

# Curriculum Standards

## Kindergarten

### Reading Standards

- KR1: Ask and answer questions about a text.
- KR2: Retell stories or share key details from a text.
- KR3: Identify characters, settings, major events in a story, or pieces of information in a text.
- KR4: Identify specific words that express feelings and senses.
- KR5: Identify literary and informational texts.
- KR6: Name the author and illustrator and define the role of each in presenting the ideas in a text.
- KR7: Describe the relationship between illustrations and the text.
- KR8: Identify specific information to support ideas in a text.
- KR9: Make connections between self, text, and the world

### Foundational Skills

- KRF1: Demonstrate understanding of the organization and basic features of print.
  - KRF1a: Follow words from left to right, top to bottom, and page by page.
  - KRF1b: Recognize that spoken words are represented in written language by specific sequences of letters.
  - KRF1c: Understand that words are separated by spaces in print.
  - KRF1d: Recognize and name all upper- and lowercase letters of the alphabet.
  - KRF1e: Identify the front cover, back cover, and title page of a book.
- KRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - KRF2a: Recognize and produce spoken rhyming words.
  - KRF2b: Count, blend and segment syllables in spoken words.
  - KRF2c: Count, blend, and segment individual sounds (phonemes) in spoken one-syllable words.
  - KRF2d: Create new words by manipulating the phonemes orally in one-syllable words.
- KRF3: Know and apply grade-level phonics and word analysis skills in decoding words.

- KRF3a: Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant
- KRF3b: Decode short vowel sounds with common spellings.
- KRF3c: Decode some regularly spelled one-syllable words.
- RF3d: Begins in 1st Grade.
- KRF3e: Read common high-frequency words by sight.
- KRF4: Read emergent-reader texts with purpose and understanding.

## Writing Standards

- KW1: Use a combination of drawing, dictating, oral expression, and/or writing to state an opinion about a familiar topic and state a reason to support that topic.
- KW2: Use a combination of drawing, dictating, oral expression, and/or writing to name a familiar topic and supply information.
- KW3: Use a combination of writing, drawing, dictating, and/or oral expression to narrate an event or events in a sequence.
- KW4: Create a poem, dramatization, artwork, or other response to a text, author, or personal experience.
- W5: Begins in Grade 4
- KW6: Ask questions and participate in shared research to answer questions and to build knowledge.
- KW7: Recall relevant information from experiences or gather information from provided sources to answer a question.

## Speaking and Listening

- KSL1: Participate in collaborative conversations with peers and adults in small and large groups and during play.
  - KLS1a: Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.
  - KSL1b: Participate in conversations through multiple exchanges.
- KSL2: Confirm understanding of diverse texts and formats through oral conversation and visual display.
- KSL3: Ask and answer questions to clarify what the speaker says.
- KSL4: Name familiar people, places, things, and events with detail.
- KSL5: Create visual displays to support descriptions.
- KSL6: Express thoughts, feelings, and ideas clearly and completely.

## Language Standards

Please note: Language Standards 1 and 2 are organized within grade bands. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is

expected to know and be able to use the skills by the end of Grade 2. The → is included to indicate skills that connect and progress across the band.

## Standard KL1

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Core Conventions Skills for Grades Pre-kindergarten to Grade 2:

- Print upper- and lowercase letters in their name
  - Print many upper- and lowercase letters
  - Print all upper- and lowercase letters.
- Use frequently occurring nouns and verbs (orally)
  - Use frequently occurring nouns and verbs.
  - Use common, proper, and possessive nouns.
  - Use collective nouns (e.g. group).
- Form regular plural nouns orally (e.g., dog, dogs; wish, wishes).
- Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish).
- Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump).
- Understand and use interrogatives (question words—e.g., who, what, where, when, why, how).
- Use frequently occurring prepositions orally (e.g., to, from, in, out, on, off, for, of, by, with).
- Produce and expand complete sentences in shared language activities.
- Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
  - Use reflexive pronouns (e.g., myself, ourselves).
- Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
  - Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- Use frequently occurring adjectives.
- Use adjectives or adverbs appropriately
- Use frequently occurring conjunctions (e.g., and, but, or, so because).
- Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

## Standard KL2

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

## Core Punctuation and Spelling Skills for Pre-Kindergarten to Grade 2:

- Capitalize the first letter of their name
  - Capitalize dates and names of people
  - Capitalize the first word in a sentence and the pronoun I.
  - Capitalize names, places, and holidays
- Attempt to write symbols or letters to represent words.
- Recognize and name end punctuation.
  - Use end punctuation for sentences
- Write a letter or letters for most consonant and short-vowel sounds (phonemes)
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
  - Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions.
  - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  - Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- Use commas in dates and to separate single words in a series.
  - Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Consult reference materials as needed to check and correct spellings

## Standard KL3

Begins in Grade 2.

## Standard KL4

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

- KL4a: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- KL4b: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word

## Standard KL5

Explore and discuss word relationships and word meanings.

- KL5a: Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.
- KL5b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

- KL5c: Use words to identify and describe the world, making connections between words and their use (e.g., places at home that are colorful).
- KL5d: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

## Standard KL6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## Math Standards

- Know number names and the count sequence.
  - K.CC.A.1 1. Count to 100 by ones and by tens.
  - K.CC.A.2 2. Count to 100 by ones beginning from any given number (instead of beginning at 1).
  - K.CC.A.3 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).
- Count to tell the number of objects.
  - K.CC.B.4 4. Understand the relationship between numbers and quantities up to and including 20; connect counting to cardinality.
    - 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. (1:1 correspondence)
    - K.CC.B. 4b. Understand that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.
    - K.CC.B. 4c. Understand the concept that each successive number name refers to a quantity that is one larger.
    - K.CC.B. 4d. Understand the concept of ordinal numbers (1ST-10TH) to describe the relative position and magnitude of whole numbers.
  - K.CC.B. 5.
    - 5a Answer counting questions using as many as 20 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 10 objects in a scattered configuration. e.g., “How many \_\_\_\_\_ are there?”
    - 5b. Given a number from 1–20, count out that many objects.
- Compare numbers.
  - K.CC.C.6 Identify whether the number of objects in one group is greater than (more than), less than (fewer than), or equal to (the same as) the number of objects in another group.

- Note: Include groups with up to ten objects. e.g., using matching and counting strategies.
  - K.CC.C.7 7. Compare two numbers between 1 and 10 presented as written numerals. e.g., 6 is greater than 2.
- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
  - K.OA.A.1 Represent addition and subtraction using objects, fingers, pennies, drawings, sounds, acting out situations, verbal explanations, expressions, equations or other strategies.
    - Note: Drawings need not show details, but should show the mathematics in the problem.
  - K.OA.A.2
    - 2a. Add and subtract within 10.
    - 2b. Solve addition and subtraction word problems within 10. e.g., using objects or drawings to represent the problem.
  - K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way. Record each decomposition by a drawing or Equation. e.g., using objects or drawings. e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ , or  $5 < \frac{2}{3}$
  - K.OA.A.4 Find the number that makes 10 when given a number from 1 to 9. Record the answer with a drawing or equation. e.g., using objects or drawings.
  - K.OA.A.5 Fluently add and subtract within 5. Note: Fluency involves a mixture of just knowing some answers, knowing some answers from patterns, and knowing some answers from the use of strategies.
- Understand simple patterns.
  - K.OA.B.6 Duplicate, extend, and create simple patterns using concrete objects.
- Work with numbers 11-19 to gain foundations for place value.
  - K.NBT. A.1. Compose and decompose the numbers from 11 to 19 into ten ones and one, two, three, four, five, six, seven, eight, or nine ones. e.g., using objects or drawings.
- Describe and compare measurable attributes.
  - K.MD.A.1 Describe measurable attributes of an object(s), such as length or weight, using appropriate vocabulary. e.g., small, big, short, tall, empty, full, heavy, and light.
  - K.MD.A.2. Directly compare two objects with a common measurable attribute and describe the difference.
- Classify objects and count the number of objects in each category.
  - K.MD.B.3. Classify objects into given categories; count the objects in each category and sort the categories by count.
    - Note: Limit category counts to be less than or equal to 10.
  - K.MD.B.4. Explore coins (pennies, nickels, dimes, and quarters) and begin identifying pennies and dimes.

- Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
  - K.G.A.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
  - K.G.A.2. Name shapes regardless of their orientation or overall size.
  - K.G.A.3. Understand the difference between two-dimensional (lying in a plane, “flat”) and three-dimensional “solid”) shapes.
- Analyze, compare, and compose shapes.
  - K.G.B.4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes. e.g., number of sides and vertices/“corners”, or having sides of equal length.
  - K.G.B.5. Model objects in their environment by building and/or drawing shapes. e.g., using blocks to build a simple representation in the classroom.
  - K.G.B.6. Compose larger shapes from simple shapes. e.g., join two triangles to make a rectangle.

## Social Studies Standards

### Grade K: Self and Others

In kindergarten, students study “Self and Others.” The course is organized into five units of study—Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems. These units represent five of the unifying themes of social studies, and may be presented in any order. Each unit helps students study themselves in the context of their immediate surroundings. Students will learn about similarities and differences between children, families, and communities and about holidays, symbols and traditions that unite us as Americans. Students learn about respect for others, and rights and responsibilities of individuals.

- K.1 Children’s sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.
  - K.1a A sense of self is developed through physical and cultural characteristics and through the development of personal likes, dislikes, talents, and skills.
  - K.1b Personal experiences shape our sense of self and help us understand our likes, dislikes, talents, and skills, as well as our connections to others.
- K.2 Children, families, and communities exhibit cultural similarities and differences.
  - K.2a Each person is unique but also shares common characteristics with other family, school, and community members.
  - K.2b Unique family activities and traditions are important parts of an individual’s culture and sense of self.

