

CSD KINDERGARTEN MSCCR STANDARDS PACING GUIDE

MS CCRS for Reading, English, Language Arts

Kindergarten

The following MS CCRS Standards Pacing Guide offers a focus for instruction each nine week grading period and helps ensure that students gain adequate exposure to a range of texts and tasks. Students advancing through the grade are expected to meet each nine week's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Literature		Reporting Period			
Key Ideas and Details		1	2	3	4
<u>RL.K.1</u>	With prompting and support, ask and answer questions about key details in a		X	X	X
<u>RL.K.2</u>	With prompting and support, retell familiar		X	X	X
<u>RL.K.3</u>	With prompting and support, identify characters, settings, and major events in a	X	X	X	X
Craft and Structure					
<u>RL.K.4</u>	Ask and answer questions about unknown	X	X	X	X
<u>RL.K.5</u>	Recognize common types of texts (e.g.,		X	X	X
<u>RL.K.6</u>	With prompting and support, name the author and illustrator of a story and	X	X	X	X
Integration of Knowledge and Ideas					
<u>RL.K.7</u>	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what		X	X	X
<u>RL.K.8</u>	Not applicable to literature.				
<u>RL.K.9</u>	With prompting and support, compare and contrast the			X	X
Range of Reading and Level of Text Complexity					
<u>RL.K.10</u>	Actively engage in group reading activities	X	X	X	X

Reading Informational Text		Reporting Period			
Key Ideas and Details		1	2	3	4
<u>RI.K.1</u>	With prompting and support, ask and answer questions about key details in a			X	X
<u>RI.K.2</u>	With prompting and support, identify the main topic and retell key details of a text.			X	X
<u>RI.K.3</u>	With prompting and support, describe the connection between two individuals,			X	X
Craft and Structure					
<u>RI.K.4</u>	With prompting and support, ask and answer questions about unknown words			X	X

		1	2	3	4
<u>RI.K.5</u>	Identify the front cover, back cover, and title	X	X	X	X
<u>RI.K.6</u>	Name the author and illustrator of a text and define the role of each	X	X	X	X
Integration of Knowledge and Ideas					
<u>RI.K.7</u>	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what		X	X	X
<u>RI.K.8</u>	With prompting and support, identify the reasons an author gives to support			X	X
<u>RI.K.9</u>	With prompting and support, identify basic similarities in and differences between two texts on the same topic			X	X
Range of Reading and Level of Text Complexity					
<u>RI.K.10</u>	Actively engage in group reading activities	X	X	X	X

Reading Foundational Skills		Reporting Period			
Print Concepts		1	2	3	4
<u>RF.K.1</u>	Demonstrate understanding of the organization and basic features of print.	X	X	X	X
<u>RF.K.1a</u>	Follow words from left to right, top to	X	X	X	X
<u>RF.K.1b</u>	Recognize that spoken words are represented in written language by	X	X	X	X
<u>RF.K.1c</u>	Understand that words are separated by	X	X	X	X
<u>RF.K.1d</u>	Recognize and name all upper- and		X	X	X
Phonological Awareness			X	X	X
<u>RF.K.2</u>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes)		X	X	X
<u>RF.K.2a</u>	Recognize and produce rhyming words.		X	X	X
<u>RF.K.2b</u>	Count, pronounce, blend, and segment		X	X	X
<u>RF.K.2c</u>	Blend and segment onsets and rimes of		X	X	X
<u>RF.K.2d</u>	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-	X	X	X	X
<u>RF.K.2e</u>	Add or substitute individual sounds (phonemes) in simple, one-syllable words			X	X
Phonics and Word Recognition					
<u>RF.K.3</u>	Know and apply grade-level phonics and word	X	X	X	X
<u>RF.K.3a</u>	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of		X	X	X
<u>RF.K.3b</u>	Associate the long and short sounds with the common spellings (graphemes) for		X	X	X

		1	2	3	4
<u>RF.K.3c</u>	Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are,</i>	X	X	X	X
<u>RF.K.3d</u>	Distinguish between similarly spelled words by identifying the sounds of the			X	X
Fluency					
<u>RF.K.4</u>	Read emergent-reader texts with purpose and		X	X	X

Writing

Writing		Reporting Period			
Text Types and Purposes		1	2	3	4
<u>W.K.1</u>	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about		X	X	X
<u>W.K.2</u>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which				X
<u>W.K.3</u>	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the			X	X
Production and Distribution of Writing					
W.K.4	Begins in grade 3.				
<u>W.K.5</u>	With guidance and support from adults, respond to questions and suggestions				X
<u>W.K.6</u>	With guidance and support from adults, explore a variety of digital				X
Research to Build and Present Knowledge					
<u>W.K.7</u>	Participate in shared research and writing projects (e.g., explore a number		X	X	X
<u>W.K.8</u>	With guidance and support from adults, recall information from experiences or	X	X	X	X
W.K.9	Begins in grade 4.				
Range of Writing					
W.K.10	Begins in grade 3.				

