

Kindergarten English Language Arts Standards

Strand: Reading Standards for Literature Grade Level: K

Substrands & Standards

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

4. Ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 for additional expectations.)
5. Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text).
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
8. (Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.
 - a. Activate prior knowledge related to the information and events in texts.
 - b. Use illustrations and context to make predictions about text.

Strand: Reading Standards for Informational Text Grade Level: K

Substrands & Standards

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 for additional expectations.)
5. Identify the front cover, back cover, and title page of a book.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
8. With prompting and support, identify the reasons an author gives to support points in a text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.
 - a. Activate prior knowledge related to the information and events in texts.
 - b. Use illustrations and context to make predictions about text.

Strand: Reading Standards: Foundational Skills Grade Level: K

Substrands & Standards

Print Concepts

1. 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. Recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.
 - d. Recognize and name all upper- and lowercase letters of the alphabet.

Kindergarten English Language Arts Standards

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize and produce rhyming words.
 - b. Count, pronounce, blend, and segment syllables in spoken words.
 - c. Blend and segment onsets and rimes of single-syllable spoken words.
 - d. Blend two to three phonemes into recognizable words.
 - e. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
 - f. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
 - a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
 - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
 - c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
 - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

4. Read emergent-reader texts with purpose and understanding.

Strand: Writing Standards Grade Level: K

Substrands & 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 Distribution of Writing

4. (Begins in grade 2)
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
6. 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

7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4)

Range of Writing

10. (Begins in grade 2)

Strand: Speaking and Listening Standards Grade Level: K

Substrands & Standards

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - b. Continue a conversation through multiple exchanges.
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
 - a. Understand and follow one- and two-step oral directions.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Kindergarten English Language Arts Standards

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
6. Speak audibly and express thoughts, feelings, and ideas clearly.

Strand: Language Standards Grade Level: K

Substrands & Standards

Conventions of Standard English

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.

Knowledge of Language

3. (Begins in grade 2)

Vocabulary Acquisition and Use

4. 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.
5. 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.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Kindergarten Math Standards

Counting and Cardinality

K.CC

Know number names and the count sequence.

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).

Count to tell the number of objects.

4. Understand the relationship between numbers and quantities; connect counting to cardinality.
 - a. 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.
 - b. 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.
 - c. Understand that each successive number name refers to a quantity that is one larger.
5. 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.

Compare numbers.

6. 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.
7. Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking

K.OA

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

1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations.
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
3. 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 $5 = 4 + 1$).
4. 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.
5. Fluently add and subtract within 5.

Number and Operations

K.NBT

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

1. 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 (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurements and Data

K.MD

Describe and compare measurable attributes.

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
2. 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.*

Classify objects and count the number of objects in each category.

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Kindergarten Math Standards

Geometry

K.G

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

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*.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

Analyze, compare, create, and compose shapes.

4. 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).
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
6. Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*

Kindergarten English Language Development Standards

Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts

Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	English Language Development Level Continuum			
<p>Part I, strands 1–4 Corresponding Common Core State Standards for English Language Arts:</p> <ol style="list-style-type: none"> 1. SL.K.1,6; L.K.1,6 2. W.K.6; L.K.1,6 3. SL.K.1,6; L.K.1,6 4. N/A at K 5. SL.K.1-3 6. RL.K.1-7,9-10; RI.K.1-7,9-10; SL.K.2-3; L.K.4,6 7. RL.K.3-4,6; RI.K.2,6,8; L.K.4-6 8. RL.K.4-5; RI.K.4; L.K.4-6 <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include:</p> <p>Informational text types include: description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p>Literary text types include: stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>A. Collaborative</p>	<p style="text-align: center;">Emerging</p> <p>1. Exchanging information and ideas Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using gestures, words, and simple phrases.</p> <p>2. Interacting via written English Collaborate with the teacher and peers on joint composing projects of short informational and literary texts that include minimal writing (labeling with a few words), using technology where appropriate for publishing, graphics, etc.</p> <p>3. Offering opinions Offer opinions and ideas in conversations using a small set of learned phrases (e.g., <i>I think X.</i>), as well as open responses.</p> <p>4. Adapting language choices No standard for kindergarten.</p> <p>5. Listening actively Demonstrate active listening to read- alouds and oral presentations by asking and answering <i>yes-no</i> and <i>wh-</i> questions with oral sentence frames and substantial prompting and support.</p> <p>6. Reading/viewing closely Describe ideas, phenomena (e.g., parts of a plant), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support</p> <p>7. Evaluating language choices Describe the language an author uses to present an idea (e.g., the words and phrases used when a character is introduced) with prompting and substantial support.</p> <p>8. Analyzing language choices Distinguish how two different frequently used words (e.g., describing an action with the verb <i>walk</i> versus <i>run</i>) produce a different effect.</p>	<p style="text-align: center;">Expanding</p> <p>1. Exchanging information and ideas Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</p> <p>2. Interacting via written English Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include some writing (e.g., short sentences), using technology where appropriate for publishing, graphics, etc.</p> <p>3. Offering opinions Offer opinions in conversations using an expanded set of learned phrases (e.g., <i>I think/don't think X. I agree with X.</i>), as well as open responses, in order to gain and/or hold the floor.</p> <p>4. Adapting language choices No standard for kindergarten.</p> <p>5. Listening actively Demonstrate active listening to read- alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.</p> <p>6. Reading/viewing closely Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.</p> <p>7. Evaluating language choices Describe the language an author uses to present an idea (e.g., the adjectives used to describe a character) with prompting and moderate support.</p> <p>8. Analyzing language choices Distinguish how two different words with similar meaning (e.g., describing an action as <i>walk</i> versus <i>march</i>) produce shades of meaning and a different effect.</p>	<p style="text-align: center;">Bridging</p> <p>1. Exchanging information and ideas Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</p> <p>2. Interacting via written English Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include a greater amount of writing (e.g., a very short story), using technology where appropriate for publishing, graphics, etc.</p> <p>3. Offering opinions Offer opinions in conversations using an expanded set of learned phrases (e.g., <i>I think/don't think X. I agree with X, but . . .</i>), as well as open responses, in order to gain and/or hold the floor or add information to an idea.</p> <p>4. Adapting language choices No standard for kindergarten.</p> <p>5. Listening actively Demonstrate active listening to read- alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.</p> <p>6. Reading/viewing closely Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., major events, characters, setting) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.</p> <p>7. Evaluating language choices Describe the language an author uses to present or support an idea (e.g., the vocabulary used to describe people and places) with prompting and light support.</p> <p>8. Analyzing language choices Distinguish how multiple different words with similar meaning (e.g., <i>walk, march, strut, prance</i>) produce shades of meaning and a different effect.</p>

