

K-2 Literacy and Math NYS COMMON CORE STANDARDS Applicable to Art Lessons

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Artwork serves as a venue for building visual literacy, to understand the meaning of images, understanding how an artist communicates ideas with objects, elements, organizational principles, media, and techniques. When Reading and Writing Standards are seen as pertaining to visual literacy, *reading* text or *writing* can be interpreted as *reading* art or *communicating* through art. For instance:

- *text* can also mean *artwork*
- *details* can also mean the *elements* or *objects* contained within the artwork
- *phrases* can refer to *organizational principles* used to create the artwork

College & Career Readiness Anchor Standards for Reading K-2	K-2 READING STANDARDS for Literacy (RL) or Informational (RI) Text * K-2 Standards related to literature will be identified with an (L) * K-2 Standards related to informational text will be identified with a (I) Proper way to cite a standard: Category.Grade level.Number for specific standard. For example: RL.K.1
<i>Key Ideas and Details</i>	
1. Read closely to determine what the text (art) says explicitly and to make logical inferences from it; cite specific textual evidence when (creating), writing or speaking to support conclusions drawn from the text (art).	K(L)(I): With prompting and support, ask and answer questions about key details in a text (an artwork). 1(L)(I): Ask and answer questions about key details in a text (an artwork). 2(L)(I): Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text (an artwork).
2. Determine central ideas or themes of a text (an artwork) and analyze their development; summarize the key supporting details and ideas.	K(I): With prompting and support, identify the main topic and retell key details of a text (an artwork). 1(L): Retell stories, including key details, and demonstrate understanding of their central message or lesson (in an artwork). 1(I): Identify the main topic and retell key details of a text (an artwork). 2(L): Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral (from related artworks).
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text (artwork).	K(L): With prompting and support, identify characters, settings, and major events in a story (an artwork).. K(I): With prompting and support, describe the connection between two individuals (works of art, objects, or elements) , events, ideas, or pieces of information in a text (an artwork). 1(L): Describe characters, settings, and major events in a story (an artwork), using key details. 1(I): Describe the connection between two individuals, events, ideas, or pieces of information in a text (an artwork). 2(I): Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text (an artwork).
<i>Craft and Structure</i>	
4. Interpret words (elements or objects) and phrases (organizational principles or techniques) as they are used in a text (an artwork), including determining technical, connotative, and figurative meanings, and analyze how specific word (image or element) choices shape meaning or tone.	K: Ask and answer questions about unknown words in a text (an artwork). 1(L): Identify words and phrases in stories or poems (artwork) that suggest feelings or appeal to the senses. 1(I): Ask and answer questions to help determine or clarify the meaning of words and phrases in a text (an artwork). 2(L): Describe how words (elements) and phrases (principles) (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song (an artwork)..
5. Analyze the structure of texts (art), including how specific sentences (elements), paragraphs (principles), and	K(L): Recognize common types of texts (an artwork). 1(L): Explain major differences between books (works of art) that tell stories and books (artwork) that give information, drawing on a wide reading

larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	of a range of text (art) types. 2(L): Describe the overall structure of a story (an artwork).
6. Assess how point of view or purpose shapes the content and style of a text (an artwork).	K(L): With prompting and support, name the author (or artist) and illustrator of a story and define the role of each in telling the story. K(L): Name the author (artist) and illustrator of a text and define the role of each in presenting the ideas or information in a text (an artwork). 1(L): Identify who is telling the story at various points in a text (an artwork). 1(I): Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 2(I): Identify the main purpose of a text (artwork), including what the author (artist) wants to answer, explain, or describe.
<i>Integration of Knowledge and Ideas</i>	
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*	K(L): 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). K(I): 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). 1(L): Use illustrations and details in a story to describe its characters, setting, or events. 1(I): Use the illustrations and details in a text to describe its key ideas. 2(L): Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot 2(I): Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
8. Delineate and evaluate the argument and specific claims in a text (an artwork), including the validity of the reasoning as well as the relevance and sufficiency of the evidence (within the artwork).	K(I): With prompting and support, identify the reasons an author (artist) gives to support points in a text. 1(I): Identify the reasons an author (artist) gives to support points in a text. 2(I): Describe how reasons support specific points the author (artist) makes in a text.
9. Analyze how two or more texts (artworks) address similar themes or topics in order to build knowledge or to compare the approaches the authors (artists) take.	K(L): With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories (artwork). With prompting and support, students will make cultural connections to text and self. K(I): With prompting and support, identify basic similarities in and differences between two texts (artworks) on the same topic 1(L): Compare and contrast the adventures and experiences of characters in stories (an artwork). With prompting and support, students will make cultural connections to text and self 1(I): Identify basic similarities in and differences between two texts (artworks) on the same topic (e.g., in illustrations, descriptions, or procedures). 2(L): Compare and contrast two or more versions of the same story (image or theme) (e.g., Cinderella stories) by different authors or from different cultures. 2(I): Compare and contrast the most important points presented by two texts (artworks) on the same topic.