- K.2c Children and families from different cultures all share some common characteristics, but also have specific differences that make them unique.
- K.3 Symbols and traditions help develop a shared culture and identity within the United States.
  - K.3a Diverse cultural groups within the community and nation embrace unique traditions and beliefs, and celebrate distinct holidays.
  - K.3b The study of American symbols, holidays, and celebrations helps to develop a shared sense of history, community, and culture.
- K.4 Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.
  - K.4a Children have basic universal rights or protections as members of a family, school, community, nation, and the world.
  - K.4b Children can be responsible members of a family or classroom and can perform important duties to promote the safety and general welfare of the group.
- K.5 Rules affect children and adults, and people make and change rules for many reasons.
  - K.5a Children and adults must follow rules within the home, school, and community to provide for a safe and orderly environment.
  - K.5b People in authority make rules and laws that provide for the health and safety of all.
  - K.5c Children and adults have opportunities to contribute to the development of rules and/or laws.
- K.6 Maps and globes are representations of Earth's surface that are used to locate and better understand places and regions
  - K.6a A globe represents Earth, and maps can be used to represent the world as well as local places or specific regions
  - K.6b Places and regions can be located on a map or globe, using geographic vocabulary.
  - K.6c Places, physical features, and man-made structures can be located on a map or globe and described using specific geo. vocab.
- K.7 People and communities are affected by and adapt to their physical environment.
  - K.7a Climate, seasonal weather changes, and the physical features associated with the community and region all affect how people live.
- K.8 The past, present, and future describe points in time and help us examine and understand events.
  - K.8a Specific words and phrases related to chronology and time should be used when recounting events and experiences.
  - K.8b People use folktales, legends, oral histories, and music to teach values, ideas, traditions, and important events from the past.
- K.9 People have economic needs and wants. Goods and services can satisfy people's wants. Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.



- K.9a A need is something that a person must have for health and survival, while a want is something that a person would like to have.
- K.9b Goods are objects that can satisfy people's needs and wants; services are activities that can satisfy people's needs and wants.
- K.9c Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs

## Social Studies Learning Objectives

- Students will create A BOOK ABOUT ME that includes information about their gender, race/ethnicity, family members, likes and dislikes, talents, and skills.
- Students will identify characteristics of themselves that are similar to their classmates and characteristics that are different, using specific terms and descriptors such as gender, race or ethnicity, and native language.
- Students will explain how their families celebrate birthdays or other special days.
- Students will learn about and respect individual differences.
- Students will compare ways diverse cultural groups within the community and nation celebrate distinct holidays.
- Students will identify American symbols, such as the Liberty Bell and the bald eagle.
- Students will learn the Pledge of Allegiance.
- Students will learn the parts of the American flag (stars and stripes) and how to show respect toward the flag.
- Students will learn patriotic songs, including the national anthem, "America the Beautiful," and "America."
- Students will identify basic rights they have (e.g., provision of food, clothing, shelter, and education, and protection from abuse, bullying, neglect, exploitation, and discrimination).
- Students will explain when and why national holidays such as Labor Day, Constitution Day, Columbus Day, Thanksgiving, Martin Luther King Jr. Day, Presidents' Day, Law Day, and Independence Day are celebrated.
- Students will be given the opportunity to perform duties in the classroom (e.g., cleaning up a center, serving as line leader, straightening up the library, serving as a messenger).
- Students will discuss rules for fire, water, traffic, school, and home safety, and what would happen if rules were not followed.
- Students will discuss classroom routines and rules (e.g., raise hand to ask or answer a question during circle time, walk quietly in the halls when going to specials).
- Students will be given an opportunity to create new rules as needed for class activities.
- Students will identify the differences and similarities between a globe and a map.

- Students will locate on a map familiar places or buildings in the community (e.g., school, grocery store, train station, hospital).
- Students will correctly use words and phrases to indicate location and direction (e.g., up, down, near, far, left, right, straight, back, behind, in front of, next to, between).
- Students will describe and give examples of seasonal weather changes and illustrate how weather affects people and communities.
- Students will correctly use words related to chronology and time when recounting events and experiences (e.g., first, next, last; now, long ago; before, after; morning, afternoon, night; yesterday, today, tomorrow; last or next week, month, year; and present, past, and future tenses of verbs).
- Students will retell a story and explain the value, idea, tradition, or important event that it expressed.
- Students will identify basic needs (food, clothing, and shelter).
- Students will distinguish between a need and a want.
- Students will identify examples of goods and services.
- Students will identify examples of scarcity.

## **Science Standards**

### **Matter and Its Interactions**

- Plan and conduct an investigation to test the claim that different kinds of matter exist as either solid or liquid, depending on temperature.

### **Forces & Interactions: Pushes and Pulls**

- 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.
- Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

### **Interdependent Relationships in Ecosystems: Animals, Plants and their Environment**

- Use observations to describe patterns of what plants and animals (including humans) need to survive
- Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
- Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live

## Weather and Climate

- Use and share observations of local weather conditions to describe patterns over time.
- Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
- Make observations to determine the effect of sunlight on Earth's surface.
- Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area

## Engineering Design

- Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs