

This resource is only to be used during school closure due to COVID-19. The Department identified content standards that are prerequisites for student success in the next grade level. The standards should not be used in connection with MCAS expectations or referenced in preparing students for the MCAS for any grade level. Since most standards will already have been taught prior to the closures, we anticipate that significant time would still be spent on reinforcement as an integral part of opposed to advancing new concepts.

## Kindergarten

### English Language Arts and Literacy

#### Reading Literature *and* Informational [RL/RI]

1. With prompting and support, ask and answer questions about key details in a text

#### Reading Literature [RL]

2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

#### Reading Informational [RI]

2. With prompting and support, identify the main topic and retell key details of a text.
8. With prompting and support, identify the reasons an author gives to support points in a text.

#### Reading Foundational Skills [RF]

1. Demonstrate understanding of the organization and basic features of print.
  - a. Follow words from left to right, top to bottom, and page by page.
  - b. Recognize that spoken words are represented in written language by specific sequences of letters.
  - c. Understand that words are separated by spaces in print.
  - d. Recognize and name all upper- and lowercase letters of the alphabet.
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - a. Recognize and produce rhyming words.
  - b. Count, pronounce, blend, and segment syllables in spoken words.
  - c. Blend and segment onsets and rimes of single-syllable spoken words.
  - d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three- phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)

<sup>1</sup> Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

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

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

## Writing [W]

1. 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., *My favorite book is...*).
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.

## Language [L]

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.

### *Sentence Structure and Meaning*

- a. Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions; name and use in context numbers 0–100 (see kindergarten mathematics standards for Counting and Cardinality).
- b. Form questions that seek additional information, rather than a simple *yes/no* answer.

### *Word Usage*

- c. Form regular plural nouns orally by adding */s/* or */es/*.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Print upper- and lowercase letters.
  - b. Capitalize the first word in a sentence and the pronoun *I*.
  - c. Recognize and name end punctuation.
  - d. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
  - e. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
  - f. Write numbers 0–20 (see kindergarten mathematics standards for Counting and Cardinality).

6. Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.

## Mathematics

### Counting and Cardinality

#### K.CC

##### A. Know number names and the count sequence.

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at one).
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).

##### B. Count to tell the number of objects.

4. Understand the relationship between numbers and quantities; connect counting to cardinality.
  - 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.
  - 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.
  - c. Understand that each successive number name refers to a quantity that is one larger. Recognize the one more pattern of counting using objects.
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.

##### C. Compare numbers.

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 for groups with up to 10 objects, e.g., by using matching and counting strategies.
7. Compare two numbers between 1 and 10 presented as written numerals.

### Operations and Algebraic Thinking

#### K.OA

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

1. Represent addition and subtraction with objects, fingers, mental images, drawings,<sup>2</sup> sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
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. 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. 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.
5. Fluently add and subtract within 5, including zero.

<sup>2</sup> Drawings need not show details, but should show the mathematics in the problem.

## Number and Operations in Base Ten

### K.NBT

#### A. Work with numbers 11–19 to gain foundations for place value.

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

### K.MD

#### A. Describe and compare measurable attributes.

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

## Geometry

### K.G

#### B. Analyze, compare, create, and compose shapes.

5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

## Science and Technology/Engineering

### Earth and Space Sciences

#### K-ESS

**K-ESS2-1.** Use and share quantitative observations of local weather conditions to describe patterns over time.

## Life Science

### K-LS

**K-LS1-1.** Observe and communicate that animals (including humans) and plants need food, water, and air to survive. Animals get food from plants or other animals. Plants make their own food and need light to live and grow.

## Physical Science

### K-PS

**K-PS1-1(MA).** Investigate and communicate the idea that different kinds of materials can be solid or liquid depending on temperature.

**K-PS2-1.** Compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

## History and Social Science

### Practice Standard 1: Demonstrate civic knowledge, skills, and dispositions. Content Topic 1: Civics: classroom citizenship [K.T1]

2. Take on responsibilities and follow through on them, being helpful to and respectful of others
3. With prompting and support, give examples from literature and informational texts read or read aloud of characters who show authority, fairness, caring, justice, responsibility, or who show how rules are created and followed.
4. Ask and answer questions and explore books to gain information about national symbols, songs, and texts of the United States.

### Content Topic 3: History: shared traditions [K.T3]

2. Contrast and compare traditions and celebrations of peoples with diverse cultural backgrounds.
3. Put events from their personal lives, observations of the natural world, and from stories and informational texts read or read aloud in temporal order, using words and phrases relating to chronology and time: