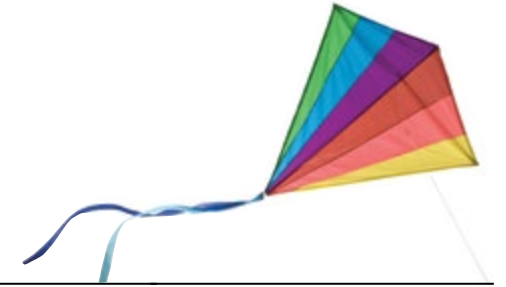


Alignment of



Objectives for Development & Learning



WITH

Teaching Strategies Objectives for Development and Learning (ODL)

aligned to

the New Jersey Student Learning Standards

Standards adopted 2023

Grade: Kindergarten

Content areas: English Language Arts and Mathematics

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Reading Language

STRAND

Print Concepts

CONTENT STATEMENT

L.RF.K.1.

Demonstrate understanding of the organization and basic features of print.

CUMULATIVE PROGRESS
INDICATOR

A.

Follow words from left to right, top to bottom, and page by page.

Objectives for Development and Learning

Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts

Objective 17b.4 Indicates where to start reading and the direction to follow

CUMULATIVE PROGRESS
INDICATOR

B.

Recognize that spoken words are represented in written language by specific sequences of letters.

Objectives for Development and Learning

Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition

d. Applies phonics concepts and knowledge of word structure to decode text

Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word

CUMULATIVE PROGRESS
INDICATOR

C.

Understand that words are separated by spaces in print.

Objectives for Development and Learning

Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition

c. Notices and discriminates discrete units of sound

Objective 15c.2 Shows awareness of separate words in sentences

CUMULATIVE PROGRESS INDICATOR	D.	Recognize and name all upper- and lowercase letters of the alphabet.
<p>Objectives for Development and Learning Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.8 Identifies and names all upper- and lowercase letters when presented in random order</p>		

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Reading Language

STRAND		Phonological Awareness
CONTENT STATEMENT	L.RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CUMULATIVE PROGRESS INDICATOR	A.	Recognize and produce rhyming words.
<p>Objectives for Development and Learning Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.8 Generates a group of rhyming words when given a word</p>		
CUMULATIVE PROGRESS INDICATOR	B.	Count, pronounce, blend, and segment syllables in spoken words.
<p>Objectives for Development and Learning Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words</p>		
CUMULATIVE PROGRESS INDICATOR	C.	Blend and segment onsets and rimes of single-syllable spoken words.
<p>Objectives for Development and Learning Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words</p>		
CUMULATIVE PROGRESS INDICATOR	D.	Orally repeat multi-syllable words and pronounce the separate syllables.
<p>Objectives for Development and Learning Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words</p>		

CUMULATIVE PROGRESS INDICATOR E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).

Objectives for Development and Learning

Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound

Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words

CUMULATIVE PROGRESS INDICATOR F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Objectives for Development and Learning

Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound

Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Reading Language

STRAND

Phonics and Word Recognition

CONTENT STATEMENT

L.RF.K.3.

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

CUMULATIVE PROGRESS INDICATOR A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

Objectives for Development and Learning

Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences

Objective 16b.8 Produces short and long vowel sounds and most frequent sounds for each consonant

CUMULATIVE PROGRESS INDICATOR B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

Objectives for Development and Learning

Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound

Objective 15c.10 Distinguishes short from long vowel sounds in one-syllable words; reads grade-appropriate irregularly spelled words; uses word families to read unknown words

CUMULATIVE PROGRESS INDICATOR	C.	Read high-frequency words and grade level irregular words with automaticity. Objectives for Development and Learning Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.10 Distinguishes short from long vowel sounds in one-syllable words; reads grade-appropriate irregularly spelled words; uses word families to read unknown words
CUMULATIVE PROGRESS INDICATOR	D.	Recognize the parts of high-frequency words that are regular and the parts that are irregular. Objectives for Development and Learning Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.12 Reads grade appropriate irregularly spelled words; uses word families and analogy of known sight words to read unknown words
CUMULATIVE PROGRESS INDICATOR	E.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot). Objectives for Development and Learning Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.10 Distinguishes short from long vowel sounds in one-syllable words; reads grade-appropriate irregularly spelled words; uses word families to read unknown words