Speaking and Listening

Speaking and Listening	Reporting Period			
Comprehension and Collaboration	1	2	3	4

<u>SL.K.1</u>	Participate in collaborative conversations with diverse partners about	X	X	X	X
<u>SL.K.1a</u>	Follow agreed-upon rules for discussions (e.g., listening to	X	X	X	X
<u>SL.K.1b</u>	Continue a conversation through	X	X	X	X
<u>SL.K.2</u>	Confirm understanding of a text read aloud or information presented orally or through other media by asking and	X	X	X	X
<u>SL.K.3</u>	Ask and answer questions in order to seek help, get information, or clarify	X	X	X	X
Presentation of Knowledge and Ideas					
<u>SL.K.4</u>	Describe familiar people, places, things, and events and, with prompting and			X	X
<u>SL.K.5</u>	Add drawings or other visual displays to descriptions as desired to provide	X	X	X	X
<u>SL.K.6</u>	Speak audibly and express thoughts,	X	X	X	X

Language

Language		Reporting Period			
Conventions of Standard English		1	2	3	4
<u>L.K.1</u>	Demonstrate command of the conventions of standard English			X	X
<u>L.K.1a</u>	Print many upper- and lowercase		X	X	X
<u>L.K.1b</u>	Use frequently occurring nouns and			X	X
<u>L.K.1c</u>	Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs</i> ;			X	X
<u>L.K.1d</u>	Understand and use question words (interrogatives) (e.g.,			X	X
<u>L.K.1e</u>	Use the most frequently occurring prepositions (e.g., <i>to, from, in, out,</i>				X
<u>L.K.1f</u>	Produce and expand complete		X	X	X
<u>L.K.2</u>	Demonstrate command of the conventions of standard English				X
<u>L.K.2a</u>	Capitalize the first word in a sentence			X	X
<u>L.K.2b</u>	Recognize and name end punctuation.			X	X
<u>L.K.2c</u>	Write a letter or letters for most consonant and short-			X	X
<u>L.K.2d</u>	Spell simple words phonetically, drawing on knowledge of sound-		X	X	X
Knowledge of Language					
<u>L.K.3</u>	Begins in grade 2.				
Vocabulary Acquisition and Use					
<u>L.K.4</u>	Determine or clarify the meaning of unknown and multiple-meaning words				X

<u>L.K.4a</u>	Identify new meanings for familiar words and apply them accurately			X	X
<u>L.K.4b</u>	Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> ,				X
<u>L.K.5</u>	With guidance and support from adults, explore word relationships		X	X	X
<u>L.K.5a</u>	Sort common objects into categories (e.g., shapes, foods) to gain a sense of		X	X	X
<u>L.K.5b</u>	Demonstrate understanding of frequently occurring verbs and			X	X
<u>L.K.5c</u>	Identify real-life connections between words and their use (e.g., note places at school that are colorful).				
<u>L.K.5d</u>	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.				
<u>L.K.6</u>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.				

L.k.5C – 1ST – 4TH

L.K.5D – 2ND – 4TH

L.K.6 – 1ST – 4TH

CSD KINDERGARTEN MSCCR STANDARDS

MS CCRS for MATHEMATICS

Kindergarten

In Kindergarten, instruction should focus on two critical areas: (1) representing, relating, and operating on whole numbers- initially with sets of objects; and (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics. Each critical area is described below.

(1) Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as $5 + 2 = 7$ and $7 - 2 = 5$. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

(2) Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their

environment and to construct more complex shapes.

Counting and Cardinality (CC)

Know number names and the count sequence

K.CC.1	Count to 100 by ones and by tens. 1 ST – 4 TH
K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1). 2 ND – 4 TH
K.CC.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). 2 ND – 4 TH

Count to tell the number of objects

K.CC.4	<p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>a. 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.</p> <p>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.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger. 1ST – 4TH</p>
K.CC.5	Count to answer “how many?” questions about as many as 20 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 1–20, count out that many objects. 1 ST – 4 TH

Compare numbers

K.CC.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. 2 ND – 4 TH
K.CC.7	Compare two numbers between 1 and 10 presented as written numerals. 3 RD – 4 TH

Operations and Algebraic Thinking (OA)

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from

K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings ² , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. 3 RD – 4 TH
K.OA.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. 3 RD – 4 TH
K.OA.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 $5 = 4 + 1$). 4 TH
K.OA.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. 4 TH
K.OA.5	Fluently add and subtract within 5. 3 RD – 4 TH

Number and Operations in Base Ten (NBT)

Work with numbers 11-19 to gain foundations for place value

K.NBT.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 (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. ^{4TH}
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Measurement and Data (MD)

Describe and compare measurable attributes

K.MD.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. ^{3RD – 4TH}
K.MD.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> ^{3RD – 4TH}

Classify objects and count the number of objects in each category

K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. ^{1ST – 4TH}
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Geometry (G)

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)

K.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> . ^{1ST – 4TH}
K.G.2	Correctly name shapes regardless of their orientations or overall size. ^{1ST – 4TH}
K.G.3	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). ^{2ND – 4TH}

Analyze, compare, create, and compose shapes

K.G.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/“corners”) and other attributes (e.g., having sides of equal length). ^{3RD – 4TH}
K.G.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. ^{2ND – 4TH}
K.G.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> ^{3RD – 4TH}

¹ Include groups with up to ten objects.

² Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)

³ Limit category counts to be less than or equal to 10.