Kindergarten English Language Development Standards

Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	English Language Development Level Continuum			
	Emerging	Expanding	Bridging	
<p>Part I, strands 9–12 Corresponding Common Core State Standards for English Language Arts</p> <p>9. SL.K.4-6; L.K.1,6 10. W.K.1-3,5-8; L.K.1-2,6 11. W.K.1; SL.K.4,6; L.K.1-2,6 12. W.K.5; SL.K.4,6; L.K.1,5-6</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p>Literary text types include: stories (e.g., fantasy, legends, fables); drama (e.g., readers’ theater); poetry; retelling a story; etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>C. Productive</p>	<p style="text-align: center;">Emerging</p> <p>9. Presenting Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).</p> <p>10. Composing/Writing Draw, dictate, and write to compose very short literary texts (e.g., story) and informational texts (e.g., a description of a dog), using familiar vocabulary collaboratively in shared language activities with an adult (e.g., joint construction of texts), with peers, and sometimes independently.</p> <p>11. Supporting opinions Offer opinions and provide good reasons (e.g., <i>My favorite book is X because X.</i>) referring to the text or to relevant background knowledge.</p> <p>12. Selecting language resources a) Retell texts and recount experiences using a select set of key words. b) Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <i>spicy</i> to describe a favorite food, using the word <i>larva</i> when explaining insect metamorphosis) while speaking and composing.</p>	<p style="text-align: center;">Expanding</p> <p>9. Presenting Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author’s chair, recounting an experience, describing an animal).</p> <p>10. Composing/Writing Draw, dictate, and write to compose short literary texts (e.g., story) and informational texts (e.g., a description of dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.</p> <p>11. Supporting opinions Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).</p> <p>12. Selecting language resources a) Retell texts and recount experiences using complete sentences and key words. b) Use a growing number of general academic and domain-specific words in order to add detail or to create shades of meaning (e.g., using the word <i>scurry</i> versus <i>run</i>) while speaking and composing.</p>	<p style="text-align: center;">Bridging</p> <p>9. Presenting Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).</p> <p>10. Composing/Writing Draw, dictate, and write to compose longer literary texts (e.g., story) and informational texts (e.g., an information report on dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and independently using appropriate text organization.</p> <p>11. Supporting opinions Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).</p> <p>12. Selecting language resources a) Retell texts and recount experiences using increasingly detailed complete sentences and key words. b) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect (e.g., using the word <i>suddenly</i> to signal a change) or to create shades of meaning (e.g., The cat’s fur was <i>as white as snow.</i>) while speaking and composing.</p>

Kindergarten English Language Development Standards

Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part II: Learning About How English Works			
Texts and Discourse in Context	English Language Development Level Continuum		
<p>Part II, strands 1–2 Corresponding Common Core State Standards for English Language Arts:</p> <p>1. RL.K.5; RI.K.5; W.K.1-3,5; SL.K.4 2. RL.K.5; RI.K.5; W.K.1-3,5; SL.K.4; L.K.1</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p>Literary text types include: stories (e.g., fantasy, legends, fables); drama (e.g., readers’ theater); poetry; retelling a story; etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	A. Structuring Cohesive Texts	Emerging	Expanding
	<p>1. Understanding text structure Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</p> <p>2. Understanding cohesion Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., <i>one time, then</i>) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</p>	<p>1. Understanding text structure Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence.</p> <p>2. Understanding cohesion Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., <i>next, after a long time</i>) to comprehending texts and composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence.</p>	<p>1. Understanding text structure Apply understanding of how different text types are organized predictably (e.g., a narrative text versus an informative text versus an opinion text) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.</p> <p>2. Understanding cohesion Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>first/second/third, once, at the end</i>) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.</p>

Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part II: Learning About How English Works			
Texts and Discourse in Context	English Language Development Level Continuum		
<p>Part II, strands 1–2 Corresponding Common Core State Standards for English Language Arts:</p> <p>3. W.K.5; SL.K.6; L.K.1,6 4. W.K.5; SL.K.6; L.K.1,6 5. W.K.5; SL.K.4,6; L.K.1,6</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p>Literary text types include: stories (e.g., fantasy, legends, fables); drama (e.g., readers’ theater); poetry; retelling a story; etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	B. Expanding & Enriching Ideas	Emerging	Expanding
	<p>3. Using verbs and verb phrases a) Use frequently used verbs (e.g., go, eat, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and with increasing independence. b) Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and with increasing independence.</p> <p>4. Using nouns and noun phrases Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and sometimes independently.</p> <p>5. Modifying to add details Expand sentences with frequently used prepositional phrases (such as <i>in the house, on the boat</i>) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.</p>	<p>3. Using verbs and verb phrases a) Use a growing number of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently. b) Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher and independently.</p> <p>4. Using nouns and noun phrases Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and with increasing independence.</p> <p>5. Modifying to add details Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities guided by the teacher and with increasing independence.</p>	<p>3. Using verbs and verb phrases a) Use a wide variety of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently. b) Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently.</p> <p>4. Using nouns and noun phrases Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and independently.</p> <p>5. Modifying to add details Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and independently.</p>

Kindergarten English Language Development Standards

Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts			
Part II: Learning About How English Works			
Texts and Discourse in Context	English Language Development Level Continuum		
<p>Part II, strands 1–2 Corresponding Common Core State Standards for English Language Arts:</p> <p>6. W.K.1-3,5; SL.K.4,6; L.K.1,6 7. N/A at K</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational</p> <p>text types include: description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p>Literary text types include: stories (e.g., fantasy, legends, fables); drama (e.g., readers’ theater); poetry; retelling a story; etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>Emerging</p> <p>6. Connecting ideas Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and, but, so</i>) in shared language activities guided by the teacher and sometimes independently</p> <p>7. Condensing ideas No standard for kindergarten.</p>	<p>Expanding</p> <p>6. Connecting ideas Combine clauses in an increasing variety of ways to make connections between and join ideas, for example, to express cause/effect (e.g., <i>She jumped because the dog barked.</i>) in shared language activities guided by the teacher and with increasing independence.</p> <p>7. Condensing ideas No standard for kindergarten.</p>	<p>Bridging</p> <p>6. Connecting ideas Combine clauses in a wide variety of ways (e.g., rearranging complete simple sentences to form compound sentences) to make connections between and join ideas (e.g., <i>The boy was hungry. The boy ate a sandwich. -> The boy was hungry so he ate a sandwich.</i>) in shared language activities guided by the teacher and independently.</p> <p>7. Condensing ideas No standard for kindergarten.</p>

Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts	
Part III: Learning About How English Works	
<p>Foundational Literacy Skills:</p> <p style="text-align: center;">Literacy in an Alphabetic Writing System</p> <ul style="list-style-type: none"> • Print concepts • Phonological awareness • Phonics & word recognition • Fluency 	<p>See Appendix A for information on teaching reading foundational skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are:</p> <ul style="list-style-type: none"> • Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy. • Similarities between native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages). • Differences between native language and English should be highlighted (e.g., some phonemes in English, may not exist in the student’s native language; native language syntax may be different from English syntax).

Kindergarten History/Social Studies Standards

LEARNING AND WORKING NOW AND LONG AGO

Students in kindergarten are introduced to basic relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.