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Reading Language

STRAND		Fluency
CONTENT STATEMENT	L.RF.K.4.	Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension. Objectives for Development and Learning Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.2 Reads and comprehends emergent reader texts and other print materials

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.K.1.	Demonstrate command of the conventions of writing.
CUMULATIVE PROGRESS INDICATOR	A.	Match upper and lowercase letters. Objectives for Development and Learning

Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters

Objective 16a.8 Identifies and names all upper- and lowercase letters when presented in random order

CUMULATIVE PROGRESS
INDICATOR

B.

Write upper and lowercase letters, with reference to a model.

Objectives for Development and Learning

Objective 19 Demonstrates writing skills c. Writes using conventions

Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun “I”); writes simple words phonetically based on knowledge of sound-letter relationships

CUMULATIVE PROGRESS
INDICATOR

C.

Write left to right and include a space between words.

Objectives for Development and Learning

19c Writes using conventions

Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; use basic capitalization (first word in a sentence and the pronoun “I”); writes simple words phonetically based on knowledge of sound-letter relationships

CUMULATIVE PROGRESS
INDICATOR

D.

Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.

Objectives for Development and Learning

19c Writes using conventions

Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; use basic capitalization (first word in a sentence and the pronoun “I”); writes simple words phonetically based on knowledge of sound-letter relationships

CUMULATIVE PROGRESS
INDICATOR

E.

Write a common grapheme (letter or letter group) for each phoneme.

Objectives for Development and Learning

Objective 19 Demonstrates writing skills c. Writes using conventions

Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun “I”); writes simple words phonetically based on knowledge of sound-letter relationships

CUMULATIVE PROGRESS
INDICATOR

F.

Orally segment the phonemes in any single syllable, spoken word.

Objectives for Development and Learning

Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition

15c Notices and discriminates discrete units of sound

- Objective 15c.2 Shows awareness of separate words in sentences
- Objective 15c.4 Shows awareness of separate syllables in words
- Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Spelling
CONTENT STATEMENT	L.WF.K.2.	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
CUMULATIVE PROGRESS INDICATOR	A.	Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o). Objectives for Development and Learning 19c Writes using conventions Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; use basic capitalization (first word in a sentence and the pronoun “I”); writes simple words phonetically based on knowledge of sound-letter relationships
CUMULATIVE PROGRESS INDICATOR	B.	Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word. Objectives for Development and Learning Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.4 Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts
CUMULATIVE PROGRESS INDICATOR	C.	Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds. Objectives for Development and Learning Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.4 Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts
CUMULATIVE PROGRESS INDICATOR	D.	Writing frequently used words accurately. Objectives for Development and Learning Objective 19 Demonstrates writing skills c. Writes using conventions

Objective 19c.4 Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts

CUMULATIVE PROGRESS INDICATOR

E.

Attempting phonetic spellings of unknown words.

Objectives for Development and Learning

Objective 19 Demonstrates writing skills c. Writes using conventions

Objective 19c.4 Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts

CUMULATIVE PROGRESS INDICATOR

F.

Writing initial and final consonant blends (must, slab, plump).

Objectives for Development and Learning

Objective 19 Demonstrates writing skills c. Writes using conventions

Objective 19c.6 Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND

Sentence Composition (Grammar, Syntax, and Punctuation)

CONTENT STATEMENT

L.WF.K.3.

Demonstrate command of the conventions of sentence composition.

CUMULATIVE PROGRESS INDICATOR

A.

Repeat a sentence, identifying how many words are in the sentence.

Objectives for Development and Learning

Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound

Objective 15c.2 Shows awareness of separate words in sentences

CUMULATIVE PROGRESS INDICATOR

B.

Write simple sentences.

Objectives for Development and Learning

Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts

Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun “I”); writes simple words phonetically based on knowledge of sound-letter relationships

CUMULATIVE PROGRESS INDICATOR

C.

Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.

Objectives for Development and Learning

Objective 19 Demonstrates writing skills c. Writes using conventions

Objective 19c.4 Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts

CUMULATIVE PROGRESS INDICATOR

D.

Use end punctuation.

Objectives for Development and Learning

Objective 19 Demonstrates writing skills c. Writes using conventions

Objective 19c.4 Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts

CUMULATIVE PROGRESS INDICATOR

E.

Use manipulatives or digital tools to construct complete sentences.

Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

CUMULATIVE PROGRESS INDICATOR

F.

Write sentences with increasing complexity.

Objectives for Development and Learning

Objective 19 Demonstrates writing skills c. Writes using conventions

Objective 19c.4 Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts

CUMULATIVE PROGRESS INDICATOR

G.

Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.

Objectives for Development and Learning

Objective 19 Demonstrates writing skills

19b Writes to convey ideas and information

Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed.

CUMULATIVE PROGRESS INDICATOR

H.

Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

Objectives for Development and Learning

Objective 17 Demonstrates knowledge of print and its uses

17b Uses print concepts

Objective 17b.10 Distinguishes features of a sentence, including capitalization and punctuation

CUMULATIVE PROGRESS INDICATOR	I.	With support, distinguish between a complete sentence and a sentence fragment. Objectives for Development and Learning Objective 17 Demonstrates knowledge of print and its uses 17b Uses print concepts Objective 17b.10 Distinguishes features of a sentence, including capitalization and punctuation
CUMULATIVE PROGRESS INDICATOR	J.	With support, write statements in response to questions, and questions transformed from statements, using conventional word order. Objectives for Development and Learning Objective 19 Demonstrates writing skills 19b Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed.
CUMULATIVE PROGRESS INDICATOR	K.	Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why. Objectives for Development and Learning Objective 19 Demonstrates writing skills 19b Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed.
CUMULATIVE PROGRESS INDICATOR	L.	Use conjunctions appropriately in sentences (e.g., and, but, so, and because). Objectives for Development and Learning Objective 19 Demonstrates writing skills 19b Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed.

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.K.1.	With prompting and support, develop knowledge of language and its conventions when speaking and listening.

CUMULATIVE PROGRESS INDICATOR	A.	Use frequently occurring nouns and verbs. Objectives for Development and Learning Objective 09 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)
CUMULATIVE PROGRESS INDICATOR	B.	Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes). Objectives for Development and Learning Objective 09 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)
CUMULATIVE PROGRESS INDICATOR	C.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). Objectives for Development and Learning Objective 8 Listens to and understand increasingly complex language 8a. Comprehends language Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs
CUMULATIVE PROGRESS INDICATOR	D.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). Objectives for Development and Learning Objective 09 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)
CUMULATIVE PROGRESS INDICATOR	E.	Produce and expand complete sentences in shared language activities. Objectives for Development and Learning Objective 8 Listens to and understand increasingly complex language 8a. Comprehends language Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.K.2.	With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
CUMULATIVE PROGRESS INDICATOR	A.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). Objectives for Development and Learning Objective 9 Uses language to express thoughts and needs 9a Uses an expanding and expressive vocabulary Objective 9a.8 Incorporates new, less familiar or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words
CUMULATIVE PROGRESS INDICATOR	B.	Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word. Objectives for Development and Learning Objective 9 Uses language to express thoughts and needs 9a Uses an expanding and expressive vocabulary Objective 9a.8 Incorporates new, less familiar or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.K.3.	With guidance and support from adults, explore word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	A.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Objectives for Development and Learning Objective 13 Uses classification skills Objective 13.10 Groups objects and words in multiple ways based on physical attributes, functions, and semantic or conceptual associations
CUMULATIVE PROGRESS INDICATOR	B.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Objectives for Development and Learning Objective 08 Listens to and understands increasingly complex language a. Comprehends

language

Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs

CUMULATIVE PROGRESS INDICATOR

C.

Identify real-life connections between words and their use (e.g., note places at school that are colorful).

