

Learning Log #1

Reading:

CCSS.ELA-LITERACY.RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.

CCSS.ELA-LITERACY.RF.K.2.A Recognize and produce rhyming words.

CCSS.ELA-LITERACY.RF.K.3.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.

CCSS.ELA-LITERACY.RF.K.3.C Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

CCSS.ELA-LITERACY.RL.K.1 With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.K.2 With prompting and support, retell familiar stories, including key details.

CCSS.ELA-LITERACY.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

Writing:

CCSS.ELA-LITERACY.W.K.3 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.

Math:

CCSS.MATH.CONTENT.K.CC.A.1 Count to 100 by ones and by tens.

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

CCSS.MATH.CONTENT.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).

CCSS.MATH.CONTENT.K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

CCSS.MATH.CONTENT.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.

CCSS.MATH.CONTENT.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.

CCSS.MATH.CONTENT.K.CC.B.4.C Understand that each successive number name refers to a quantity that is one larger.

Learning Log #2

Reading:

CCSS.ELA-LITERACY.RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.

CCSS.ELA-LITERACY.RF.K.3.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.

CCSS.ELA-LITERACY.RF.K.3.C Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).

CCSS.ELA-LITERACY.RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)

CCSS.ELA-LITERACY.RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

CCSS.ELA-LITERACY.RF.K.2.A Recognize and produce rhyming words.

CCSS.ELA-LITERACY.RL.K.3 With prompting and support, identify characters, settings, and major events in a story

[CCSS.ELA-LITERACY.RI.K.3](#) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

[CCSS.ELA-LITERACY.RL.K.7](#) 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).

[CCSS.ELA-LITERACY.RL.K.6](#) With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Writing:

[CCSS.ELA-LITERACY.W.K.2](#) 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.

Math:

[CCSS.MATH.CONTENT.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).

[CCSS.MATH.CONTENT.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.

[CCSS.MATH.CONTENT.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.

[CCSS.MATH.CONTENT.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.

[CCSS.MATH.CONTENT.K.CC.C.7](#) Compare two numbers between 1 and 10 presented as written numerals.

[CCSS.MATH.CONTENT.K.MD.B.3](#) Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Learning Log #3

Reading:

CCSS.ELA-LITERACY.RI.K.1 With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

CCSS.ELA-LITERACY.RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

CCSS.ELA-LITERACY.RF.K.2.A Recognize and produce rhyming words.

CCSS.ELA-LITERACY.RF.K.3.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.

CCSS.ELA-LITERACY.RF.K.3.C Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

CCSS.ELA-LITERACY.RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

CCSS.ELA-LITERACY.RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.

CCSS.ELA-LITERACY.RF.K.2.C Blend and segment onsets and rimes of single-syllable spoken words.

CCSS.ELA-LITERACY.RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)

CCSS.ELA-LITERACY.RF.K.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

CCSS.ELA-LITERACY.RF.K.3.D Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

CCSS.ELA-LITERACY.RF.1.3.A Know the spelling-sound correspondences for common consonant digraphs

[CCSS.ELA-LITERACY.RI.K.2](#) With prompting and support, identify the main topic and retell key details of a text.

[CCSS.ELA-LITERACY.RI.K.3](#) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

[CCSS.ELA-LITERACY.RI.K.9](#) With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Writing:

[CCSS.ELA-LITERACY.W.K.1](#) 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...*).

[CCSS.ELA-LITERACY.W.K.7](#) Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Math:

[CCSS.MATH.CONTENT.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*.

[CCSS.MATH.CONTENT.K.G.A.2](#) Correctly name shapes regardless of their orientations or overall size.

[CCSS.MATH.CONTENT.K.G.A.3](#) Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

[CCSS.MATH.CONTENT.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).

[CCSS.MATH.CONTENT.K.G.B.5](#) Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

[CCSS.MATH.CONTENT.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?"*

[CCSS.MATH.CONTENT.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.

[CCSS.MATH.CONTENT.K.OA.A.1](#) Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

[CCSS.MATH.CONTENT.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.

[CCSS.MATH.CONTENT.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., $5 = 2 + 3$ and $5 = 4 + 1$).

[CCSS.MATH.CONTENT.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.

[CCSS.MATH.CONTENT.K.OA.A.5](#) Fluently add and subtract within 5

Learning Log #4

Also introduce: [Listening & Speaking Standards](#) and [Language Standards](#)

Reading:

[CCSS.ELA-LITERACY.RL.K.1](#) With prompting and support, ask and answer questions about key details in a text.

[CCSS.ELA-LITERACY.RL.K.2](#) With prompting and support, retell familiar stories, including key details.

[CCSS.ELA-LITERACY.RL.K.3](#) With prompting and support, identify characters, settings, and major events in a story.

[CCSS.ELA-LITERACY.RF.K.3.C](#) Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

[CCSS.ELA-LITERACY.RF.K.2.B](#) Count, pronounce, blend, and segment syllables in spoken words.