K.1 Students understand that being a good citizen involves acting in certain ways.

1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.

➤ Web Links

- <http://www.kconnect.com/learninggames.html>
Games that teach problem solving
- http://raspberry.forest.net/FMPro?-db=whootie.fp5&-lay=weblay&-format=/whootie/choose.htm&-SortField=b_pizzazz&-view
Stories and fables from around the world. Stories are also grouped by positive behaviors.
- <http://www.lsuagcenter.com/4hcritters/images/readastory.htm>
Character Critters – Rusty the Respectful Raccoon, Fran the Fair Frog
- http://www.weeklyreader.com/kids/speakout/kindergarten/write_to_zip.asp
Cute site! Children read about a problem Zip is having with his classmates and the class can write to Scholastic with their ideas.
- <http://www.unitedstreaming.com>
 - Citizenship in the Community (8 segments)
 - Learning About Honesty (4 segments)
 - I had it First! Learning to Share (7 segments)
 - Minding Your Manners at School (11 segments)

K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.

➤ Web Links

- <http://www.endex.com/gf/buildings/liberty/liberty.html>
Statue of Liberty
- <http://www.kidport.com/RefLib/UsaHistory/AmericanIcons/AmericanIconIndex.htm>
American icons
- <http://www.enchantedlearning.com/subjects/birds/info/Eagle.shtml>
Informative site on bald eagles
- <http://www.unitedstreaming.com>
 - US Symbols
 - This is our Country (Holidays, geography, landmarks, flag)

K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.

➤ Web Links

- <http://teacher.scholastic.com/commclub/>
Community helpers – very cute! They also have printable badges for the class. Easy to read sentences. There is also a sound button to read the sentences to the student.
- <http://www.bcps.org/offices/lis/models/workers/>
“I’ve been working in the neighborhood”

- <http://www.pbskids.org/rogers/>
How people make sneakers, wagons, and plates
- <http://www.kidsfarm.com/farm.htm>
Farm, Farm animals, what they eat, what their homes are named
- <http://www.unitedstreaming.com>
 - When I grow up I want to be a Firefighter
 - When I grow up I want to be a Librarian
 - When I grow up I want to be a Pilot
 - When I grow up I want to be a Police Officer
 - When I grow up I want to be a Teacher
 - When I grow up I want to be a Veterinarian
 - Sound the Alarm: Firefighters at Work

K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.
2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.
3. Identify traffic symbols and map symbols.
4. Construct models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.
5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there.

➤ **Web Links**

- <http://www.eduplace.com/activity/places.html>
Make a school map
- <http://www.meddybemps.com/9.604.html>
Pictures for teaching spatial relationships – up, down, next to
- <http://www.enchantedlearning.com/usa/states/california/>
Map of California
- <http://www.dot.state.tx.us/kidsonly/SafetyPg/trafficsign/phototrffesigns8.htm>
The shape of traffic signs
- <http://www.trafficsign.us/>
Learn about traffic signs
- <http://www.terraserver.microsoft.com>
Satellite picture of typed in address – neat to see school, park, Knott's...
- <http://www.unitedstreaming.com>
 - Understanding Maps: Key to Everywhere (11 segments)
 - This is our World (7 segments)
 - Math Monsters: Mapping (9 segments)

K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.

➤ **Web Links**

- <http://www.eduplace.com/activity/kuca1.html>
Calendar activity
- <http://www.canteach.ca/elementary/songspoems4.html>
Cute songs for calendar time
- <http://www.unitedstreaming.com>
Learning to Use a Calendar (10 segments)

K.6 Students understand that history relates to events, people, and places of other times.

1. Identify the purposes of, and the people and events honored in, commemorative holidays, such as Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, and Veterans Day.
2. Understand how people lived in earlier times and how their lives would be different today.

Web Links

- <http://www.siec.k12.in.us/~west/proj/lincoln/>
Abraham Lincoln
- <http://www.pbskids.org/wayback/tech1900/index.html>
Compare technology of 1900 to today – phones, cars, ...
- <http://www.pilgrims.net/plimothplantation/vtour/>
Virtual tour of the Plymouth plantation
- <http://www.whitehouse.gov/kids/index.html>
Tour White House, learn about past Presidents
- <http://www.usflag.org/>
History and information about our country's flag
- http://score.rims.k12.ca.us/score_lessons/symbols_freedom/
Symbols of American freedom
- <http://www.unitedstreaming.com>
 - Pilgrims of Plymouth
 - Thanksgiving Day: America Celebrates
 - Holiday Facts and fun: Martin Luther King Jr. Day
 - Martin's Big Words: The Life of Martin Luther King
 - TLC Elementary School – Understanding American Values
 - President's Day – Washington and Lincoln
 - This is our Country (holidays, geography, landmarks, flag)

Kindergarten

The performance expectations in kindergarten help students formulate answers to questions such as: “What happens if you push or pull an object harder? Where do animals live and why do they live there? What is the weather like today and how is it different from yesterday?” Kindergarten performance expectations include PS2, PS3, LS1, ESS2, ESS3, and ETS1 Disciplinary Core Ideas from the *NRC Framework*. Students are expected to develop understanding of patterns and variations in local weather and the purpose of weather forecasting to prepare for, and respond to, severe weather. Students are able to apply an understanding of the effects of different strengths or different directions of pushes and pulls on the motion of an object to analyze a design solution. Students are also expected to develop understanding of what plants and animals (including humans) need to survive and the relationship between their needs and where they live. The crosscutting concepts of patterns; cause and effect; systems and system models; interdependence of science, engineering, and technology; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. In the kindergarten performance expectations, students are expected to demonstrate grade-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.

K-PS2 Motion and Stability: Forces and Interactions

K-PS2 Motion and Stability: Forces and interactions

Students who demonstrate understanding can:

- K-PS2-1. 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.** [Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.] [Assessment Boundary: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.]
- K-PS2-2. 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.*** [Clarification Statement: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn.] [Assessment Boundary: Assessment does not include friction as a mechanism for change in speed.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</p> <ul style="list-style-type: none"> With guidance, plan and conduct an investigation in collaboration with peers. (K-PS2-1) <p>Analyzing and Interpreting Data Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> Analyze data from tests of an object or tool to determine if it works as intended. (K-PS2-2) <hr/> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>Scientific Investigations Use a Variety of Methods</p> <ul style="list-style-type: none"> Scientists use different ways to study the world. (K-PS2-1) 	<p>PS2.A: Forces and Motion</p> <ul style="list-style-type: none"> Pushes and pulls can have different strengths and directions. (K-PS2-1),(K-PS2-2) Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1),(K-PS2-2) <p>PS2.B: Types of Interactions</p> <ul style="list-style-type: none"> When objects touch or collide, they push on one another and can change motion. (K-PS2-1) <p>PS3.C: Relationship Between Energy and Forces</p> <ul style="list-style-type: none"> A bigger push or pull makes things speed up or slow down more quickly. (<i>secondary to K-PS2-1</i>) <p>ETS1.A: Defining Engineering Problems</p> <ul style="list-style-type: none"> A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions. (<i>secondary to K-PS2-2</i>) 	<p>Cause and Effect</p> <ul style="list-style-type: none"> Simple tests can be designed to gather evidence to support or refute student ideas about causes. (K-PS2-1),(K-PS2-2)

