

# ACADEMIC STANDARDS FOR KINDERGARTEN

## *Language Arts*

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### ***Reading Standards for Literature***

#### **Key Ideas and Details**

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

#### **Craft and Structure**

- Ask and answer questions about unknown words in a text.
- Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text).
- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

#### **Knowledge and Ideas**

- 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).
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

#### **Text Complexity**

- Actively engage in group reading activities with purpose and understanding.

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### ***Reading Standards for Informational Text***

#### **Key Ideas and Details**

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

#### **Craft and Structure**

- With prompting and support, ask and answer questions about unknown words in a text.
- Identify the front cover, back cover, and title page of a book.
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

#### **Knowledge and Ideas**

- 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).
- With prompting and support, identify the reasons an author gives to support points in a text.
- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

#### **Text Complexity**

- Actively engage in group reading activities with purpose and understanding.

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### ***Reading Standards: Foundational Skills***

#### **Print Concepts**

- Demonstrate understanding of the organization and basic features of print.

#### **Phonemic Awareness**

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

#### **Phonics and Word Recognition**

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

#### **Fluency**

- Read emergent-reader texts with purpose and understanding.

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## **Writing**

### **Text Types and Purposes**

- 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 . . .*).
- 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.
- 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**

- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- 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**

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

### **Conventions of Standard English**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Vocabulary Acquisition and Use**

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.
- With guidance and support from adults, explore word relationships and nuances in word meanings.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## **Speaking and Listening**

### **Comprehension and Collaboration**

- Participate in collaborative conversations with diverse partners *about kindergarten topics and texts* with peers and adults in small and larger groups.
- 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.
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

### **Knowledge and Ideas**

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

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## Mathematics

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### Counting and Cardinality

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

### Operations and Algebraic Thinking

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

### Number and Operations in Base Ten

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

### Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in categories.

### Geometry

- Identify and describe shapes.
  - Analyze, compare, create, and compose shapes.
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## Science

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### Plant and Animal Needs

- Different plants and animals live in different places.

### Pushes and Pulls

- What happens when we push, pull, and drop objects? How can we change their speed and direction?

### Weather Patterns

- How do we observe weather and collect data to describe weather patterns over time?

### Animals and Plants Can Change Their Environment

- How can I protect the environment from changes that harm it?
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## Health Education

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In kindergarten, students learn that they have rights as well as responsibilities for taking care of themselves and working with others.

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## History-Social Science

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

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

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.

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

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

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

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## *Physical Education*

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Children participate in organized activities designed to help improve physical fitness, confidence, and social behavior. Children are encouraged to experiment with movement.

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## *Visual and Performing Arts*

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The visual and performing arts are visual arts (drawing, painting), dance, music (listening, rhythm and playing) and drama. Students experience the arts through learning art skills, creative expression, and experimentation.

**Superintendent:**

**Brad Tooker**

**Board of Education:**

**Diane Howe**

**Scott Otsuka**

**Tracy Pittman**

**Jeff Randall**

**Bill Schuetz**

**Resources:**

**Additional District Information:** [www.drycreekschools.us](http://www.drycreekschools.us)

*By working together, schools and parents create the maximum opportunity for student success.*