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## **Kindergarten Curriculum**

### **English Language Arts**

*The language arts curriculum provides systematic, explicit skills instruction that includes phonemic awareness (sounds in spoken words), phonics and decoding skills. Literature and language-rich activities ensure that all students develop the skills to become fluent readers, writers, listeners, speakers and thinkers. Some examples of specific concepts and skills which students are to master are provided in the topic areas listed below:*

#### **Foundational Skills: Print Concepts**

- Demonstrate understanding of the organization and basic features of print.
- Follow words from left to right, top to bottom, and 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.
- Recognize and name all upper- and lowercase letters of the alphabet.

#### **Foundational Skills: Phonological Awareness:**

- Demonstrate understanding of spoken words, syllables, and sounds.
- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme.
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

#### **Foundational Skills: Phonics and Word Recognition**

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Demonstrate basic knowledge of one-to-one letter-sound
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- Read common high-frequency words by sight.
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

#### **Foundational Skills: Fluency**

- Read emergent-reader texts with purpose and understanding.

**Reading: Literature**

- Ask and answer questions and make predictions about key details in a text
- Retell familiar stories, including key details
- Identify characters, settings, and major events in a story
- Ask and answer questions about unknown words in a text
- Recognize common types of texts (e.g., storybooks, poems)
- Name the author and illustrator of a story
- Compare and contrast characters in stories
- Engage in group reading activities

**Reading: Informational Text**

- Ask and answer questions about key details in a text
- Identify the main topic and retell key details of a text
- Describe the connection between two individuals, events, ideas, or pieces of information in a text
- Identify the front cover, back cover, and title page of a book
- Name the author and illustrator of a text and define the role of each
- Describe the relationship between illustrations and the text in which they appear
- Identify the author's purpose
- Identify basic similarities and differences between two texts on the same topic
- Engage in group reading activities

**Writing**

- Use a combination of drawing, dictating, and writing to compose:
  - Opinion pieces about stories/books
  - Informative/explanatory texts
  - Narrative texts about a single event or several loosely linked events
- Respond to questions and suggestions from peers and add details to strengthen writing as needed
- Explore a variety of digital tools to produce and publish writing, including in collaboration with peers
- Participate in shared research and writing projects
- Recall information from experiences or gather information from provided sources to answer a question

**Speaking and Listening**

- Participate in collaborative conversations
  - Follow agreed-upon rules for discussions
  - Continue a conversation through multiple exchanges
- Confirm understanding of a text read aloud or information presented orally by asking and answering questions about key details
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood
- Describe familiar people, places, things, and events and provide additional detail
- Add drawings or other visual displays to descriptions
- Speak audibly and express thoughts, feelings, and ideas clearly

## **Language Standards**

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
  - Print many upper- and lowercase letters
  - Use frequently occurring nouns and verbs
  - Form regular plural nouns orally by adding /s/ or /es/
  - Understand and use question words (who, what, where, when, why, how)
  - Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)
  - Produce and expand complete sentences in shared language activities
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
  - Capitalize the first word in a sentence and the pronoun I
  - Recognize and name end punctuation
  - Write a letter or letters for most consonant and short-vowel sounds
  - Spell simple words phonetically, drawing on knowledge of sound-letter relationships
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases
  - Identify new meanings for familiar words and apply them accurately
  - Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word
- With guidance and support from adults, explore word relationships and nuances in word meanings
  - Sort common objects into categories
  - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
  - Identify real-life connections between words and their use
  - Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
  - Use words and phrases acquired through conversations, reading and being read to, and responding to texts



## Kindergarten Curriculum

### Mathematics

*By the end of kindergarten, students understand the small numbers, quantities and simple shapes in their everyday environment. They count, compare, describe, sort objects and develop a sense about properties and patterns. The following are some examples of skills and concepts developed in the areas of:*

#### Mathematical Practices

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

#### Counting and Cardinality

- Count to 100 by ones and by tens
- Write numbers from 0 to 20
- Represent a number of objects with a written numeral 0–20
- Count to answer “how many?”
- Compare numbers between 1 and 10

#### Operations and Algebraic Thinking

- Represent addition and subtraction with objects, fingers, mental images, drawings, acting out situations, verbal explanations, expressions, or equations
- Solve addition and subtraction word problems
- Fluently add and subtract within 5

#### Number and Operations in Base Ten

- Work with numbers 11–19 to gain foundations for place value

#### Measurement and Data

- Describe measurable attributes of objects, such as length or weight
- Directly compare two objects with a measurable attribute in common
- Classify objects into given categories

#### Geometry

- Identify and describe shapes
- Analyze and compare two- and three dimensional shapes
- Compose simple shapes to form larger shapes



## Kindergarten Curriculum

### Science

*In kindergarten, students learn that living things grow, change, are diverse, interdependent and interact with the changing environment. The earth and our universe are constantly changing; energy and matter interact causing change in our physical world. Some examples of specific concepts and skills which students are to master are provided in the topic areas listed below:*

#### Physical Science

- Observe, measure, and predict properties of materials
- Observe, describe, and compare objects and their physical properties (color, size, texture, weight, flexibility, attraction to magnets, floating and sinking)
- Identify states of matter using water (solid, liquid, gas)

#### Life Science

- Understand that different types of plants and animals inhabit the earth
- Differentiate between real and make-believe attributes given to plants and animals in stories
- Identify the major structure of common plants and animals (stems, leaves, roots; wings, legs)
- Observe and describe the similarities/differences in the appearance and behavior of plants and animals

#### Earth Science

- Understand that the earth is made of land (rock, soil, sand), water and air
- Identify characteristics of local land forms (mountains, rivers, oceans, valleys, deserts)
- Chart changes in the weather daily and over the seasons and communicate the effects of weather on Earth and its inhabitants
- Identify natural resources from Earth and understand that they can be

#### Investigation and Experimentation

- Ask meaningful questions and perform investigations
- Observe common objects using the five senses
- Describe position of objects (above, below, beside, between)



## Kindergarten Curriculum

### Social Studies

*In kindergarten, the students apply a sense of time in daily routines within their community. They distinguish between events, people, and symbols in the past and present. Students demonstrate an understanding of the connections between their physical and cultural environments through the use of globes, maps, and other visual representations. They understand how to participate and use effective citizenship skills at home, in school, and in the community and develop an understanding of economic concepts and develop decision-making skills. Some examples of specific concepts and skills which students are to master are provided in the topic areas listed below:*

#### **Chronological Thinking Skills**

- Order events that take place in a sequence (Such as: before, during, and after school activities; today, yesterday, and tomorrow; seasons)
- Describe the function of tools used for representing time (clock, calendar, timer, etc.)

#### **Historical Thinking Skills**

- Compare and contrast children and families of today with those in the past (clothing, housing, objects, etc.)
- Identify symbols of local, state, and national importance (flags, landmarks, etc.)
- Identify local, state, and national celebrations, holidays, and events
- Recall facts about people of the past and present

#### **Maps, Globes, and Environment**

- Relative locations of objects (near/far, over/under, left/right, up/down)
- Distinguish between land and water on maps and globes
- Illustrate basic landforms (mountains, oceans, etc.)
- Describe how weather affects daily choices
- Identify natural resources as being renewable/non-renewable or recyclable
- Demonstrate spatial understanding that students are a part of (classroom, school, town/city, and state)

#### **Government and Citizenship**

- Identify individuals in a position of authority within a family, school, or community and their responsibilities
- Explain the importance of rules at home, class, and school roles, rights, and responsibilities of being a good citizen in a family, class, and school

#### **Basic Economic Concepts**

- Identify wants and needs
- Explore the concept of saving
- Discuss the concept of scarcity within classroom situations
- Explore concepts of goods/services
- Describe jobs that people do to earn money
- Explain how products get from a point of origin to consumers
- Describe a voluntary exchange/trade