Kindergarten Learning Standards

History/Social Science Content Standards

Learning and Working Now and Long Ago

Students are introduced to basic spatial, temporal, and casual relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior; how we interact respectfully with each other, following rules and respecting the rights of others.

Students understand that being a good citizen involves acting in certain ways.

- Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
- Learn examples of honesty, courage, determination, individual responsibility
- Know beliefs and related behaviors of characters in stories and understand the consequences of the characters’ actions

Students recognize national and state symbols and icons such as the national and state flags, the bald eagle and the Statue of Liberty

Students match dimple descriptions of work that people do and the names of related jobs at the school, in the local community and from historical accounts

Students compare and contrast the locations of people, places and environments and describe characteristics

- Determine the relative locations of objects using the terms near/far, left/right and behind/in front
- Distinguish between land and water on maps and globes, and locate general areas references in historical legends and stories
- Identify traffic symbols and map symbols
- Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship and transportation lines
- Demonstrate familiarity with the school’s layout, environs, and the jobs people do there

Students put events in temporal order using a calendar, placing days, weeks and months in proper order
Students understand that history relates to events, people and place of other times

- Identify the purposes of and the people and events honored in; commemorative holidays, including the human struggles that were the basis for the events (Thanksgiving, Independence Day, Presidents' Birthdays, Labor Day, etc)
- Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T Washington, Daniel Boone and Benjamin Franklin
- Understand how people lived in earlier times and how their lives would be different today (getting water from a well, growing food, making clothing, having fun, etc.)
Kindergarten Learning Standards

Mathematics Content Standards

By the end of kindergarten, students understand small numbers, quantities, and simple shapes in their everyday environment. They count, compare, describe and sort objects, and develop a sense of properties and patterns.

Number Sense

Students understand the relationship between numbers and quantities (a set of objects has the same number of objects in different situations regardless of its position or arrangement)

- Compare two or more sets of objects (up to ten objects in each group and identify which set is equal to, more than or less than the other)
- Count, recognize, represent, name and order a number of objects; up to 30
- Know that the larger numbers describe sets with more objects in them than the smaller numbers have

Students understand and describe simple additions and subtractions

- Use concrete objects to determine the answers to addition and subtraction problems (for 2 numbers that are each less than 10)

Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places:

Algebra and Functions

Students sort and classify objects

- Identify, sort and classify objects by attribute and identify objects that do not belong to a particular group (all the balls are green, and those are red)

Measurement and Geometry

Students understand the concepts of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties

- Compare the length, weight and capacity of objects by making direct comparisons with reference objects (note which object is shorter, longer, taller, lighter, heavier or holds more)
- Demonstrate an understanding of concepts of time (morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (clock, calendar)
- Identify the time (to the nearest hour) of everyday events (lunch time is 12 o’clock, bedtime is 8 o’clock at night)

**Students identify common objects in their environment and describe the geometric features**
- Identify and describe common geometric objects (circle, triangle, square, rectangle, cube, sphere, cone)
- Compare familiar plane and solid objects by common attributes (position, shape, size, number of corners)

**Statistics, Data Analysis and Probability**

**Students collect information about objects and events in their environment**
- Pose information questions; collect data; and record the results using objects, pictures and picture graphs
- Identify, describe and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes or colors

**Mathematical Reasoning**

**Students make decisions about how to set up a problem**
- Determine the approach, materials and strategies to be used
- Use tools and strategies, such as manipulatives or sketches, to model problems

**Students solve problems in reasonable ways and justify their reasoning**
- Explain the reasoning used with concrete objects and/or pictorial representations
- Make precise calculations and check the validity of the results in the context of the problem
Kindergarten Learning Standards

English-Language Arts Content Standards

Reading

Word Analysis, Fluency and Systematic Vocabulary Development

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

*Concepts about Print*
- Identify the front cover, back cover and title page of a book
- Follow words from left to right and from top to bottom on the printed page
- Understand that printed materials provide information
- Recognize that sentences in print are made up of separate words
- Distinguish letters from words
- Recognize and name all uppercase and lowercase letters of the alphabet