Objectives for Development and Learning

Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary

Objective 9a.12 Incorporates new grade-appropriate words (acquired through texts and conversations); uses several descriptive words to relay detailed and specific information

CUMULATIVE PROGRESS INDICATOR

D.

Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Objectives for Development and Learning

Objective 08 Listens to and understands increasingly complex language a. Comprehends language

Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs

CONTENT AREA / STANDARD

Reading Domain

STRAND

RL.CR.K.1.

With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

Objectives for Development and Learning

Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections

Objective 18a.4 Asks and answers questions about the text; refer to pictures

STRAND

RI.CR.K.1.

With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

Objectives for Development and Learning

Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections

Objective 18a.4 Asks and answers questions about the text; refers to pictures

STRAND	RL.CI.K.2.	<p>With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).</p> <p><u>Objectives for Development and Learning</u> Objective 18 Comprehends and responds to books and other texts 18c Retells stories and recounts details form information texts Objective 18c.6 Retells familiar stories and recounts an informational text in proper sequence, including major events and characters, as appropriate</p>
STRAND	RI.CI.K.2.	<p>With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).</p> <p><u>Objectives for Development and Learning</u> Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18c.6 Retells familiar stories and recounts an informational text in proper sequence, including major events and characters, as appropriate</p>
STRAND	RL.IT.K.3.	<p>With prompting and support, identify characters, settings, and major events in a story.</p> <p><u>Objectives for Development and Learning</u> Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author’s supporting points</p>
STRAND	RI.IT.K.3.	<p>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><u>Objectives for Development and Learning</u> Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author’s supporting points</p>
STRAND	RL.TS.K.4.	<p>Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).</p> <p><u>Objectives for Development and Learning</u> Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates</p>

books and other texts

Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors

STRAND

RI.TS.K.4.

Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).

Objectives for Development and Learning

Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts

Objective 17a.8 Uses various types of books for their intended purposes

STRAND

RL.PP.K.5.

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Objectives for Development and Learning

Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts

Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors

STRAND

RI.PP.K.5.

With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Objectives for Development and Learning

Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts

Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors

STRAND

RL.MF.K.6.

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).

Objectives for Development and Learning

Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections

Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points

STRAND

RI.MF.K.6.

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).

Objectives for Development and Learning

Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections

Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author’s supporting points

STRAND

RI.AA.K.7.

With prompting and support, identify the reasons an author gives to support points in a text.

Objectives for Development and Learning

Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections

Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author’s supporting points

STRAND

RL.CT.K.8.

With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Objectives for Development and Learning

Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections

Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author’s supporting points

STRAND

RI.CT.K.8.

With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Objectives for Development and Learning

Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections

tions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters’ actions contribute to events; differentiates own viewpoint with those in text

CONTENT AREA / STANDARD

Writing Domain

STRAND

W.AW.K.1.

Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).

Objectives for Development and Learning

Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed.

CONTENT AREA / STANDARD

Writing Domain

STRAND	W.IW.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
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CONTENT STATEMENT	A.	Introduce a topic.
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Objectives for Development and Learning

Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed.

CONTENT STATEMENT	B.	Develop the topic with at least two facts or other information and examples related to the topic, including pictures.
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Objectives for Development and Learning

Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed.

CONTENT AREA / STANDARD

Writing Domain

STRAND	W.NW.K.3.	Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.
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CONTENT STATEMENT	A.	Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
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Objectives for Development and Learning

Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed.

CONTENT STATEMENT	B.	Provide limited details of experiences, events, or characters.
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Objectives for Development and Learning

Objective 19 Demonstrates writing skills

19b Writes to convey ideas and information

Objective 19b.10 Uses drawing, dictation, and early invented spelling to convey a message

CONTENT STATEMENT

C.

Provide a reaction to the experiences or events.

Objectives for Development and Learning

Objective 19 Demonstrates writing skills

19b Writes to convey ideas and information

Objective 19b.10 Uses drawing, dictation, and early invented spelling to convey a message

STRAND

W.WP.K.4.

With prompts and support from adults, recognize that writing carries a message and should make sense to others.

