1	Analyze and interpret data to compare the qualitative properties of objects (such as size, shape, color, texture, weight, flexibility, attraction to magnets, or ability to sink or float) and classify object bases on similar properties.	Look at data to compare and sort objects based on their size, shape, color, texture, weight, flexibility, attraction to magnets, or ability to sink or float. Classify objects based on similar properties.
		x				K.P.4A.2	Develop and use models to describe and compare the properties of different materials (including wood, plastic, metal, cloth, and paper) and classify materials by their observable properties, by their uses, and by whether they are natural or human-made.	Describe, compare, and sort different materials.
		x				K.P.4A.3	Conduct structured investigations to answer questions about which materials have the properties that are best suited to solve a problem or need.	Explore and answer questions about which materials would be best to solve a problem.