

# Kindergarten Curriculum Standards

2014-2015

Standards in **bold** print will appear on the progress report



# Kindergarten – Literacy

## **Literature** (*Goldilocks and the 3 Bears, The Three Little Pigs – stories with a character, setting and plot*)

### **With prompting and support, ask and answer questions about key details in a text.**

With prompting and support, retell familiar stories including key details

Ask and answer questions about unknown words in a text

Recognize common types of text (poems, storybooks)

With prompting and support, name the author and illustrator story, and define their role in telling a story

With prompting and support, describe how an illustration tells about the story

With prompting and support, compare and contrast adventures and experiences of characters in a story

Actively engage in group reading activities with purpose and understanding

## **Informational Text** (*Text with a topic – Real information on bears or how to grow a flower*)

### **With prompting and support, ask and answer questions about key details in a text.**

With prompting and support, identify the main topic (the who or what the story is about) and retell what they read

With prompting and support, describe the connection between two things, events or ideas

With prompting and support, ask and answer questions about unknown words in a text

Identify the front cover, back cover, and title page of a book

With prompting and support, describe how an illustration tells about the text

With prompting and support, identify the reasons an author gives to support points in a text

With prompting and support, identify similarities in and differences between two texts on the same topic

Actively engage in group reading activities with purpose and understanding

## **Foundational Skills**

Follow words from left to right, top to bottom, page by page

Recognize that spoken words are represented in written language by specific sequences of letters

Understand that words are separated by spaces in print

### **Name all upper and lowercase letters of the alphabet**

Recognize and produce rhyming words (*frog-log*)

Count, blend and segment syllables in spoken words (*el-e-phant*)

Blend and segment onsets and rimes of single-syllable words (*c-at*)

### **Isolate and pronounce the initial, medial vowel and final sounds in words (/r/ is the first sound in “rope”)**

Add or substitute individual sounds in one-syllable words to make new words (*change the /c/ in cat to /b/, new word is bat*)

### **Produce consonant letter sounds (one-to-one letter-sound correspondence)**

**Identify/sound out words with short and long vowel sounds (cap/cape; bit/bite)**

**Read high-frequency words (the, is, my, see)**

Distinguish between similarly spelled words by identifying the sounds that differ (*cat/can – the ending letter is changed*)

Read grade-appropriate text with purpose and understanding

# Kindergarten – Literacy

## **Writing**

**Use drawing, dictating and writing to compose opinion pieces stating an opinion about a topic (My favorite book is.....)**

**Use drawing, dictating and writing to compose informative pieces in which he or she is writing about and supplying information about a topic (Fish live in water.....fish can swim.....)**

**Use drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in order and give a reaction to the event (We went to the pumpkin patch and saw lots of pumpkins and I liked jumping on the bales. It was fun.)**

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing

With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers

With guidance and support from adults, recall information from experiences and gather information from sources to answer a question

## **Language**

Print upper and lowercase letters

Use frequently occurring nouns and verbs and prepositions (to, from, in, out, on, off) when writing and speaking

Add s-/-es to the end of words (dog to dogs) when writing and speaking

Understand the use of question words (who, what, why, where, when, how) when writing and speaking

Use frequently occurring prepositions (to, from, in, out, on, off) when writing and speaking

Produce and expand complete sentences in shared language activities

Capitalizing the first word of a piece of writing

Capitalizes the pronoun “I” in a piece of writing

Write a letter or letters for most consonant and short-vowel sounds

**Spells simple words phonetically in a piece of writing**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases

*(duck is a bird, but also can be used as a verb, adding -ing to jump makes the word jumping)*

With guidance and support from adults, explore word relationships (sorting objects into categories, etc.) Use words and phrases acquired through conversations, reading and responding to stories

## **Speaking and Listening**

**Follows discussion rules**

**Continues a conversation through multiple exchanges**

Confirm understanding of a text read aloud or information presented orally

**Asks and answers questions to seek help, get information, or clarify something that is not understood** Describe familiar people, places and things and provide additional details

Add drawings to provide additional details

Speak audibly and express thoughts, feeling, and ideas clearly

# Kindergarten – Math

## **Counting and Cardinality - Knows number names and the counting sequence**

### **Count to 100 by ones and by tens.**

Count forward beginning from a given number within the known sequence

### **Write numbers from 0 to 20.**

### **Represent a number of objects with a written numeral.**

Understand the relationship between numbers and quantities.

