Improvement District No. 4
Water Education Program
Kindergarten Standards Matrix

Common Core Standards	Response to Literature	Water Cycle in a Cup	Growing Radishes
Reading			
RL 1. With prompting and support, ask and answer questions about key details in text.	X		
RL 3. With prompting and support, identify characters, settings, and major events in a story.	X		
RL 5. Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text).	X		
Writing			
W 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.	X		
Speaking and Listening			
SL 2. 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.	X		
SL 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	X	X	X
NGSS			
K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.	X		X
K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.	X		

Kern County Water Agency

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NGSS			
K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface.		X	X
ESS3. A *By the end of grade 2.* Living things need water, air, and resources from the land, and they try to live in places that have the things they need. Humans use natural resources for everything they do.	X	X	X
ESS3.C *By the end of grade 2.* Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air and other living things-for example, by reducing trash through reuse and recycling.	X	X	X