

2008-2009 Kindergarten Standards

READING: Understanding and Using Literary Texts

Standard K-1 The student will begin to read and comprehend a variety of literary texts in print and nonprint formats.

Students in kindergarten will begin to read four major types of literary texts: **fiction, literary nonfiction, poetry, and drama**. In the category of **fiction**, they read the following specific types of texts: picture books and fantasy. In the category of **literary nonfiction**, autobiographical and biographical sketches are read aloud to students. In the category of **poetry**, they read nursery and counting rhymes, songs, narrative poems, lyrical poems, humorous poems, and free verse.

- K-1.1 Summarize the main idea and details from literary texts read aloud.
- K-1.2 Use pictures and words to make predictions regarding a story read aloud.
- K-1.3 Understand that a narrator tells the story.
- K-1.4 Find examples of sound devices (including onomatopoeia and alliteration) in texts read aloud.
- K-1.5 Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.
- K-1.6 Discuss how the author's choice of words affects the meaning of the text (for example, *yell* rather than *said*).
- K-1.7 Use relevant details in summarizing stories read aloud.
- K-1.8 Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).
- K-1.9 Recall the characteristics of fantasy.
- K-1.10 Explain the cause of an event described in stories read aloud.
- K-1.11 Read independently for pleasure.

READING: Understanding and Using Informational Texts

Standard K-2 The student will begin to read and comprehend a variety of informational texts in print and nonprint formats.

Kindergarten students read **informational (expository/persuasive/argumentative) texts** of the following types: informational trade books and magazine articles. They also read directions, graphs, and recipes embedded in informational texts.

- K-2.1 Summarize the central idea and details from informational texts read aloud.
- K-2.2 Analyze texts during classroom discussions to make inferences.
- K-2.3 Find facts in texts read aloud.
- K-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).
- K-2.5 Understand that headings and print styles (for example, italics, bold, larger type) provide information to the reader.
- K-2.6 Understand graphic features (for example, illustrations and graphs).
- K-2.7 Recognize tables of contents.
- K-2.8 Explain the cause of an event described in a text read aloud.
- K-2.9 Read independently to gain information.

READING: Learning to Read

Standard K-3 The student will learn to read by applying appropriate skills and strategies.

Indicators for this standard in kindergarten through grade two focus on beginning reading skills and strategies and support the five components—comprehension, fluency, phonemic awareness, phonics, and vocabulary—delineated by the National Reading Panel as central to a child’s learning to read. Although the phonics and phonemic awareness indicators are separated, the National Reading Panel found that the most effective way of teaching phonemic awareness is in conjunction with phonics.

ORAL LANGUAGE ACQUISITION AND VOCABULARY DEVELOPMENT

K-3.1 Use pictures and context to construct the meaning of unfamiliar words in texts read aloud.

K-3.2 Create a different form of a familiar word by adding an *-s* or *-ing* ending.

Use any base word students are studying.	
Suffixes	-s. -ing

K-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).

K-3.4 Recognize high-frequency words

a	come	go	jump	not	the	you
and	dad	help	little	one	three	
away	dog	hers	look	play	to	
big	down	I	make	red	two	
blue	find	in	me	run	up	
can	for	is	mom	said	we	
cat	funny	it	my	see	yellow	

In addition to these lists, words related to student interests (for example, Nintendo, Barbie) or surroundings such as names of family members, friends, familiar places (for example, McDonald’s, BiLo) or things (e.g., Cheerios, HiC) should be included in a student’s high-frequency or sight word vocabulary. Vocabulary used in the currently adopted reading series should also be added to these lists. These word lists should not be memorized or taught in isolation. High-frequency or sight words are developed through extensive exposure to texts and a student’s surroundings. High-frequency words should be recognized and read automatically. Students should remember and use the high frequency words previously learned.

K-3.5 Understand that multiple small words can make compound words.

FLUENCY

K-3.6 Use oral rhymes, poems, and songs to build fluency.

K-3.7 Use appropriate voice level when speaking.

PHONEMIC AWARENESS

K-3.8 Use beginning sounds, ending sounds, and onsets and rimes to generate words orally.

K-3.9 Create rhyming words in response to an oral prompt.

K-3.10 Create words by orally adding, deleting, or changing sounds.

K-3.11 Use blending to generate words orally.

PHONICS

- K-3.12 Match consonant and short-vowel sounds to the appropriate letters.
- K-3.13 Recognize uppercase and lowercase letters and their order in the alphabet.
- K-3.14 Identify beginning and ending sounds in words.
- K-3.15 Classify words by categories (for example, beginning and ending sounds).
- K-3.16 Use blending to begin reading words.
- K-3.17 Begin to spell high-frequency words.
- K-3.18 Use letters and relationships to sounds to write words.

ORAL LANGUAGE ACQUISITION AND COMPREHENSION DEVELOPMENT

- K-3.19 Use prior knowledge and life experiences to construct meaning from texts.
- K-3.20 Recognize environmental print in such forms as signs in the school, road signs, restaurant and store signs, and logos.

CONCEPTS ABOUT PRINT

- K-3.21 Know the parts of a book (including front and back covers, title, and the author's name).
- K-3.22 Carry out left-to-right and top-to-bottom directionality on the printed page.
- K-3.23 Distinguish between letters and words.

KINDERGARTEN WRITING: Developing Written Communications

Standard K-4 The student will begin to create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

ORAL LANGUAGE EXPRESSION

- K-4.1 Generate ideas for writing by using techniques (for example, participating in conversations and looking at pictures).
- K-4.2 Generate complete sentences orally.

EARLY WRITING DEVELOPMENT

- K-4.3 Use pictures, letters, or words to tell a story from beginning to end.
- K-4.4 Use letters and relationships to sounds to write words.
- K-4.5 Begin to spell high-frequency words
- K-4.6 Understand that a person's name is a proper noun.
- K-4.7 Edit writing with teacher support.
- K-4.8 Revise writing with teacher support.
- K-4.9 Use uppercase and lowercase letters.
- K-4.10 Use appropriate letter formation when printing.
- K-4.11 Identify sounds orally by segmenting words.

WRITING: Producing Written Communications in a Variety of Forms

Standard K-5 The student will begin to write for a variety of purposes and audiences.

- K-5.1 Use symbols (drawings, letters, and words) to create written communications (for example, notes, messages, and lists) to inform a specific audience.

- K-5.2 Use symbols (drawings, letters, and words) to create narratives (for example, stories and journal entries) about people, places, or things.
- K-5.3 Use symbols (drawings, letters, and words) to create descriptions of personal experiences, people, places, or things.
- K-5.4 Use symbols (drawings, letters, and words) to create written pieces (for example, simple rhymes) to entertain others.

RESEARCHING: Applying the Skills of Inquiry and Oral Communication

Standard K-6 The student will begin to access and use information from a variety of sources.

- K-6.1 Generate *how* and *why* questions about a topic of interest.
- K-6.2 Recognize that information can be found in print sources (for example, books, pictures, simple graphs, and charts) and nonprint sources (for example, videos, television, films, radio, and the Internet).
- K-6.3 Classify information by constructing categories (for example, living and nonliving things).
- K-6.4 Use complete sentences when orally communicating with others.
- K-6.5 Follow one- and two-step oral directions.

Mathematical Processes

Standard K-1: The student will have a basic understanding of the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

- K-1.1 Apply substantive mathematical problem-solving strategies.
- K-1.2 Generate conjectures and exchange mathematical ideas.
- K-1.3 Explain and justify answers to simple problems.
- K-1.4 Analyze patterns by reasoning systematically.
- K-1.5 Generalize mathematical concepts.
- K-1.6 Use a variety of forms of mathematical communication.
- K-1.7 Generalize connections among mathematics, the environment, and other subjects.
- K-1.8 Use multiple informal representations to convey mathematical ideas.