*Phonemic Awareness*
- Track (move sequentially from sound to sounds) and represent the number sameness/difference and order of two and three isolated phonemes (f, s, th, j, d)
- Track and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted or repeated (vowel-consonant, consonant-vowel)
- Blend vowel-consonant sounds orally to make words or syllables
- Identify and produce rhyming words in response to an oral prompt
- Distinguish orally stated one-syllable words and separate into beginning or ending sounds
- Track auditorily each word in a sentence and each syllable in a word
- Count the number of sounds in syllables and syllables in words

*Decoding and Word Recognition*
- Match all consonant and short-vowel sounds to appropriate letters
- Read simple one-syllable and high-frequency words
- Understand that as letters of words change, so do the sounds

*Vocabulary and Concept Development*
- Identify and sort common words in basic categories (colors, shapes, foods, etc)
- Describe common objects and events in both general and specific language

Reading Comprehension

Students identify the basic facts and ideas in what they have read, heard or viewed. They use comprehension strategies (generating and responding to questions, comparing new information to what is already known, etc).
Structural Features of Informational Materials

- Locate the title, table of contents, name of author and name of illustrator

Comprehension and Analysis of Grade-Level Appropriate Text

- Use pictures and context to make predictions about story content
- Connect to life experiences the information and events in texts
- Retell familiar stories
- Ask and answer questions about essential elements of a text

Literacy Response and Analysis

Students listen and respond to stories based on well-known characters, themes, plots and settings.

Narrative Analysis of Grade-Level Appropriate Text

- Distinguish fantasy from realistic text
- Identify types of everyday print materials (storybooks, poems, newspapers, signs, labels)
- Identify characters, settings and important events

Writing

Writing Strategies

Students write words and brief sentences that are legible

Organization and Focus

- Use letters and phonetically spelled words to write about experiences, stories, people, objects or events
- Write consonant-vowel-consonant words
- Write by moving from left to right and from top to bottom

Penmanship

- Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters

Written and Oral English Language Conventions

The standards for written and oral English are essential to both writing and listening and speaking

Written and Oral Language Conventions

Students write and speak with a command of standard English conventions
Sentence Structure
- Recognize and use complete, coherent sentences when speaking

Spelling
- Spell independently by using pre-phonetic knowledge, sounds of the alphabet and knowledge of letter names

Listening and Speaking

Listening and Speaking Strategies
Students listen and respond to oral communication. They speak in clear and coherent sentences

Comprehension
- Understand and follow one-and two-step oral directions
- Share information and ideas, speaking audibly in complete, coherent sentences

Speaking Applications
Students deliver brief recitations and oral presentations about familiar experiences of interests, demonstrating command of organization and delivery strategies

Using listening and speaking strategies of kindergarten
- Describe people, places, things, locations, and actions
- Recite short poems, rhymes and songs
- Relate an experience or creative story in a logical sequence
Kindergarten Learning Standards

Science Content Standards

Physical Sciences

Properties of materials can be observed, measured, and predicted
- Students know objects can be described in terms of the materials they are made of (clay, cloth, paper) and their physical properties (color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking)
- Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other
- Students know water left in an open container evaporates but water in a closed container does not

Life Sciences

Different types of plants and animals inhabit the earth
- Students know how to observe and describe similarities and differences in the appearance and behavior of plans and animals (seed-bearing plants; birds; fish; insects)
- Students know stories sometimes give plants and animals attributes they do not really have
- Students know how to identify major structures of commons plants and animals (stems, leaves, roots, wings, legs)

Earth Sciences

Earth is composed of land, air and water
- Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms
- Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants
- Students know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved

Investigation and Experimentation

- Scientific progress is made by asking meaningful questions and conducting careful investigations
- Observe common objects by using the five senses
- Describe the properties of common objects
- Describe the relative position of objects by using one reference (color, shape, texture, size, weight)
- Compare and sort common objects by one physical attribute (color, shape, texture, size, weight)
- Communicate observations orally and through drawings