



Essential Standards

Quick Guide – Kindergarten

This document outlines the essential standards for Kindergarten English Language Arts, Mathematics, Science, and Social Studies, which are foundational for future grades in each discipline.

Essential standards are explicitly taught, assessed more than once, and targeted for intervention if students have not yet reached proficiency. Assessments can be both formative and summative. Interventions are implemented within the classroom to support students who are not yet proficient.

All Idaho Content Standards are detailed in the Essential Standards Extended Guide.

ELA Essential Standards

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K.FR.PC.1a: Locate a printed word on a page.
K.FR.PC.1b: Recognize that spoken words are represented in written language by specific sequences of letters.
K.FR.PC.1c: Know that print (not pictures) is what we read, and text holds meaning.
K.FR.PC.1d: Follow words from left to right with return sweep at the end of each line.
K.FR.PC.1e: Read left to right, top to bottom, and page by page.
K.FR.PC.1f: Understand that words are separated by spaces in print.
K.FR.PC.1g: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
K.FR.PC.1h: Identify and name all upper- and lowercase letters of the alphabet.
K.FR.PA.2b: Count, pronounce, blend, delete, and segment syllables in spoken words.
K.FR.PA.2c: Blend and segment onsets and rimes of single-syllable spoken words.
K.FR.PA.2d: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in spoken three-phoneme (consonant-vowel-consonant, or CVC) words and say the resulting word (Note: This does not include CVCs ending with /l/, /r/, or /x/).
K.FR.PA.2e: Add, substitute, and delete individual sounds (phonemes) in simple, one-syllable words to make new words.
K.FR.PH.3a: Demonstrate knowledge of one-to-one letter-sound correspondences by producing the most frequent sound for each consonant letter.
K.FR.PH.3b: Associate the long and short sounds for the five major vowel letters.
K.FR.PH.3c: Read common high-frequency words with automaticity by sight (e.g., the, of, to, you, she, my, is, are, do, does).



ELA Essential Standards
K.FR.PH.3d: Distinguish between similarly spelled CVC words by identifying the sounds of the letters that differ.
K.RC.L.5a: Retell key details of familiar stories, poems, and nursery rhymes heard.
K.RC.NF: 6a: Retell key details of texts heard.
K.VD.WB.1a: Ask and answer questions about unknown words in a text.
K.VD.WB.2b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their synonyms and antonyms.
K.W.RW.1: Routinely write or dictate writing for a range of tasks, purposes, and audiences.
K.W.HWK.2: Print all uppercase and lowercase letters of the alphabet. Write left to right and top to bottom with appropriate spaces between letters.
K.GC.GU.1d: Produce and expand complete sentences in shared language activities.
K.GC.GU.2: Recognize and name end punctuation.
K.GC.M.3: Spell words phonetically, drawing on knowledge of sound-letter relationships.

Math Essential Standards

Math Essential Standards
K.CC.A.1 Count to 100 by ones and by tens
K.CC.A.2 Starting at a given number, count forward within 100 and backward within 20.
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).
K.CC.B.4a. 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.
K.CC.B.5. Given a group of up to 20 objects, count the number of objects in that group and state the number of objects in a rearrangement of that group without recounting. Given a verbal or written number from zero to 20, count out that many objects.
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 for groups with up to ten objects.
K.CC.C.7. Compare two numbers between one and ten presented as written numerals.
K.OA.A.1. Represent addition and subtraction of two whole numbers within ten. Use objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
K.OA.A.3. Decompose whole numbers from one to ten into pairs in more than one way by using physical, visual, or symbolic representations.
K.NBT.A.1. Compose (put together) and decompose (break apart) numbers from 11 to 19 into ten ones and some further ones, and record each composition or decomposition by using physical, visual, or symbolic representations; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.



Science Essential Standards

Essential Standards
Physical Science
K-PS-1.1 With guidance and support, plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
K-PS-1.2 With guidance and support, analyze data to determine if a design solution works as intended to change the motion of an object with a push or a pull.
K-PS-2.2 Design and build a structure that will reduce the warming effect of the Sun’s energy on a material.
Life Science
K-LS-1.1 Use observations to describe how plants and animals are alike and different in terms of how they live and grow.
Earth and Space Science
K-ESS-1.1 Use and share observations of local weather conditions to describe variations in patterns throughout the year.
K-ESS-2.1 Use a model to represent the relationship between the needs of different plants and animals and the places they live.
K-ESS-2.2 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
K-ESS-2.3 Communicate ideas that would enable humans to interact in a beneficial way with the land, water, air, and/or other living things in the local environment.

Social Studies Essential Standards

Social Studies Essential Standards
K.SS.1.2 Sequence events in the past and present and begin to recognize that things change over time.
K.SS.2.1 Demonstrate an understanding of maps and globes by: a) identifying the similarities and differences between a map and a globe; b) identifying basic map symbols; c) identifying land and bodies of water in the local community; and d) identifying the geographic location of the United States and Idaho on a map and globe.
K.SS.3.2 Explain the benefits of saving money and give examples of how people use money to make purchases.
K.SS.4.1 Practice citizenship in the classroom by: a) taking responsibility for one’s actions; b) practicing honesty and showing kindness to oneself and others; c) recognizing the purpose of rules and practicing self-control; d) caring for one’s personal property and respecting other students’ property; and e) taking turns, sharing, and working well with others for the good of everyone else.
K.SS.4.2 Identify symbols of the United States including but not limited to the flag, Pledge of Allegiance, Bald Eagle, red, white, and blue, and the Statue of Liberty.
K.SS.5.1 Name traditions that came to the United States from other parts of the world.



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