Kindergarden:

Writing Standards:

Text Types and Purposes:

1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distrubtion of writing:

1. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
2. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to build and present knowledge:

1. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
2. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. 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.
4. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
5. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Reading:

Over in the Meadow by John Langstaff (traditional) (c1800)\*

λ A Boy, a Dog, and a Frog by Mercer Mayer (1967)

λ Pancakes for Breakfast by Tomie DePaola (1978)

λ A Story, A Story by Gail E. Haley (1970)\*

λ Kitten’s First Full Moon by Kevin Henkes (2004)\*

Math:

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
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).
4. 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.
5. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
6. Understand that each successive number name refers to a quantity that is one larger.
7. 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; given a number from 1-20, count out that many objects.
8. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.1
9. Compare two numbers between 1 and 10 presented as written numerals.
10. Represent addition and subtraction with objects, fingers, mental images, drawings1, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
11. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
12. 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).
13. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
14. Fluently add and subtract within 5.
15. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
16. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
17. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter*.
18. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.1
19. 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*.
20. Correctly name shapes regardless of their orientations or overall size.
21. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
22. 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 vertices/"corners") and other attributes (e.g., having sides of equal length).
23. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
24. Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle*?"

Sciences:

Physical Sciences

1. Properties of materials can be observed, measured, and predicted. As a basis for

understanding this concept:

a. Students know objects can be described in terms of the materials they are made of

(e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape,

weight, texture, flexibility, attraction to magnets, floating, sinking).

b. 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.

c. Students know water left in an open container evaporates (goes into the air) but

water in a closed container does not.

Life Sciences

2. Different types of plants and animals inhabit the earth. As a basis for understanding

this concept:

a. Students know how to observe and describe similarities and differences in the

appearance and behavior of plants and animals (e.g., seed-bearing plants, birds,

fish, insects).

B. Students know stories sometimes give plants and animals attributes they do not

really have.

c. Students know how to identify major structures of common plants and animals

(e.g., stems, leaves, roots, arms, wings, legs).

Earth Sciences

3. Earth is composed of land, air, and water. As a basis for understanding this concept:

a. Students know characteristics of mountains, rivers, oceans, valleys, deserts, and

local landforms.

b. Students know changes in weather occur from day to day and across seasons,

affecting Earth and its inhabitants.

c. 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

4. Scientific progress is made by asking meaningful questions and conducting careful Investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

a. Observe common objects by using the five senses.

b. Describe the properties of common objects.

c. Describe the relative position of objects by using one reference (e.g., above or

below).

D. Compare and sort common objects by one physical attribute (e.g., color, shape,

texture, size, weight).

E. Communicate observations orally and through drawings.