

Essential Elements for Kindergarten 1st Quarter

Language Arts

EE.RL.K.1	With guidance and support, identify details in familiar stories.
EE.RL.K.2	With guidance and support, identify major events in familiar stories
EE.RL.K.3	With guidance and support, identify characters and settings in a familiar story.
EE.RL.K.4	With guidance and support, indicate when an unknown word is used in a text.
EE.RL.K.5	With guidance and support, recognize familiar texts (e.g., storybooks, poems).
EE.RL.K.6	With guidance and support, distinguish between words and illustrations in a story.
EE.RL.K.7	With guidance and support, identify illustrations or objects/tactual information that go with a familiar story.
EE.RL.K.9	With guidance and support, identify the adventures or experiences of a character in a familiar story.
EE.RL.K.10	With guidance and support, actively engage in shared reading.
EE.RI.K.1	With guidance and support, identify a detail in a familiar text.

Math

EE.K.CC.1.	Starting with one, count to 10 by ones.
EE.K.CC.4.	Demonstrate one-to-one correspondence, pairing each object with one and only one number and each number with one and only one object.

Physical Education

	Tell what it means to be fit
	Identify major body parts (e.g., head, neck, arm, shoulders, elbow, legs, knee, hip, feet, back, fingers, toes)
	Demonstrate the ability to share, be cooperative and safe with others
	Demonstrate safe use of general and personal space
	Demonstrate how to seek adult help when an injury has occurred (e.g., playground, field trips, lunch room)

Health

	Identify the five senses
	Tell why people have muscles
	Tell why people have bones

Essential Elements for Kindergarten 2nd Quarter

Language Arts

EE.RI.K.2	With guidance and support, identify the topic of a familiar text.
EE.RI.K.3	With guidance and support, identify individuals, events, or details in a familiar informational text.
EE.RI.K.4	With guidance and support, identify the front cover of a book.
EE.RI.K.6	With guidance and support, distinguish between words and illustrations in an informational text.
EE.RI.K.7	With guidance and support, identify illustrations or objects/tactual information that go with a familiar text
EE.RI.K.8	With guidance and support, identify points the author makes in an informational text.
EE.RI.K.9	With guidance and support, match similar parts of two familiar texts on the same topic.
EE.RI.K.10	With guidance and support, actively engage in shared reading of informational text.
EE.RF.K.1	Demonstrate emerging understanding of the organization of print.
	a. With guidance and support during shared reading, demonstrate understanding that books are read one page at a time from
EE.RF.K.2	Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes).
	a. With guidance and support, recognize rhyming words.
	b. With guidance and support, recognize the number of words in a spoken message.
	c. With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word.

Math

EE.K.CC.5.	Count out up to three objects from a larger set, pairing each object with one and only one number name to tell how man
EE.K.CC.6.	Identify whether the number of objects in one group is more or less than (when the quantities are clearly different) or equal to the number of objects in another group.

Physical Education

	Demonstrate the correct form of three locomotor skills (e.g., walk, run, jump, hop, gallop)
	Demonstrate selected non-locomotor skills (e.g., push, pull, bend, twist, stretch, turn)
	Demonstrate manipulative skills in a stationary position (e.g., rolling, throwing, catching, kicking)
	Demonstrate manipulative skills in a stationary position (e.g., rolling, throwing, catching, kicking)

Health

	Show the location of the heart
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	State qualities of a good friend
	Recognize similarities and differences of families

Essential Elements for Kindergarten 3rd Quarter

Language Arts

EE.RF.K.3	Demonstrate emerging awareness of print.
	a. With guidance and support, recognize first letter of own name in print.
	b. Not applicable
	c. With guidance and support, recognize environmental print.
	d. Not applicable
EE.RF.K.4	Engage in purposeful shared reading of familiar text.
EE.W.K.1	With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.
EE.W.K.2	With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about the topic.
EE.W.K.3	With guidance and support, select an event and use drawing, dictating, or writing and share information about it.
EE.W.K.6	With guidance and support from adults, explore a variety of digital tools to produce individual or group writing
EE.W.K.7	With guidance and support, participate in shared research and writing objects.
EE.W.K.8	With guidance and support from adults, identify information, objects, or events that relate to personal experiences.
EE.SL.K.1	Participate in conversations with others.
	a. Communicate directly with supportive adults or peers.
	b. Participate in multiple-turn communication exchanges with support from adults.
EE.SL.K.2	Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.

Math

EE.K.OA.1	Represent addition as “putting together” or subtraction as “taking from” in everyday activities.
EE.K.MD.1-3.	Classify objects according to attributes (big/small, heavy/light).

Physical Education

	Demonstrate introductory individual stunts (e.g., crab walk, bear walk, inch worm)
	Demonstrate ways to balance on different body parts at different levels
	Identify relationship with body parts (e.g., left hand to left shoulder, right elbow to left knee)
	Demonstrate the difference between slow and fast movement when performing locomotor movements
	Recognize the difference between general and personal space

Health

	Recognize different emotions
	Identify appropriate ways of expressing feelings and recognize verbal and nonverbal cues associated with each (e.g., happy, sad, mad, and afraid)
	Identify behaviors that keep a person healthy (e.g., physical activity, sleep, good nutrition, clothing, hygiene)

Essential Elements for Kindergarten 4th Quarter

Language Arts

EE.SL.K.3	Ask for help when needed.
EE.SL.K.4	With guidance and support, identify familiar people, places, things, and events.
EE.SL.K.5	With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.
EE.SL.K.6	With guidance and support, communicate thoughts, feelings, and ideas.
EE.L.K.1	Demonstrate emerging understanding of letter and word use.
	a. With guidance and support, distinguish between letters and other symbols or shapes.
	b. With guidance and support, use frequently occurring nouns in communication.
	c. With guidance and support, use frequently occurring plural nouns.
	d. With guidance and support, identify answers to simple (e.g., who, what) from an array of choices.
	e. With guidance and support, demonstrate understanding of common prepositions: on, off, in, out.
	f. With guidance and support, link two or more words together in communication.
EE.L.K.4	Demonstrate emerging knowledge of word meanings.
	a. With guidance and support, demonstrate understanding of words used in every day routines.
EE.L.K.5	Demonstrate emerging understanding of word relationships.
	a. With guidance and support, sort common objects into familiar categories.
	b. With guidance and support, demonstrate understanding of frequently occurring opposites.
	c. With guidance and support, use words to communicate in real-life situations.
	d. With guidance and support, demonstrate an understanding of common verbs.
EE.L.K.6	With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.

Math

EE.K.MD.1-3	Classify objects according to attributes (big/small, heavy/light).
EE.K.G.2-3.	Match shapes of same size and orientation (circle, square, rectangle, triangle).

Physical Education

	Demonstrate cooperation with partners and small groups to accomplish a game objective
	Demonstrate chasing, fleeing, dodging
	Demonstrate the concept of beat/rhythm pattern as it applies to music and movement (e.g., clap, drum)

	Demonstrate simple movements to music (e.g., march to beat)
	Demonstrate the ability to use your body as a means of expression (e.g., snowman melting)

Health

	Recognize that active play makes people strong and healthy
	Recognize we need a variety of foods each day