Objectives for Development and Learning

Objective 19 Demonstrates writing skills

19b Writes to convey ideas and information

Objective 19b.10 Uses drawing, dictation, and early invented spelling to convey a message

STRAND

W.WR.K.5.

With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).

Objectives for Development and Learning

Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation

Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

STRAND

W.SE.K.6.

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Objectives for Development and Learning

Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation

Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

STRAND

W.RW.K.7.

With prompting and support, engage in brief but regular writing and drawing tasks.

Objectives for Development and Learning

Objective 19 Demonstrates writing skills b. Writes to convey ideas and information

Objective 19b.10 Uses drawing, dictation, and early invented spelling to convey a message

CONTENT AREA / STANDARD**Speaking and Listening Domain**

STRAND	SL.PE.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	A.	<p>Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p><u>Objectives for Development and Learning</u> Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.10 Listens attentively while taking turns in a discussion, using nonverbal signals to show understanding and interest (e.g., nodding, using appropriate facial expressions)</p>
CONTENT STATEMENT	B.	<p>Continue a conversation through multiple exchanges.</p> <p><u>Objectives for Development and Learning</u> Objective 10 Uses appropriate conversational and other communication skills 10a. Engages in conversations Objective 10a.8 Engages in complex, lengthy conversations of five or more exchanges</p>
STRAND	SL.II.K.2.	<p>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.</p> <p><u>Objectives for Development and Learning</u> Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author’s supporting points</p>
STRAND	SL.ES.K.3.	<p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><u>Objectives for Development and Learning</u> Objective 08 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.10 Checks for understanding of material presented orally by asking questions and making comments; demonstrates understanding of the differences between verbs and adjectives that are somewhat similar; uses context clues (e.g., known words, facial</p>

expressions, gestures) to determine meaning of unknown words or phrases from grade-level material

STRAND	SL.PI.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. Objectives for Development and Learning Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.10 Incorporates new grade-appropriate words (acquired through texts and conversations); clearly describes and explains events, ideas, and feelings using relevant details
STRAND	SL.UM.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail. Objectives for Development and Learning 19b Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed.
STRAND	SL.AS.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly. Objectives for Development and Learning Objective 09 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.8 Pronounces multisyllabic or unusual words correctly; speaks audibly

CONTENT AREA / STANDARD

Standards for Mathematical Practice

STRAND	1	Make sense of problems and persevere in solving them Objectives for Development and Learning Objective 11 Demonstrates Positive Approaches to Learning 11c Solves problems Objective 11c.8 Thinks problems through, considering several possibilities and analyzing results
STRAND	2	Reason abstractly and quantitatively Objectives for Development and Learning Objective 11 Demonstrates Positive Approaches to Learning 11c Solves problems Objective 11c.8 Thinks problems through, considering several possibilities and analyzing results

STRAND	3	Construct viable arguments and critique the reasoning of others <u>Objectives for Development and Learning</u> Objective 11 Demonstrates Positive Approaches to Learning 11c Solves problems Objective 11c.8 Thinks problems through, considering several possibilities and analyzing results
STRAND	4	Model with mathematics <u>Objectives for Development and Learning</u> Objective 22 Compares and Measures 22c Represents and analyzes data Objective 22c.6 Organizes, represents, and analyzes data with up to three categories; uses simple numerical summaries (counts, tallies) and ordinal terms to describe findings
STRAND	5	Use appropriate tools strategically <u>Objectives for Development and Learning</u> Objective 28 Uses tools and other technology to perform tasks
STRAND	6	Attend to precision <u>Objectives for Development and Learning</u> Objective 11 Demonstrates Positive Approaches to Learning 11b Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks
STRAND	7	Look for and make use of structure <u>Objectives for Development and Learning</u> Objective 12 Remembers and connects experiences 12a Recognizes and recalls Objective 12a.10 Begins to use rehearsal strategies spontaneously to remember information; uses awareness of routines to think ahead; remembers about five pieces of information at a time
STRAND	8	Look for and express regularity in repeated reasoning <u>Objectives for Development and Learning</u> Objective 12 Remembers and connects experiences 12a Recognizes and recalls Objective 12a.10 Begins to use rehearsal strategies spontaneously to remember information; uses awareness of routines to think ahead; remembers about five pieces of information at a time