<i>Range of Reading and Level of Text Complexity</i>	
<p>10. Read and comprehend complex literary and informational texts (artwork) independently and proficiently.</p>	<p>K: Actively engage in group (art) reading activities with purpose and understanding.</p> <p>1(L) With prompting and support, read (art) prose and poetry of appropriate complexity for grade 1.</p> <p>1(I): With prompting and support, read informational texts (related to art) appropriately complex for grade 1.</p> <p>2(L): By the end of the year, read and comprehend (art) literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>2(I): By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, (related to art) the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p>11. Responding to literature (artwork).</p>	<p>K: With prompting and support, make connections between self, text (artwork), and the world around them (text, media, social interaction).</p> <p>1: Make connections between self, text (artwork), and the world around them (text, media, social interaction).</p> <p>2: Make connections between self, text (artwork), and the world around them (text, media, social interaction).</p>

College & Career Readiness Anchor Standards for Writing K-2	K-2 WRITING Standards for Literacy (W) Proper way to cite a standard: Category.Grade level.Number for specific standard. For example: W.K.1
<i>Text Types and Purposes</i>	
1. Write arguments to support claims in an analysis of substantive topics or texts (artworks) using valid reasoning and relevant and sufficient evidence.	<p>K: 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 (artwork) they are writing about and state an opinion or preference about the topic or book (artwork) (e.g., <i>My favorite painting is . . .</i>).</p> <p>1: Write opinion pieces in which they introduce the topic or name the book (artwork) they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>2: Write opinion pieces in which they introduce the topic or book (artwork) they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<p>K: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about (creating) and supply some information about the topic (artwork).</p> <p>1: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure (related to the artwork).</p> <p>2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section (related to the artwork).</p>
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	<p>K: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about (and illustrate) the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>1: Write narratives (or create art) in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>2: Write narratives (or create art) in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>
<i>Production and Distribution of Writing</i>	
5. Develop and strengthen writing (drawing, painting, printmaking, sculpting, etc..) as needed by planning, revising, editing, rewriting, or trying a new approach.	<p>K: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing (artwork) as needed.</p> <p>1: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing (artwork) as needed.</p> <p>2: With guidance and support from adults and peers, focus on a topic and strengthen writing (artwork) as needed by revising and editing.</p>
6. Use technology, including the Internet, to produce and publish writing (art) and to interact and collaborate with others.	<p>K-2: With guidance and support from adults, explore a variety of digital tools to produce and publish writing (art), including in collaboration with peers.</p>

<i>Research to Build and Present Knowledge</i>	
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	<p>K: Participate in shared research and writing (or art) projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>1: Participate in shared research and writing (or art) projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions or create artwork).</p> <p>2: Participate in shared research and writing (art) projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<p>K: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>1: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>2: Recall information from experiences or gather information from provided sources to answer a question.</p>
<i>Range of Writing</i>	
10. Responding to Literature (artwork)	<p>K: Create and/or present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.</p> <p>1: Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.</p> <p>2: Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed.</p>

*Please note that some standards are not included in this list since they are not applicable to K-2 students.

College & Career Readiness Anchor Standards for Speaking and Listening K-2

K-2 SPEAKING and LISTENING Standards (SL)

Proper way to cite a standard: Category.Grade level.Number for specific standard. For example: SL.K.1a

Comprehension and Collaboration

<p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>K: Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. c. Seek to understand and communicate with individuals from different cultural backgrounds. <p>1: Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. d. Seek to understand and communicate with <p>2: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. d. Seek to understand and communicate with individuals from different cultural backgrounds.
<p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>K: 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>1: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
<p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>K: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>1: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>2: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>

<i>Presentation of Knowledge and Ideas</i>	
<p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>K: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>1: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>2: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>
<p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>K: Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>1: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>2: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>
<p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>K: Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>1: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 36 for specific expectations.)</p> <p>2: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 36 for specific expectations.)</p>

K-2 Common Core Math Standards Applicable to Art

Proper way to cite a standard: Category.Grade level.Number for specific standard. For example: CC.K.4a

Kindergarten	In Kindergarten, instructional time should focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space.
<i>Key Ideas and Details</i>	Counting and Cardinality (K.CC)
Count to tell the number of objects	4. Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. 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.
Compare numbers	6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies ¹
<i>Key Ideas and Details</i>	Operations and Algebraic Thinking (K.OA)
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	1. Represent addition and subtraction with objects, fingers, mental images, drawings ² , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. 2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. 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.
<i>Key Ideas and Details</i>	Measurement and Data (K.MD)
Describe and compare measurable attributes Classify objects and count the number of objects in each category.	1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i> 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. ³

<i>Key Ideas and Details</i>	Geometry (K.G)
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Analyze., compare, create, and compose shapes.	<ol style="list-style-type: none"> 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>. 2. Correctly name shapes regardless of their orientations or overall size. 3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). 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). 5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. 6. Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i>
1st Grade	<p>In Grade 1, instructional time should focus on four critical areas:</p> <ol style="list-style-type: none"> (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.
<i>Key Ideas and Details</i>	Measurement and Data (1.MD)
Measure lengths indirectly and by iterating length units. Represent and interpret data.	<ol style="list-style-type: none"> 1. Order three objects by length; compare the lengths of two objects indirectly by using a third object. 2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i> 4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
<i>Key Ideas and Details</i>	Geometry (1.G)
Reason with shapes and their attributes	<ol style="list-style-type: none"> 1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. 2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.⁴ 3. Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

2nd Grade	<p>In Grade 2, instructional time should focus on four critical areas:</p> <ol style="list-style-type: none"> (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.
<i>Key Ideas and Details</i>	Measurement and Data (2.MD)
<p>Measure and estimate lengths in standard units.</p>	<ol style="list-style-type: none"> 1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. 2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. 3. Estimate lengths using units of inches, feet, centimeters, and meters. 4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
<i>Key Ideas and Details</i>	Geometry (2.G)
<p>Reason with shapes and their attributes.</p>	<ol style="list-style-type: none"> 1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.⁵ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. 2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. 3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.