Number and Operations

Standard K-2: The student will demonstrate through the mathematical processes an emerging sense of quantity and numeral relationships, sets, and place values.

- K-2.1 Recall numbers, counting forward through 99 and backward from 10.
- K-2.2 Translate between numeral and quantity through 31.
- K-2.3 Compare sets of no more than 31 objects by using the terms *more than*, *less than*, and *the same as*.
- K-2.4 Represent simple joining and separating situations through 10.
- K-2.5 Understand that addition results in increase and subtraction results in decrease.
- K-2.6 Analyze the magnitude of digits through 99 on the basis of their place values.
- K-2.7 Represent the place value of each digit in a two-digit whole number.
- K-2.8 Identify ordinal positions through 31st.

Algebra

Standard K-3: The student will demonstrate through the mathematical processes an emerging sense of repeating and growing patterns and classification based on attributes.

- K-3.1 Identify simple growing patterns.
- K-3.2 Analyze simple repeating and growing relationships to extend patterns.
- K-3.3 Translate simple repeating and growing patterns into rules.
- K-3.4 Classify objects according to one or more attributes such as color, size, shape, and thickness.

Geometry

Standard K-4: The student will demonstrate through the mathematical processes an emerging sense of two- and three-dimensional geometric shapes and relative positions in space.

- K-4.1 Identify the two-dimensional shapes square, circle, triangle, and rectangle and the three-dimensional shapes cube, sphere, and cylinder.
- K-4.2 Represent two-dimensional geometric shapes.
- K-4.3 Use the positional words *near*, *far*, *below*, *above*, *beside*, *next to*, *across from*, and *between* to describe the location of an object.
- K-4.4 Use the directional words *left* and *right* to describe movement.

Measurement

Standard K-5: The student will demonstrate through the mathematical processes an emerging sense of coin values and the measurement concepts of length, weight, time, and temperature.

K-5.1 Identify a penny, a nickel, a dime, a quarter, and a dollar and the value of each.

K-5.2 Compare the lengths of two objects, both directly and indirectly, to order objects according to length.

K-5.3 Use nonstandard units to explore the measurement concepts of length and weight.

K-5.4 Identify rulers, yardsticks, and tape measures as devices used to measure length; scales and balances as devices used to measure weight; calendars and analog and digital clocks as devices used to measure time; and digital and standard thermometers as devices used to measure temperature.

K-5.5 Understand which measure—length, weight, time, or temperature—is appropriate for a given situation.

K-5.6 Use analog and digital clocks to tell time to the hour.

K-5.7 Use a calendar to identify dates, days of the week, and months of the year.

K-5.8 Recall equivalencies associated with time: 7 days = 1 week and 12 months = 1 year.

Data Analysis and Probability

Standard K-6: The student will demonstrate through the mathematical processes an emerging sense of organizing and interpret data.

K-6.1 Organize data in graphic displays in the form of drawings and pictures.

K-6.2 Interpret data in graphic displays in the form of drawings and pictures

Scientific Inquiry

Standard K-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.

- K-1.1 Identify observed objects or events by using the senses.
- K-1.2 Use tools (including magnifiers and eyedroppers) safely, accurately, and appropriately when gathering specific data.
- K-1.3 Predict and explain information or events based on observation or previous experience.
- K-1.4 Compare objects by using nonstandard units of measurement.
- K-1.5 Use appropriate safety procedures when conducting investigations.

Characteristics of Organisms (Life Science)

Standard K-2: The student will demonstrate an understanding of the characteristics of organisms.

- K-2.1 Recognize what organisms need to stay alive (including air, water, food, and shelter).
- K-2.2 Identify examples of organisms and nonliving things.
- K-2.3 Match parents with their offspring to show that plants and animals closely resemble their parents.
- K-2.4 Compare individual examples of a particular type of plant or animal to determine that there are differences among individuals.
- K-2.5 Recognize that all organisms go through stages of growth & change called life cycles.

My Body (Life Science)

Standard K-3: The student will demonstrate an understanding of the distinct structures of human body and the different functions they serve.

- K-3.1 Identify the distinct structures in the human body that are for walking, holding, touching, seeing, smelling, hearing, talking, and tasting.
- K-3.2 Identify the functions of sensory organs (including eyes, nose, ears, tongue, skin).

Seasonal Changes (Earth Science)

Standard K-4: The student will demonstrate an understanding of seasonal weather changes.

- K-4.1 Identify weather changes that occur from day to day.
- K-4.2 Compare the weather patterns that occur from season to season.
- K-4.3 Summarize ways that the seasons affect plants and animals.

Exploring Matter (Physical Science)

Standard K-5: The student will demonstrate the understanding that objects can be described by their observable properties.

- K-5.1 Classify objects by observable properties (including size, color, shape, magnetic attraction, heaviness, texture, and the ability to float in water).
- K-5.2 Compare the properties of different types of materials (including wood, plastic, metal, cloth, and paper) from which objects are made.

Children as Citizens: An Introduction to Social Studies

H= history G= geography P = political science/government E = economics

Standard K-1: The student will demonstrate an understanding of the way families live and work together now and the way they lived and worked together in the past.

K-1.1 Compare the daily lives of children and their families in the United States in the past with the daily lives of children and their families today. (H, E)

K-1.2 Explain how changes in modes of communication and transportation have changed the way that families live and work, including e-mail and the telephone as opposed to letters and messengers for communication and the automobile as opposed to the horse for transportation. (H, G)

Standard K-2: The student will demonstrate an understanding of rules and authority in a child's life.

K-2.1 Explain the purposes of rules and laws and the consequences of breaking them, including the sometimes unspoken rules of sportsmanship and fair play. (P)

K-2.2 Summarize the roles of people in authority in a child's life, including those of parents and teachers. (P)

K-2.3 Identify people in the community and school who enforce the rules that keep people safe, including crossing guards, firefighters, and police officers. (P)

Standard K-3: The student will demonstrate an understanding of key American figures and symbols.

K-3.1 Recognize the significance of things that exemplify the values and principles of American democracy, including the Pledge of Allegiance, songs such as "The Star-Spangled Banner" (our national anthem) and "America the Beautiful," and the American flag. (H, P)

K-3.2 Illustrate the significant actions of important American figures, including George Washington, Abraham Lincoln, and Martin Luther King Jr. (H, P)

K-3.3 Identify the reasons for celebrating the national holidays, including Independence Day, Thanksgiving, President's Day, and Martin Luther King Jr. Day. (H, P)

Standard K-4: The student will demonstrate an understanding of good citizenship.

K-4.1 Identify qualities of good citizenship, including honesty, courage, determination, individual responsibility, and patriotism. (P)

K-4.2 Demonstrate good citizenship in classroom behaviors, including taking personal responsibility, cooperating and respecting others, taking turns and sharing, and working with others to solve problems. (P)

Standard K-5: The student will demonstrate an understanding of his or her surroundings.

- K-5.1 Identify the location of school, home, neighborhood, community, city/town, and state on a map. (G)
- K-5.2 Provide examples of personal connections to places, including immediate surroundings, home, school, and neighborhood. (G)
- K-5.3 Construct a simple map. (G)
- K-5.4 Recognize natural features of the environment, including mountains and bodies of water, through pictures, literature, and models. (G)

Standard K-6: The student will demonstrate an understanding of different businesses in the community and the idea of work.

- K-6.1 Classify several community businesses according to goods and services they provide. (E)
- K-6.2 Summarize methods of obtaining goods and services. (E)
- K-6.3 Match descriptions of work to the names of jobs in the school and local community, in the past and present, including jobs related to safety. (E, H)