CONTENT AREA / STANDARD**Kindergarten**

STRAND	K.CC.	Counting and Cardinality
CONTENT STATEMENT	K.CC.A.	Know number names and the count sequence
CUMULATIVE PROGRESS INDICATOR	K.CC.A.1.	Count to 100 by ones and by tens. Objectives for Development and Learning Objective 20 Uses number concepts and operations 20a Counts Objective 20a.8 Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20.
CUMULATIVE PROGRESS INDICATOR	K.CC.A.2.	Count forward beginning from a given number within the known sequence (instead of having to begin at 1). Objectives for Development and Learning Objective 20 Uses number concepts and operations 20a Counts Objective 20a.10 Counts to 120 to determine how many; uses skip counting by 2s, 5s, and 10s; begins counting forward at any number between 1 and 120; counts backwards from 20
CUMULATIVE PROGRESS INDICATOR	K.CC.A.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). Objectives for Development and Learning Objective 20 Uses number concepts and operations 20c Connects numerals with their quantities Objective 20c.8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals

CONTENT AREA / STANDARD**Kindergarten**

STRAND	K.CC.	Counting and Cardinality
CONTENT STATEMENT	K.CC.B.	Count to tell the number of objects
CUMULATIVE PROGRESS INDICATOR	K.CC.B.4.	Understand the relationship between numbers and quantities; connect counting to cardinality.
INDICATOR	K.CC.B.4.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. Objectives for Development and Learning Objective 20 Uses number concepts and operations a. Counts

Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object

INDICATOR	K.CC.B.4.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.
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Objectives for Development and Learning
Objective 20 Uses number concepts and operations
20a Counts

Objective 20a.6 Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting

INDICATOR	K.CC.B.4.c.	Understand that each successive number name refers to a quantity that is one larger.
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Objectives for Development and Learning
Objective 20 Uses number concepts and operations
20a Counts

Objective 20a.6 Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting

CONTENT AREA / STANDARD

Kindergarten

STRAND	K.CC.	Counting and Cardinality
CONTENT STATEMENT	K.CC.B.	Count to tell the number of objects

CUMULATIVE PROGRESS INDICATOR	K.CC.B.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.
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Objectives for Development and Learning
Objective 20 Uses number concepts and operations
20a Counts

Objective 20a.6 Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting

CONTENT AREA / STANDARD

Kindergarten

STRAND	K.CC.	Counting and Cardinality
CONTENT STATEMENT	K.CC.C.	Compare numbers

CUMULATIVE PROGRESS INDICATOR	K.CC.C.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. (Clarification: Include groups with up to ten objects.)
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Objectives for Development and Learning

Objective 20 Uses number concepts and operations b. Quantifies

Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many

CUMULATIVE PROGRESS INDICATOR	K.CC.C.7.	Compare two numbers between 1 and 10 presented as written numerals.
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Objectives for Development and Learning

Objective 20 Uses number concepts and operations c. Connects numerals with their quantities

Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects

CONTENT AREA / STANDARD

Kindergarten

STRAND	K.OA.	Operations and Algebraic Thinking
CONTENT STATEMENT	K.OA.A.	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from

CUMULATIVE PROGRESS INDICATOR	K.OA.A.1.	Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
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Objectives for Development and Learning

Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations

Objective 20f.4 Adds and subtracts whole numbers fluently within 10 using mental strategies (counting on, making ten, decomposing/recomposing, addition/subtraction relationship, and easier equivalent known sums)

CUMULATIVE PROGRESS INDICATOR	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.
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Objectives for Development and Learning

Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships

Objective 20e.2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10

CUMULATIVE PROGRESS INDICATOR	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., $5 = 2 + 3$)
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and $5 = 4 + 1$).