### **Count to answer "how many?" questions about as many as 20 things.**

### **Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects.**

Compare two numbers between 1 and 10 presented as written numerals.

## **Operations & Algebra**

Represent addition and subtraction with objects, fingers, mental images, drawings.

### **Solve addition and subtraction word problems, and add and subtract within 10.**

Decompose numbers less than or equal to 10 into pairs in more than one way.

For any number from 1 to 9, find the number that makes 10 when added to the given number.

### **Fluently add and subtract within 5.**

## **Numbers Base Ten**

### **Compose and decompose numbers 11 -19 into ten and ones.**

## **Measure and Data**

Describe measurable attributes of objects, such as length or weight.

Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of"

Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Time - o'clock, hour, day/night

Money - coin identification

## **Geometry**

Describe objects in the environment using names of shapes, and describe the relative positions.

### **Correctly name shapes.**

Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

Analyze and compare a variety of two- and three-dimensional shapes, in different sizes and orientations.

Model shapes in the world by building shapes from components.

Compose simple shapes to form larger shapes.

Patterns – copy, extend and create patterns

# Kindergarten – Health

Describe physical changes (e.g., teeth, hair, height, weight, coordination) that occur from infancy through adulthood

Locate basic parts of the human body (e.g., heart, lungs, muscles, eyes, ears)

Identify behaviors that contribute to emotional, social, and physical health (e.g., healthy eating, physical activity, sleep, personal hygiene, avoiding second hand smoke)

Identify potentially dangerous situations and ways to avoid personal harm (e.g., fire-don't play with matches, water-be with an adult, traffic-stay out of streets, medicine-take from a trusted adult, strangers- just say "No")

Describe a variety of ways to prevent the spreading of illnesses (e.g., washing hands, covering mouth, using tissues)

Identify the types of check-ups (e.g., dental, vision, hearing, speech, wellness checks) needed for maintaining a healthy body

Describe the safety rules / procedures used in home, school, and community settings (e.g., school drills, fire and tornado drills, water safety rules, calling 911 for emergencies)

Identify ways in which to keep the environment clean and healthy (e.g., participate in Earth Day activities, avoid littering, become aware of the Reduce/Reuse/Recycle Program)

Identify healthy ways to express needs, wants, feelings, and emotions (e.g., discuss how you are a special person, listen, take turns, happy-laugh, happy-cry, sad-cry)

Identify ways to seek help when feeling threatened (e.g., strangers-yell and seek help from trusted adult, bullies/cliques/gangs- seek help from a trusted adult)

Describe a short term personal health goal (e.g., nutritious choices, physical activity time per day)

Identify when to ask for help in making health-related decisions (e.g., universal precaution procedures, bumps, bruises, falls)

Identify the basic tasks of community health service providers (e.g., doctors, nurses, firefighters, police)

Identify positive health choices (e.g., eat fruits and vegetables, physical activity with friends, use medicine safely)

## Kindergarten – Science

**Identify things that can change (e.g. weather, people, water).**

Use senses to make observations about the world around them.

Use simple tools like a balance or funnel.

Identify animals eat plants or other animals for food.

Describe day to day weather changes.

**Identify safety rules for school and home.**

## Kindergarten – Social Studies

Identifies and demonstrates appropriate procedures for school and home

**Identifies and demonstrates examples of good citizenship**

State personal information (full name, age) Identify land and water on a map or globe.

Identify US holidays.

Identify community workers.

## Kindergarten – Physical Education

Moves safely through personal/general space

Starts and stops on a verbal/auditory signal

Identify basic body parts

Identify the benefits of regular physical activity

Identify the body's response to physical activity

Apply rules and procedures in class

Identify examples of respect for self and others

## Kindergarten – Music

**Uses singing voice appropriately (pitch and in rhythm).**

**Perform independently on an instrument.**

**Creates music (including improvising)**

## Kindergarten – Art

Know the different techniques used to create visual art

Use visual art materials and tools in a safe and responsible manner

Know the differences between visual art structures and functions

Know various purposes for creating works of art

