

# Alpine School District

## Six Components of Literacy with Essential Standards (K-3 DIBELs Correlation)

<b>Kindergarten</b>	
<b>6 Components of Literacy</b>	<b>Essential</b>
<b>Phonemic Awareness</b>	<b>RF.K.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (FSF) (PSF)
<b>Phonics</b>	<b>RF.K.1</b> Demonstrate understanding of the organization and basic features of print. (LNF) (FSF) (PSF) (NWF) <b>RF.K.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (LNF) (NWF)
<b>Fluency</b>	<b>RF.K.4</b> Read emergent-readers texts with purpose and understanding.
<b>Vocabulary</b>	
<b>Comprehension</b>	<b>RL.K.2</b> With prompting and support, retell familiar stories, including key details. <b>RL.K.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text. <b>SL.K.2</b> 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.
<b>Writing</b>	<b>W.K.1</b> Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is....). <b>W.K.2</b> Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. <b>W.K.3</b> 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. <b>L.K.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a,b,c,d,e,f)

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## Math Essential Standards - Kindergarten

### Counting and Cardinality

Know number names and the counting sequence. Count to tell the number of objects. Identify and compare quantities of objects and numerals.

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

**K.CC.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

**K.CC.3** Read and write numbers using base ten numerals from 0 to 20. Represent a number of objects with a written numeral, in or out of sequence (0 represents a count of no objects).

**K.CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality.

*a. When counting objects, say the numbers in the standard order. Pair each quantity of objects with one and only one number, and each number with the correct quantity of objects.*

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

*c. Understand that each successive number refers to a quantity that is one greater than the previous number.*

### Operations and Algebraic Thinking

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, simple drawings, or sounds. For example, use clapping, act out situations, and use verbal explanations, expressions, or equations.

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

### Numbers and Operations in Base Ten

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.

### Measurement and Data

Describe and compare measurable attributes. Classify objects and count the number of objects in each category.

**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. For example, directly compare the heights of two children and describe one child as taller/shorter.

### Geometry

Identify and describe shapes. Analyze, compare, create, and compose shapes.

**K.G.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

**Total: 9 Standards**