[CCSS.ELA-LITERACY.RF.K.2.C](#) Blend and segment onsets and rimes of single-syllable spoken words.

[CCSS.ELA-LITERACY.RF.K.3.B](#) Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

[CCSS.ELA-LITERACY.RF.1.3.A](#) Know the spelling-sound correspondences for common consonant digraphs.

[CCSS.ELA-LITERACY.RF.K.2.D](#) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)

Conventions of Standard English:

[CCSS.ELA-LITERACY.L.K.1](#) Demonstrate command of the conventions of standard English grammar and usage **when writing or speaking**.

[CCSS.ELA-LITERACY.L.K.1.B](#) Use frequently occurring nouns and verbs.

[CCSS.ELA-LITERACY.L.K.1.C](#) Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).

[CCSS.ELA-LITERACY.L.K.1.D](#) Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

[CCSS.ELA-LITERACY.L.K.1.E](#) Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

[CCSS.ELA-LITERACY.L.K.1.F](#) Produce and expand complete sentences in shared language activities.

Writing Learning Goals: Informative/Explanatory Writing

[CCSS.ELA-LITERACY.W.K.2](#) 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.

[CCSS.ELA-LITERACY.W.K.7](#) Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

[CCSS.ELA-LITERACY.L.K.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[CCSS.ELA-LITERACY.L.K.2.A](#) Capitalize the first word in a sentence and the pronoun /

[CCSS.ELA-LITERACY.L.K.2.B](#) Recognize and name end punctuation.

[CCSS.ELA-LITERACY.L.K.2.C](#) Write a letter or letters for most consonant and short-vowel sounds (phonemes).

[CCSS.ELA-LITERACY.L.K.2.D](#) Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Math Learning Goals: Measurement & Data (MD)

[CCSS.MATH.CONTENT.K.MD.A.1](#) Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

[CCSS.MATH.CONTENT.K.MD.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.*

[CCSS.MATH.CONTENT.K.MD.B.3](#) Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

[CCSS.MATH.CONTENT.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.

[CCSS.MATH.CONTENT.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., $5 = 2 + 3$ and $5 = 4 + 1$).

[CCSS.MATH.CONTENT.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.

[CCSS.MATH.CONTENT.K.OA.A.5](#) Fluently add and subtract within 5

Learning Log #5

Reading:

[CCSS.ELA-LITERACY.RI.K.1](#) With prompting and support, ask and answer questions about key details in a text.

[CCSS.ELA-LITERACY.RI.K.2](#) With prompting and support, identify the main topic and retell key details of a text.

[CCSS.ELA-LITERACY.RI.K.6](#) Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

[CCSS.ELA-LITERACY.RI.K.8](#) With prompting and support, identify the reasons an author gives to support points in a text.

[CCSS.ELA-LITERACY.RF.K.2.A](#) Recognize and produce rhyming words.

[CCSS.ELA-LITERACY.RF.K.2.B](#) Count, pronounce, blend, and segment syllables in spoken words.

[CCSS.ELA-LITERACY.RF.K.2.D](#) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)

[CCSS.ELA-LITERACY.RF.K.2.E](#) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

[CCSS.ELA-LITERACY.RF.K.3.B](#) Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

[CCSS.ELA-LITERACY.RF.K.3.C](#) Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

[CCSS.ELA-LITERACY.RF.K.3.D](#) Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

[CCSS.ELA-LITERACY.RF.1.3.A](#) Know the spelling-sound correspondences for common consonant digraphs

Conventions of Standard English:

[CCSS.ELA-LITERACY.L.K.1](#) Demonstrate command of the conventions of standard English grammar and usage **when writing or speaking.**

[CCSS.ELA-LITERACY.L.K.1.B](#) Use frequently occurring nouns and verbs.

[CCSS.ELA-LITERACY.L.K.1.C](#) Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).

[CCSS.ELA-LITERACY.L.K.1.D](#) Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

[CCSS.ELA-LITERACY.L.K.1.E](#) Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

[CCSS.ELA-LITERACY.L.K.1.F](#) Produce and expand complete sentences in shared language activities.

Writing Learning Goals: Narrative Writing

[CCSS.ELA-LITERACY.L.K.2.A](#) Capitalize the first word in a sentence and the pronoun *I*

[CCSS.ELA-LITERACY.L.K.2.B](#) Recognize and name end punctuation.

[CCSS.ELA-LITERACY.L.K.2.C](#) Write a letter or letters for most consonant and short-vowel sounds (phonemes).

[CCSS.ELA-LITERACY.L.K.2.D](#) Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

[CCSS.ELA-LITERACY.W.K.3](#) 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.

Math Learning Goals: Operations and Algebraic Thinking

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

[CCSS.MATH.CONTENT.K.OA.A.1](#) Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

[CCSS.MATH.CONTENT.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.

[CCSS.MATH.CONTENT.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., $5 = 2 + 3$ and $5 = 4 + 1$).

CCSS.MATH.CONTENT.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.

CCSS.MATH.CONTENT.K.OA.A.5 Fluently add and subtract within 5.