Connections to other DCIs in kindergarten: K.ETS1.A (K-PS2-2); K.ETS1.B (K-PS2-2)

Articulation of DCIs across grade-levels: 2.ETS1.B (K-PS2-2); 3.PS2.A (K-PS2-1),(K-PS2-2); 3.PS2.B (K-PS2-1); 4.PS3.A (K-PS2-1); 4.ETS1.A (K-PS2-2)

Common Core State Standards Connections:

ELA/Literacy –

RI.K.1 With prompting and support, ask and answer questions about key details in a text. (*K-PS2-2*)

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-PS2-1)

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (*K-PS2-2*)

Mathematics –

MP.2 Reason abstractly and quantitatively. (*K-PS2-1*)

K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (*K-PS2-1*)

K.MD.A.2 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. (K-PS2-1)

K-PS3 Energy

K-PS3 Energy

Students who demonstrate understanding can:

- K-PS3-1. Make observations to determine the effect of sunlight on Earth’s surface.** [Clarification Statement: Examples of Earth’s surface could include sand, soil, rocks, and water] [Assessment Boundary: Assessment of temperature is limited to relative measures such as warmer/cooler.]
- K-PS3-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.*** [Clarification Statement: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</p> <ul style="list-style-type: none"> Make observations (firsthand or from media) to collect data that can be used to make comparisons. (K-PS3-1) <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.</p> <ul style="list-style-type: none"> Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem. (K-PS3-2) <hr/> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>Scientific Investigations Use a Variety of Methods</p> <ul style="list-style-type: none"> Scientists use different ways to study the world. (K-PS3-1) 	<p>PS3.B: Conservation of Energy and Energy Transfer</p> <ul style="list-style-type: none"> Sunlight warms Earth’s surface. (K-PS3-1),(K-PS3-2) 	<p>Cause and Effect</p> <ul style="list-style-type: none"> Events have causes that generate observable patterns. (K-PS3-1),(K-PS3-2)

Connections to other DCIs in kindergarten: K.ETS1.A (K-PS3-2); K.ETS1.B (K-PS3-2)

Articulation of DCIs across grade-levels: 1.PS4.B (K-PS3-1),(K-PS3-2); 2.ETS1.B (K-PS3-2), 3.ESS2.D (K-PS3-1); 4.ETS1.A (K-PS3-2)

Common Core State Standards Connections:

ELA/Literacy –

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-PS3-1),(K-PS3-2)

Mathematics –

K.MD.A.2 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. (K-PS3-1),(K-PS3-2)

K-LS1 From Molecules to Organisms: Structures and Processes

K-LS1 From Molecules to Organisms: Structures and Processes

Students who demonstrate understanding can:

- K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.** [Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Analyzing and Interpreting Data Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-LS1-1) <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p style="text-align: center;">-----</p> <p>Scientific Knowledge is Based on Empirical Evidence</p> <ul style="list-style-type: none"> Scientists look for patterns and order when making observations about the world. (K-LS1-1) 	<p>LS1.C: Organization for Matter and Energy Flow in Organisms</p> <ul style="list-style-type: none"> All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K-LS1-1) 	<p>Patterns</p> <ul style="list-style-type: none"> Patterns in the natural and human designed world can be observed and used as evidence. (K-LS1-1)
<p><i>Connections to other DCIs in kindergarten:</i> N/A</p> <p><i>Articulation of DCIs across grade-levels:</i> 1.LS1.A (K-LS1-1); 2.LS2.A (K-LS1-1); 3.LS2.C (K-LS1-1); 3.LS4.B (K-LS1-1); 5.LS1.C (K-LS1-1); 5.LS2.A (K-LS1-1)</p> <p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-LS1-1)</p> <p><i>Mathematics –</i></p> <p>K.MD.A.2 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. (K-LS1-1)</p>		

K-ESS2 Earth’s Systems

K-ESS2 Earth’s Systems

Students who demonstrate understanding can:

- K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.** [Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.] [Assessment Boundary: Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler.]
- K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.** [Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Analyzing and Interpreting Data Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-ESS2-1) <p>Engaging in Argument from Evidence Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s).</p> <ul style="list-style-type: none"> Construct an argument with evidence to support a claim. (K-ESS2-2) <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p style="text-align: center;">-----</p> <p>Science Knowledge is Based on Empirical Evidence</p> <ul style="list-style-type: none"> Scientists look for patterns and order when making observations about the world. (K-ESS2-1) 	<p>ESS2.D: Weather and Climate</p> <ul style="list-style-type: none"> Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1) <p>ESS2.E: Biogeology</p> <ul style="list-style-type: none"> Plants and animals can change their environment. (K-ESS2-2) <p>ESS3.C: Human Impacts on Earth Systems</p> <ul style="list-style-type: none"> Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (secondary to K-ESS2-2) 	<p>Patterns</p> <ul style="list-style-type: none"> Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (K-ESS2-1) <p>Systems and System Models</p> <ul style="list-style-type: none"> Systems in the natural and designed world have parts that work together. (K-ESS2-2)
<p><i>Connections to other DCIs in kindergarten:</i> N/A</p> <p><i>Articulation of DCIs across grade-levels:</i> 2.ESS2.A (K-ESS2-1); 3.ESS2.D (K-ESS2-1); 4.ESS2.A (K-ESS2-1); 4.ESS2.E (K-ESS2-2); 5.ESS2.A (K-ESS2-2)</p> <p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text. (K-ESS2-2)</p> <p>W.K.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. (K-ESS2-2)</p> <p>W.K.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. (K-ESS2-2)</p> <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-ESS2-1)</p> <p><i>Mathematics –</i></p> <p>MP.2 Reason abstractly and quantitatively. (K-ESS2-1)</p> <p>MP.4 Model with mathematics. (K-ESS2-1)</p> <p>K.CC.A Know number names and the count sequence. (K-ESS2-1)</p> <p>K.CC.A Know number names and the count sequence. (K-ESS2-1)</p> <p>K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K-ESS2-1)</p> <p>K.MD.B.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count. (K-ESS2-1)</p>		

K-ESS3 Earth and Human Activity

K-ESS3 Earth and Human Activity

Students who demonstrate understanding can:

- K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.** [Clarification Statement: Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas; and, grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.]
- K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.*** [Clarification Statement: Emphasis is on local forms of severe weather.]
- K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.*** [Clarification Statement: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Asking Questions and Defining Problems Asking questions and defining problems in grades K–2 builds on prior experiences and progresses to simple descriptive questions that can be tested.</p> <ul style="list-style-type: none"> ▪ Ask questions based on observations to find more information about the designed world. (K-ESS3-2) <p>Developing and Using Models Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, storyboard) that represent concrete events or design solutions.</p> <ul style="list-style-type: none"> ▪ Use a model to represent relationships in the natural world. (K-ESS3-1) <p>Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.</p> <ul style="list-style-type: none"> ▪ Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world. (K-ESS3-2) ▪ Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. (K-ESS3-3) 	<p>ESS3.A: Natural Resources</p> <ul style="list-style-type: none"> ▪ Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (K-ESS3-1) <p>ESS3.B: Natural Hazards</p> <ul style="list-style-type: none"> ▪ Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (K-ESS3-2) <p>ESS3.C: Human Impacts on Earth Systems</p> <ul style="list-style-type: none"> ▪ Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (K-ESS3-3) <p>ETS1.A: Defining and Delimiting an Engineering Problem</p> <ul style="list-style-type: none"> ▪ Asking questions, making observations, and gathering information are helpful in thinking about problems. (<i>secondary to K-ESS3-2</i>) <p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none"> ▪ Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people. (<i>secondary to K-ESS3-3</i>) 	<p>Cause and Effect</p> <ul style="list-style-type: none"> ▪ Events have causes that generate observable patterns. (K-ESS3-2),(K-ESS3-3) <p>Systems and System Models</p> <ul style="list-style-type: none"> ▪ Systems in the natural and designed world have parts that work together. (K-ESS3-1) <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;">Connections to Engineering, Technology, and Applications of Science</p> <p>Interdependence of Science, Engineering, and Technology</p> <ul style="list-style-type: none"> ▪ People encounter questions about the natural world every day. (K-ESS3-2) <p>Influence of Engineering, Technology, and Science on Society and the Natural World</p> <ul style="list-style-type: none"> ▪ People depend on various technologies in their lives; human life would be very different without technology. (K-ESS3-2)
<p><i>Connections to other DCIs in kindergarten:</i> K.ETS1.A (K-ESS3-2),(K-ESS3-3)</p> <p><i>Articulation of DCIs across grade-levels:</i> 1.LS1.A (K-ESS3-1); 2.ESS1.C (K-ESS3-2); 2.ETS1.B (K-ESS3-3); 3.ESS3.B (K-ESS3-2); 4.ESS3.A (K-ESS3-3); 4.ESS3.B (K-ESS3-2); 5.LS2.A (K-ESS3-1); 5.ESS2.A (K-ESS3-1); 5.ESS3.C (K-ESS3-3)</p>		
<p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text. (K-ESS3-2)</p> <p>W.K.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. (<i>K-ESS3-3</i>)</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (K-ESS3-2)</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. (<i>K-ESS3-1</i>)</p> <p><i>Mathematics –</i></p> <p>MP.2 Reason abstractly and quantitatively. (<i>K-ESS3-1</i>)</p> <p>MP.4 Model with mathematics. (<i>K-ESS3-1</i>),(<i>K-ESS3-2</i>)</p> <p>K.CC Counting and Cardinality (<i>K-ESS3-1</i>),(<i>K-ESS3-2</i>)</p>		

Kindergarten Health Standards

Nutrition and Physical Activity

Standard 1: Essential Concepts

- 1.1.N Name a variety of healthy foods and explain why they are necessary for good health.
- 1.2.N Identify a variety of healthy snacks.
- 1.3.N Describe the benefits of being physically active.
- 1.4.N Recognize the importance of a healthy breakfast.

Standard 2: Analyzing Influences

- 2.1.N Recognize that not all products advertised or sold are good for them.

Standard 4: Interpersonal Communication

- 4.1.N Explain how to ask family members for healthy food options.

Standard 5: Decision Making

- 5.1.N Describe ways to participate regularly in active play and enjoyable physical activities.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.N Select nutritious snacks.
- 7.2.N Plan a nutritious breakfast.
- 7.3.N Choose healthy foods in a variety of settings.

Growth and Development

Standard 1: Essential Concepts

- 1.1.G Explain that living things grow and mature.
- 1.2.G Describe their own physical characteristics.
- 1.3.G Name ways in which people are similar and ways in which they are different.
- 1.4.G Identify trusted adults who promote healthy growth and development (e.g., physicians, nurses, dentists, and optometrists).
- 1.5.G Name body parts and their functions.
- 1.6.G Name and describe the five senses.

Injury Prevention and Safety

Standard 1: Essential Concepts

- 1.1.S Identify safety rules for the home, the school, and the community.
- 1.2.S Identify emergency situations.
- 1.3.S Explain ways to stay safe when riding in a bus or other vehicle.
- 1.4.S Distinguish between appropriate and inappropriate touching.
- 1.5.S Explain that everyone has the right to tell others not to touch his or her body.
- 1.6.S Describe school rules about getting along with others.
- 1.7.S Recognize the characteristics of bullying.
- 1.8.S Identify ways to stay safe when crossing streets, riding a bicycle, or playing.
- 1.9.S Recognize that anything may be poisonous or cause harm if used unsafely.
- 1.10.S Identify people who are strangers and how to avoid contact with strangers.
- 1.11.S Demonstrate how to ask trusted adults for help.
- 1.12.S Define and explain the dangers of weapons.
- 1.13.S Explain the importance of telling a trusted adult if you see or hear about someone having a weapon.

Standard 3: Accessing Valid Information

- 3.1.S Identify trusted adults who can help in emergency situations.

Standard 4: Interpersonal Communication

- 4.1.S Demonstrate how to ask a trusted adult for help or call 9-1-1.
- 4.2.S Show how to answer the phone in a safe way.

Standard 5: Decision Making

- 5.1.S Identify situations when it is necessary to seek adult help or call 9-1-1.
- 5.2.S Role-play what to do if a stranger at home, in a car, or on the street approaches you.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.S Follow rules for safe play and safety routines.
- 7.2.S Show how to cross the street safely.

Standard 8: Health Promotion

- 8.1.S Show how to tell a trusted adult when you or a friend find a weapon.

Alcohol, Tobacco, and Other Drugs

Standard 1: Essential Concepts

- 1.1.A Explain why medicines are used.
- 1.2.A Explain that medicines can be helpful or harmful.
- 1.3.A Recognize that medicines should be taken only under the supervision of a trusted adult.
- 1.4.A Recognize that some household products are harmful if ingested or inhaled.
- 1.5.A Recognize that tobacco smoke is harmful to health and should be avoided.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

- 1.1.M Identify a variety of emotions.
- 1.2.M Describe the characteristics of families.
- 1.3.M Identify trusted adults at home and at school.
- 1.4.M Describe characteristics that make each individual unique.
- 1.5.M Describe and practice situations when it is appropriate to use “Please,” “Thank you,” “Excuse me,” and “I’m sorry.”

Standard 2: Analyzing Influences

- 2.1.M Identify ways family and friends help promote well-being.

Standard 3: Accessing Valid Information

- 3.1.M Identify trusted adults at home and at school who can help with mental and emotional health concerns.