Objectives for Development and Learning

Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations

Objective 20f.4 Adds and subtracts whole numbers fluently within 10 using mental strategies (counting on, making ten, decomposing/recomposing, addition/subtraction relationship, and easier equivalent known sums)

CUMULATIVE PROGRESS INDICATOR

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.

Objectives for Development and Learning

Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations

Objective 20f.4 Adds and subtracts whole numbers fluently within 10 using mental strategies (counting on, making ten, decomposing/recomposing, addition/subtraction relationship, and easier equivalent known sums)

CUMULATIVE PROGRESS INDICATOR

K.OA.A.5.

Demonstrate accuracy and efficiency for addition and subtraction within 5.

Objectives for Development and Learning

Objective 20 Use number concepts and operations

20f Applies number combinations and mental number strategies in mathematical operations

Objective 20f.2 Adds and subtracts whole numbers fluently within five

CONTENT AREA / STANDARD

Kindergarten

STRAND

K.NBT.

Number and Operation in Base Ten

CONTENT STATEMENT

K.NBT.A.

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

CUMULATIVE PROGRESS INDICATOR

K.NBT.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 (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.

Objectives for Development and Learning

Objective 20 Uses number concepts and operations

20d Understands and uses place value and base ten

Objective 20d.2 Indicates base-ten equivalents for numbers 11-19 using objects and drawings; may use simple equations

CONTENT AREA / STANDARD**Kindergarten**

STRAND	K.M.	Measurement
CONTENT STATEMENT	K.M.A.	Describe and compare measurable attributes
CUMULATIVE PROGRESS INDICATOR	K.M.A.1.	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. Objectives for Development and Learning Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
CUMULATIVE PROGRESS INDICATOR	K.M.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. For example, directly compare the heights of two children and describe one child as taller/shorter. Objectives for Development and Learning Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume

CONTENT AREA / STANDARD**Kindergarten**

STRAND	K.M.	Measurement
CONTENT STATEMENT	K.M.B.	Work with money
CUMULATIVE PROGRESS INDICATOR	K.M.B.3.	Understand that certain objects are coins and dollar bills, and that coins and dollar bills represent money. Identify the values of all U.S. coins and the one-dollar bill. Objectives for Development and Learning Objective 22 Compares and measures b. Measures time and money Objective 22b.8 Tells and writes time in hours and half-hours using both analog and digital clocks; makes amounts using pennies (P), nickels (N), and dimes (D)

CONTENT AREA / STANDARD**Kindergarten**

STRAND	K.DL.	Data Literacy
CONTENT STATEMENT	K.DL.A.	Classify objects and count the number of objects in each category
CUMULATIVE PROGRESS INDICATOR	K.DL.A.1.	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Clarification: Limit category counts to be less than or equal to 10)

Objectives for Development and Learning

Objective 20 Uses number concepts and operations b. Quantifies

Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many

Objective 22 Compares and Measures

22c Represents and analyzes data

Objective 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings

CONTENT AREA / STANDARD

Kindergarten

STRAND	K.G.	Geometry
CONTENT STATEMENT	K.G.A.	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)
CUMULATIVE PROGRESS INDICATOR	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 above, below, beside, in front of, behind, and next to. Objectives for Development and Learning Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
CUMULATIVE PROGRESS INDICATOR	K.G.A.2.	Correctly name shapes regardless of their orientations or overall size. Objectives for Development and Learning Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
CUMULATIVE PROGRESS INDICATOR	K.G.A.3.	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). Objectives for Development and Learning Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

CONTENT AREA / STANDARD**Kindergarten**

STRAND	K.G.	Geometry
CONTENT STATEMENT	K.G.B.	Analyze, compare, create, and compose shapes
CUMULATIVE PROGRESS INDICATOR	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/“corners”) and other attributes (e.g., having sides of equal length). Objectives for Development and Learning Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
CUMULATIVE PROGRESS INDICATOR	K.G.B.5.	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. Objectives for Development and Learning Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.6 Describes two and three. dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
CUMULATIVE PROGRESS INDICATOR	K.G.B.6.	Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”. Objectives for Development and Learning Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes