

# **Union Ridge School**

## **District 86**



# **Kindergarten Core Standards**

Kindergarten Teachers

Ms. C. Gillespie

Mrs. S. Jenkinson-Cope

Mrs. M. Duffy

Mr. Michael Maguire – Principal

Ms. Julie Mensik – Assistant Principal

These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. .

In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

## **Language Arts Skills**

### **Conventions of Standard English**

- a. Write and speak in English.
- b. Print many upper- and lowercase letters.
- c. Use frequently occurring nouns and verbs.
- d. Add the /s/ or /es/ sound to words when there are more than one.
- e. Understand and use question words (e.g., who, what, where, when, why, how).
- f. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- g. Produce and expand complete sentences in shared language activities.
- h. Use capitalization, punctuation, and spelling when writing.
- i. Capitalize the first word in a sentence and the pronoun I.
- j. Recognize and name end punctuation (period, question mark, or exclamation mark)
- k. Write a letter or letters for most consonant and short-vowel sounds.
- l. Spell simple words phonetically

### **Vocabulary Acquisition and Use**

- a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- b. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- c. Use the ending of a word to figure out the meaning (e.g., -ed, -s, re-, un-, pre-, -ful, -less)

### **Explore word relationships and nuances in word meanings.**

- a. Sort common objects into categories (e.g., shapes, foods).
- b. Know the opposite of a common verbs and adjectives.
- c. Make real-life connections between words and their use.
- e. Act out the meaning of similar words (e.g., walk, march, strut, prance).
- f. Use words and phrases learned through conversations, reading and being read to, and responding to texts.

## **Speaking and Listening Standards**

### **Comprehension and Collaboration**

- a. Talk and listen in small groups. Obey the rules (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Take turns listening and speaking.
- b. Listen while learning is taking place. Raise hand and ask if student does not understand something.
- c. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

### **Presentation of Knowledge and Ideas**

- a. Describe familiar people, places, things, and events.
- b. Add drawings descriptions to provide additional detail.
- c. Speak clearly to express thoughts, feelings, and ideas.

# **Language Arts Reading**

## **Reading Standards: Foundational Skills**

### **Print Concepts**

Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Know that letters make words.
- c. Know that spaces show that one word ends and another begins.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

### **Phonological Awareness**

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Know rhyming words end in the same sound.
- b. Say each syllable in a word.
- c. Break words in parts.
- d. Add or take away a sound to make a new word.

### **Phonics and Word Recognition**

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know all letter sounds.
- b. Know short vowel sounds.
- c. Know memory words (e.g., the, of, to, you, she, my, is, are, do, does).
- d. Can tell similar words apart by the sounds of the letters that are different.

### **Fluency**

Read beginner reader books on my own.

## **Reading Standards for Literature**

Students gain adequate exposure to a range of texts and tasks. Students read increasingly complex texts.

### **Key Ideas and Details**

- a. Read/listen for meaning so that I can ask or answer questions about a story or book.
- b. Listen to or read a book and retell the story giving important details.
- c. Retell a story including: characters, settings, and major events in a story.

### **Craft and Structure**

- a. Ask and answer questions about unknown words when read.
- b. Know the difference between fiction, nonfiction, and poetry.
- c. Know that an author writes the words and the illustrator draws the pictures.

### **Integration of Knowledge and Ideas**

- a. Match the picture with the story.
- b. Explain how two stories are alike and how they are different.

### **Range of Reading and Level of Text Complexity**

Read independently and in a group and participate in group reading activities.

## **Reading Standards for Informational Text**

### **Key Ideas and Details**

- a. Read/listen for meaning so that I can ask or answer questions about a book
- b. Tell what a text is mainly about and explain the important details.

c. Describe the connection between people, events, ideas, or pieces of information in a text.

### **Craft and Structure**

- a. Ask and answer questions about unknown words when read.
- b. Know the front cover, back cover, and title page of a book.
- c. Know that an author writes the words and the illustrator draws the pictures.

### **Integration of Knowledge and Ideas**

- a. Match the picture with the words.
- b. Know that a writer shows evidence to prove points.
- c. Explain how two pieces of writing are alike and how they are different even though it is about the same topic.

### **Range of Reading and Level of Text Complexity**

Read independently and in a group and participate in group reading activities.

# **Language Arts Writing**

## **Writing Standards**

Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources..

### **Text Types and Purposes**

- a. Write, draw and tell about something the student likes or dislikes.
- b. Write, draw and tell to explain a topic.
- c. Write, draw and tell what happened first, next, then and last.

### **Production and Distribution of Writing**

- a. Read writing to friends or adult and then make changes that they suggest adding more detail to the story.
- b. Use the computer to write a story.

### **Research to Build and Present Knowledge**

- a. Research and write on a topic.
- b. Write an answer to a question.

# **Mathematics**

In Kindergarten, focus should be on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space.

## **Counting and Cardinality**

- a. Count to 100 by ones and by tens.
- b. Count starting at any number
- c. Write numbers from 0 to 20. Match numbers to the amount of things counted.
- d. Understand the relationship between numbers and quantities. Know a number represents an amount of objects.
- e. When counting objects, know that each number represents one object.
- f. Know that the last number said tells the number of objects counted. The number doesn't change if counted a different way.
- g. Understand that each successive number refers to a quantity that is one larger.
- h. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration.
- i. Compare numbers.
- j. Now whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group
- k. Compare two numbers between 1 and 10 when written as numerals.

## **Operations and Algebraic Thinking**

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

- a. Add and subtract with objects, fingers, mental images, sounds (e.g., claps).
- b. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- c. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ ).
- d. Add any number from 1 to 9 to make 10.
- e. Fluently add and subtract within 5.

## **Number and Operations in Base Ten**

- a. Show how many 10's and how many 1's a number

## **Measurement and Data**

- a. Describe and compare measurable attributes.
- b. Know what length and width is. Know that shapes have many attributes.
- c. Know which is more and which is less.
- d. Sort objects into categories and count them

## **Geometry**

- a. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
- b. Know the position of an object using terms such as above, below, beside, in front of, behind, and next to.
- c. Correctly name shapes regardless of their orientations or overall size.
- d. Identify shapes as two-dimensional and flat or three-dimensional and solid.
- e. Analyze, compare, create, and compose shapes.
- f. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and corners) and other attributes

(e.g., having sides of equal length).

g. Make 3-D shapes out of other objects.

h. Put two shapes together to make a new shape. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

## **Art**

Demonstrates effort and understanding of visual arts concepts and techniques. Identify the elements of line, shape, space, color and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion and pictorial representation."

## **Italian**

Explores the Italian language by learning colors, numbers and singing songs in Italian.

## **Music**

Identify and experience beat, expressive qualities of the voice and differences in elements (high/low, fast/slow, loud/soft) through singing, movement and instrument playing.

## **Physical Education**

Physical performance involves competency in a wide range of motor, non-motor and manipulative skills. Learning in this area is developmental, building simple movements into more complex patterns. Learning to follow directions and rules enhances enjoyment and success in both recreational and competitive sports. Working toward higher levels of competence, students learn how to maintain health and fitness as individuals and as members of teams. Engages in active play using fine and gross motor skills. Uses hand-eye coordination to perform tasks.