Standard 4: Interpersonal Communication

- 4.1.M Show how to express personal needs and wants appropriately.
- 4.2.M Cooperate and share with others.

Standard 6: Goal Setting

- 6.1.M Make a plan to help family members at home.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.M Express emotions appropriately.
- 7.2.M Describe positive ways to show care, consideration, and concern for others.

Standard 8: Health Promotion

- 8.1.M Encourage others when they engage in safe and healthy behaviors.

Personal and Community Health

Standard 1: Essential Concepts

- 1.1.P Identify effective dental and personal hygiene practices.
- 1.2.P Describe sun-safety practices.
- 1.3.P Define “germs.”
- 1.4.P Explain why the transmission of germs may be harmful to health.
- 1.5.P Identify practices that are good for the environment, such as turning off lights and water, recycling, and picking up trash.

Standard 3: Accessing Valid Information

- 3.1.P Identify health care workers who can help promote healthy practices.

Standard 4: Interpersonal Communication

- 4.1.P Demonstrate how to ask for assistance with a health-related problem.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.P Show effective dental and personal hygiene practices.
- 7.2.P Demonstrate ways to prevent the transmission of germs (e.g., washing hands, using tissues).

Kindergarten Physical Education Standards

STANDARD 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Movement Concepts

- 1.1 Travel within a large group, without bumping into others or falling, while using locomotor skills.
- 1.2 Travel forward and sideways while changing direction quickly in response to a signal.
- 1.3 Demonstrate contrasts between slow and fast speeds while using locomotor skills.
- 1.4 Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations.

Body Management

- 1.5 Create shapes by using non-locomotor movements.
- 1.6 Balance on one, two, three, four, and five body parts.
- 1.7 Balance while walking forward and sideways on a narrow, elevated surface.
- 1.8 Demonstrate the relationship of *under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of* by using the body and an object.

Locomotor Movement

- 1.9 Perform a continuous log roll.
- 1.10 Travel in straight, curved, and zigzag pathways.
- 1.11 Jump over a stationary rope several times in succession, using forward-and-back and side-to-side movement patterns.

Manipulative Skills

- 1.12 Strike a stationary ball or balloon with the hands, arms, and feet.
- 1.13 Toss a ball to oneself, using the underhand throw pattern, and catch it before it bounces twice.
- 1.14 Kick a stationary object, using a simple kicking pattern.
- 1.15 Bounce a ball continuously, using two hands.

Rhythmic Skills

- 1.16 Perform locomotor and nonlocomotor movements to a steady beat.
- 1.17 Clap in time to a simple, rhythmic beat.

STANDARD 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts

- 2.1 Explain the difference between under and over, behind and in front of, next to and through, up and down, forward and backward, and sideways.
- 2.2 Identify and independently use personal space, general space, and boundaries and discuss why they are important.

Body Management

- 2.3 Identify and describe parts of the body: the head, shoulders, neck, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes.
- 2.4 Explain base of support.

Locomotor Movement

- 2.5 Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop.

Manipulative Skills

- 2.6 Explain the role of the eyes when striking objects with the hands, arms, and feet.
- 2.7 Identify the point of contact for kicking a ball in a straight line.
- 2.8 Describe the position of the fingers in the follow-through phase of bouncing a ball continuously.

STANDARD 3

Students assess and maintain a level of physical fitness to improve health and performance.

Fitness Concepts

3.1 Participate in physical activities that are enjoyable and challenging.

Aerobic Capacity

3.2 Participate three to four days each week in moderate to vigorous physical activities that increase breathing and heart rate.

Muscular Strength/Endurance

3.3 Hang from overhead bars for increasing periods of time.

3.4 Climb a ladder, jungle gym, or apparatus.

Flexibility

3.5 Stretch shoulders, legs, arms, and back without bouncing.

Body Composition

3.6 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

Assessment

3.7 Identify indicators of increased capacity to participate in vigorous physical activity.

STANDARD 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts

4.1 Identify physical activities that are enjoyable and challenging.

4.2 Describe the role of water as an essential nutrient for the body.

4.3 Explain that nutritious food provides energy for physical activity.

Aerobic Capacity

4.4 Identify the location of the heart and explain that it is a muscle.

4.5 Explain that physical activity increases the heart rate.

4.6 Identify the location of the lungs and explain the role of the lungs in the collection of oxygen.

Muscular Strength/Endurance

4.7 Explain that strong muscles help the body to climb, hang, push, and pull.

4.8 Describe the role of muscles in moving the bones.

Flexibility

4.9 Identify the body part involved when stretching.

Body Composition

4.10 Explain that the body is composed of bones, organs, fat, and other tissues.

STANDARD 5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

5.1 Identify the feelings that result from participation in physical activity.

5.2 Participate willingly in physical activities.

Social Interaction

5.3 Demonstrate the characteristics of sharing in a physical activity.

5.4 Describe how positive social interaction can make physical activity with others more fun.

Group Dynamics

5.5 Participate as a leader and a follower during physical activities.

Kindergarten Visual And Performing Arts Standards

DANCE

1.0 ARTISTIC PERCEPTION

Development of Motor Skills and Technical Expertise

- 1.1 Build the range and capacity to move in a variety of ways.
- 1.2 Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance).

Comprehension and Analysis of Dance Elements

- 1.3 Understand and respond to a wide range of opposites (e.g., high/low, forward/backward, wiggle/freeze).

Development of Dance Vocabulary

- 1.4 Perform simple movements in response to oral instructions (e.g., walk, turn, reach).

2.0 CREATIVE EXPRESSION

Creation/Invention of Dance Movements

- 2.1 Create movements that reflect a variety of personal experiences (e.g., recall feeling happy, sad, angry, excited).
- 2.2 Respond to a variety of stimuli (e.g., sounds, words, songs, props, and images) with original movements.
- 2.3 Respond spontaneously to different types of music, rhythms, and sounds.

3.0 HISTORICAL AND CULTURAL CONTEXT

Development of Dance

- 3.1 Name and perform folk/traditional dances from the United States and other countries.

4.0 AESTHETIC VALUING

Description, Analysis, and Criticism of Dance

- 4.1 Explain basic features that distinguish one kind of dance from another (e.g., speed, force/ energy use, costume, setting, music).

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connections and Applications Across Disciplines

- 5.1 Give examples of the relationship between everyday movement in school and dance movement.

MUSIC

1.0 ARTISTIC PERCEPTION

Read and Notate Music

- 1.1 Use icons or invented symbols to represent beat.

Listen to, Analyze, and Describe Music

- 1.2 Identify and describe basic elements in music (e.g., high/low, fast/slow, loud/soft, beat).

2.0 CREATIVE EXPRESSION

Apply Vocal and Instrumental Skills

- 2.1 Use the singing voice to echo short melodic patterns.
- 2.2 Sing age-appropriate songs from memory.
- 2.3 Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction.

Compose, Arrange, and Improvise

- 2.4 Create accompaniments, using the voice or a variety of classroom instruments.

3.0 HISTORICAL AND CULTURAL CONTEXT

Role of Music

- 3.1 Identify the various uses of music in daily experiences.

Diversity of Music

- 3.2 Sing and play simple singing games from various cultures.
- 3.3 Use a personal vocabulary to describe voices and instruments from diverse cultures.
- 3.4 Use developmentally appropriate movements in responding to music from various genres and styles (rhythm, melody).

4.0 AESTHETIC VALUING

Derive Meaning

- 4.1 Create movements that correspond to specific music.
- 4.2 Identify, talk about, sing, or play music written for specific purposes (e.g., work song, lullaby).

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connections and Applications

- 5.1 Use music, together with dance, theatre, and the visual arts, for storytelling.

Careers and Career-Related Skills

- 5.2 Identify and talk about the reasons artists have for creating dances, music, theatre pieces, and works of visual art.

THEATRE

1.0 ARTISTIC PERCEPTION

Development of the Vocabulary of Theatre

1.1 Use the vocabulary of theatre, such as actor, character, cooperation, setting, the five senses, and audience, to describe theatrical experiences.

Comprehension and Analysis of the Elements of Theatre

1.2 Identify differences between real people and imaginary characters.

2.0 CREATIVE EXPRESSION

Development of Theatrical Skills

2.1 Perform imitative movements, rhythmical activities, and theatre games and mirrors).

Creation/Invention in Theatre

2.2 Perform group pantomimes and improvisations to retell familiar stories.

2.3 Use costumes and props in role playing.

3.0 HISTORICAL AND CULTURAL CONTEXT

Role and Cultural Significance of Theatre

3.1 Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times.

3.2 Portray different community members, such as firefighters, family, teachers, and clerks, through role-playing activities.

4.0 AESTHETIC VALUING

Critical Assessment of Theatre

4.1 Respond appropriately to a theatrical experience as an audience member.

Derivation of Meaning from Works of Theatre

4.2 Compare a real story with a fantasy story.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connections and Applications

5.1 Dramatize information from other content areas. Use movement and to reinforce vocabulary, such as fast, slow, in, on, through, over, under.

Careers and Career-Related Skills

5.2 Demonstrate the ability to participate cooperatively in performing a pantomime or dramatizing a story.

VISUAL ARTS

1.0 ARTISTIC PERCEPTION

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Recognize and describe simple patterns found in the environment and works of art.

1.2 Name art materials (e.g., clay, paint, crayons) introduced in lessons.

Analyze Art Elements and Principles of Design

1.1 Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape/form.

2.0 CREATIVE EXPRESSION

Skills, Processes, Materials, and Tools

2.1 Use lines, shapes/forms, and colors to make patterns.

2.2 Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating a three-dimensional construction.

2.3 Make a collage with cut or torn paper shapes/forms.

Communication and Expression Through Original Works of Art

2.4 Paint pictures expressing ideas about family and neighborhood.

2.5 Use lines in drawings and paintings to express feelings.

2.6 Use geometric shapes/forms (circle, triangle, square) in a work of art.

2.7 Create a three-dimensional form, such as a real or imaginary animal.

3.0 HISTORICAL AND CULTURAL CONTEXT

Role and Development of the Visual Arts

3.1 Describe functional and nonutilitarian art seen in daily life; that is, works of art that are used versus those that are only viewed.

3.2 Identify and describe works of art that show people doing things together.

Diversity of the Visual Arts

3.3 Look at and discuss works of art from a variety of times and places.

4.0 AESTHETIC VALUING

Derive Meaning

- 4.1 Discuss their own works of art, using appropriate art vocabulary (e.g., color, shape/form, texture).
- 4.2 Describe what is seen (including both literal and expressive content) in selected works of art.

Make Informed Judgments

- 4.3 Discuss how and why they made a specific work of art.
- 4.4 Give reasons why they like a particular work of art they made, using appropriate art vocabulary.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connections and Applications

- 5.1 Draw geometric shapes/forms (e.g., circles, squares, triangles) and repeat them in dance/movement sequences.
- 5.2 Look at and draw something used every day (e.g., scissors, toothbrush, fork) and describe how the object is used.

Visual Literacy

- 5.3 Point out images (e.g., photographs, paintings, murals, ceramics, sculptures) and symbols found at home, in school, and in the community, including national and state symbols and icons.

Careers and Career-Related Skills

- 5.4 Discuss the various works of art (e.g., ceramics, paintings, sculpture) that artists create and the type of media used.

Kindergarten Technology Standards

Level of Skills Definitions			
		Observe	<i>Observation of Teacher Modeling Skills</i>
		Basic	<i>Practicing Skills with Teacher's Guidance</i>
		Intermediate	<i>Practicing Skills with Minimal Teacher Support</i>
		Proficient	<i>Applying Skills Independently</i>
#	Category	Standard	Level of Skills
K.1	Ethics	Practice respectful and responsible use of technology by abiding School Technology and Internet Use Policy	NA
K.2	Ethics	Demonstrate an understanding of plagiarism and fair use. Copyright Laws of Material.	NA
K.3	Ethics	Evaluate and use several resources from a variety of information sources to validate accuracy information.	NA
K.4	Ethics	Demonstrate an understanding of Internet Safety Procedures.	NA
K.5	Computer Skills	Demonstrate beginning steps in using available hardware and applications (i.e. turn on computer, launch a program, use a mouse).	Basic
K.6	Computer Skills	Explain that Icons (i.e. trash bin folder) are symbols used to signify a command, file, or application.	Basic
K.7	Computer Skills	Recognize the functions of basic file menu commands (i.e. New, Open, Close Sava, Print).	Basic
K.8	Computer Skills	Identify the following components of a computer system: Mouse, Mouse pad, earphones, and keyboard.	Basic
K.9	Keyboarding Skills	Identify the location and function of the TAB key.	Basic
K.10	Keyboarding Skills	Use left hand on the left side of the keyboard.	Basic
K.11	Keyboarding Skills	Use right hand on the right side of the keyboard.	Basic
K.12	Keyboarding Skills	Use both hands simultaneously on the keyboard.	Basic
K.13	Keyboarding Skills	Use thumb on the spacebar.	Basic
K.14	Keyboarding Skills	Use correct hand-finger, home row and pairing of fingers.	Basic
K.15	Keyboarding Skills	Use correct technique for key striking and keying by touch.	Basic
K.16	Keyboarding Skills	Recognize that letters typed on the keyboard are lowercase unless the Shift key is used.	Basic
K.17	Keyboarding Skills	Identify the location and function of these keys: Enter, Escape, Spacebar, Shift, Arrows, and Delete.	Basic

Kindergarten Technology Standards

Level of Skills Definitions			
Observe		<i>Observation of Teacher Modeling Skills</i>	
Basic		<i>Practicing Skills with Teacher's Guidance</i>	
Intermediate		<i>Practicing Skills with Minimal Teacher Support</i>	
Proficient		<i>Applying Skills Independently</i>	
#	Category	Standard	Level of Skills
K.18	Keyboarding Skills	Identify and properly use the mouse.	Basic
K.19	Keyboarding Skills	Use correct posture.	Basic
K.20	Keyboarding Skills	Use "single-click", "double-click" and "click and drag" functions of the mouse.	Basic
K.21	Keyboarding Skills	Locate, identify and use letter and number keys.	Basic
K.22	Word Processing	Use a word processing application to write, edit, print, and save simple assignments.	Observe
K.23	Word Processing	Use the following tool icons: bold, italicize, underline.	Observe
K.24	Word Processing	Understand and use the cut, copy, and paste information.	Observe
K.25	Word Processing	Add text boxes.	Observe
K.26	Word Processing	Change font, color, and size.	Observe
K.27	Word Processing	Use correct spacing between words, and following punctuation.	Observe
K.28	Word Processing	Insert and size a graphic in a word processing document.	Observe
K.29	Internet Skills	Explain that the internet links computers around the world, allowing people to access information and communicate.	Basic
K.30	Internet Skills	Demonstrate the ability to use icons on desktop to get to District standard sites.	Basic

MATERIALS AND RESOURCES

Kindergarten

READING/LANGUAGE ARTS

Benchmark Advance is the basic text for students. The following materials are used:

Teacher's Resources

Five Teacher's Resources System Books
Assessment Books
ELD Resources
Intervention Resources
Process Writing Handbook
Phonological Awareness & Phonics in Context
Grammar, Spelling & Vocabulary Workbook
Daily Take-Home Activity Calendars

Small Group Leveled Texts

Units 1-10

Small Group Leveled Texts Teacher Support

Teacher's Guides & Text Evidence Question
Cards Units 1-10
Reader's Theater Handbook

Small group Reader's Theater

Units 1-10

Whole Group

Mentor Read Aloud Big Book
Shared Reading Big Books
Review & Routines Big Books
Extended Read Big Books
Read Aloud Handbook

Phonics

Decodable Lap Books
Phonics Teacher's Resources
Advancing Phonics Skills
Sound Spelling Card

Phonics Decodable Texts

Units 1-10

My Shared Readings Consumable Student Book

Five Volumes Student Books – 1 per student

Texts for ELD

Student Book – Set of 10

Instructional Minutes:

Students will receive a minimum of 120-minutes of instruction in language arts per day.

WRITING

Write from the Beginning and Beyond | Thinking Maps® is the writing program for students. The following materials are used:

Teacher Manuals:

- ❖ Thinking Maps: *A Language for Learning* - with 8 classroom posters
- ❖ Thinking Maps: Write from the Beginning and Beyond: *Expository/Informative*
- ❖ Thinking Maps: Write from the Beginning and Beyond: *Narrative*
- ❖ Thinking Maps: Write from the Beginning and Beyond: *Response to Literature*
- ❖ Thinking Maps: Write from the Beginning and Beyond: *Setting the Stage*

Handwriting Without Tears: is the handwriting program for students. The following materials are used:

- ❖ Kindergarten Teacher's Guide
- ❖ Wood Pieces Set for Capital Letters
- ❖ Mat for Wood Pieces
- ❖ Slate Chalkboard
- ❖ Capital Letter Cards for Wood Pieces
- ❖ Digital Teaching Tools

TECHNOLOGY

Student Programs:

- ❖ Accelerated Reader
- ❖ Amplify
- ❖ Benchmark Universe
- ❖ Go Math!
- ❖ i-Ready
- ❖ Moby Max
- ❖ Starfall
- ❖ Typing Agent

MATHEMATICS

Go Math! California Student Edition Multi-Volume Grade K is the basic text for students. The following materials are used:

Student Materials:

- ❖ Go Math! California Student Edition Multi-Volume Grade K
- ❖ Bilingual Mathboard Grade K
- ❖ California Online Interactive Student Edition (includes Personal Math Trainer)
- ❖ SBAC Test Prep Student Edition Grade K
- ❖ California Downloadable Student Edition PDF Grade K
- ❖ California Assessment Guide Blackline Masters Grade K
- ❖ California Reteach Workbook Blackline Masters Grade K
- ❖ California Enrichment Workbook Blackline Masters Grade K
- ❖ Strategic Intervention Teacher Guide Grade K
- ❖ SBAC Test Prep Teacher Edition Grade K
- ❖ Bi-lingual Exam View CD-ROM Grade K
- ❖ Grab and Go Differentiated Centers Kit Grade K

Teacher Resource Materials:

- ❖ California Teacher Edition and Planning Guide Bundle Grade K
- ❖ California Teacher Digital Management Center Grade K
- ❖ Grab and Go Customized Manipulatives Kit Grade K
- ❖ California Downloadable Teacher Resource Tool Grade K

Instructional Minutes:

Students will receive a minimum of 60 minutes of instruction in mathematics per day.

HISTORY/SOCIAL SCIENCE

California: Kindergarten Program (Harcourt School Publishers)

The following materials are used:

California Big Book: Our World, Now and Long Ago

Teacher Editions:

Our World, Now and Long Ago
Homework & Practice Book
Time for Kids Readers

One Per Student:

Homework and Practice Book

Teacher Resource Materials:

California ePlanner with Teachers Edition
California Audiotext CD Collection
California ELA Program Correlation Cards
Picture/Word Cards for Developing Academic Language
Primary Source Collection, K-3
Interactive Atlas
Atlas, Primary
TimeLinks; Interactive Time Line Package, Primary
Time for Kids Readers Collection (1 copy each of 18 titles)
Music CD
All-In One Planner with Assessment CD-ROM

SCIENCE

Amplify Science is the adopted curriculum. The following materials are used:

Teacher Editions:

- Needs of Plants and Animals
- Pushes and Pulls
- Sunlight and Water

*Teacher editions are also available online.

One Per Student:

- 1 Investigation notebook per unit

*Investigation notebooks are also available online.

Teacher Resource Materials:

1 big book & 18 student readers of the following titles:

Sunlight and Weather

- *Cool People in Hot Places*
- *Getting Warm in the Sunlight*
- *Handbook of Models*
- *Tornado! Predicting Severe Weather*
- *What Is the Weather Like Today?*

Needs of Plants and Animals

- *A Plant in the Desert*
- *Above and Below*
- *Handbook of Plants*
- *Investigating Monarchs*
- *Science Walk*
- *What Does a Scientist Look Like?*

Pushes and Pulls

- *A Busy Day in Pushville*
- *Building with Forces*
- *Forces in Ball Games*
- *Room 4 Solves a Problem*
- *Talking About Forces*

*Student readers are also available online.

Science kits for the following units:

- Needs of Plants and Animals (3 boxes)
- Pushes and Pulls (3 boxes)
- Sunlight and Water (2 boxes)

PHYSICAL EDUCATION

SPARK Grades K-2 PE Teacher's Guide

Instructional Minutes:

Students will receive a minimum of 200 minutes of instruction in physical education every ten school days.