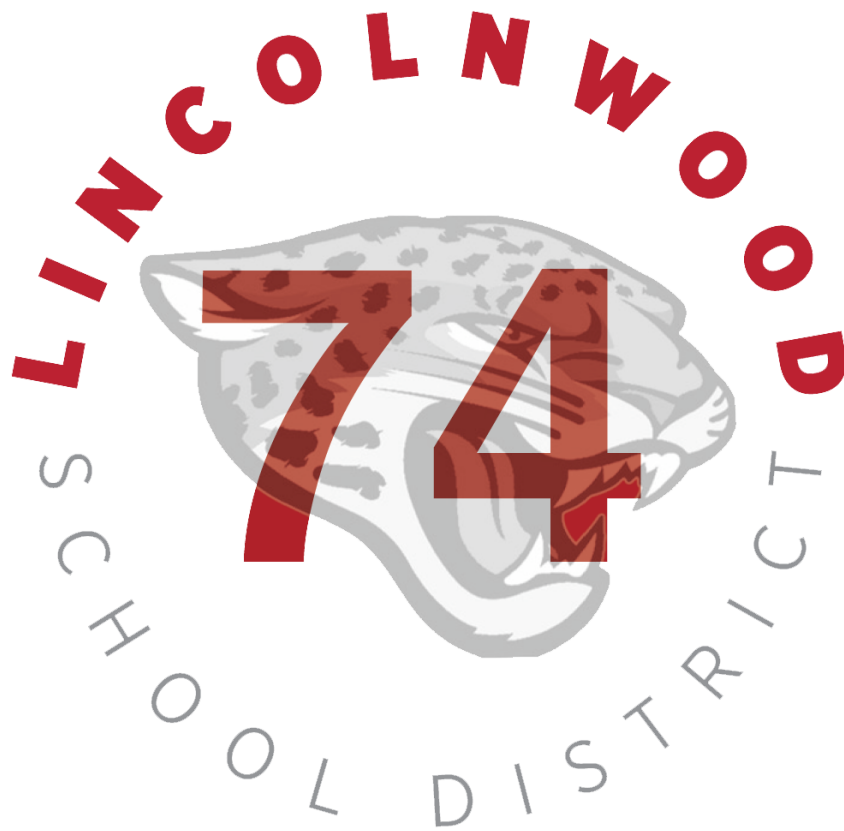


# Lincolnwood School District 74

## Learning Standards

### Kindergarten



# Kindergarten Standards

## ENGLISH LANGUAGE ARTS (ELA)

### KEY VOCABULARY

Students will define and use the following vocabulary...

alphabet	author	back cover	beginning	end
first name	front cover	illustrator	last name	letter
lower case	middle	rhyme	title	upper case
word				

### FOUNDATIONAL SKILLS

Students will be able to...

- Follow words from left to right, top to bottom, and page by page
- Recognize that spoken words are represented in written language by specific sequences of letters
- Understand that words are separated by spaces in print
- Recognize and name all upper and lowercase letters of the alphabet
- Recognize and produce rhyming words
- Count, pronounce, blend, and segment syllables in spoken words
- Blend and segment onsets and rimes of single-syllable spoken words
- Isolate and pronounce the initial, medial vowel, and final sounds in three letter words
- Add or substitute individual sounds in simple, one-syllable words to make new words
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels
- Read common high-frequency words by sight

### LITERATURE

Students will be able to...

- With prompting and support, ask and answer questions about key details
- With prompting and support, retell familiar stories, including key details
- With prompting and support, identify characters, settings, and major events in a story
- Ask and answer questions about unknown words in a text
- Recognize common types of texts (e.g., storybooks, poems)
- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story
- 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
- Actively engage in group reading activities with purpose and understanding

### INFORMATIONAL TEXT

Students will be able to...

- With prompting and support, ask and answer questions about key details
- With prompting and support, identify main topic and retell details
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text
- With prompting and support, ask and answer questions to help determine the meaning of 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
- 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)
- Actively engage in group reading activities with purpose and understanding.

## LANGUAGE

*Students will be able to...*

- Print all uppercase letters
- Print all upper- and lowercase letters
- Use frequently occurring nouns and verbs
- Form regular plural nouns orally by adding /s/ or /es/
- Understand and use question words
- Use the most frequently occurring prepositions
- Produce and expand complete sentences in shared language activities
- Produce and expand complete sentences in shared language activities
- Recognize and name end punctuation
- Write a letter or letters for most consonant and short-vowel sounds
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships
- Identify new meanings for familiar words and apply them accurately
- Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word
- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites
- Identify real-life connections between words and their use
- Distinguish shades of meaning among verbs describing the same general action (e.g. walk, march, strut, prance) by acting out the meanings
- Use words and phrases acquired through conversations, reading, and being read to, and responding to texts

## WRITING

*Students will be able to...*

- 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
- 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
- Participate in shared research and writing projects
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

## SPEAKING AND LISTENING

*Students will be able to...*

- Follow agreed-upon rules for discussion
- Continue a conversation through multiple exchanges
- 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
- 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

## **MATHEMATICS**

### KEY VOCABULARY

*Students will define and use the following vocabulary...*

above	below	calendar	circle	clock
coin	date	first (1st)	number	penny
rectangle	second (2nd)	shape	square	third (3rd)
triangle	zero			

### COUNTING AND CARDINALITY

*Students will be able to...*

- Count by 1's to 25
- Count by 1's to 75
- Count by 1's to 100
- Count by 10's to 100
- Write numbers to 25
- Write numbers to 75
- Write numbers to 100
- Show one to one correspondence to 10
- Count on from 2 to 20 varying starting points
- Read 0 – 20 (in order)
- Read 0 – 20 (in random order)
- Match number to sets of 10 (random order)
- Identify ordinal numbers to 10 (1st, 2nd, 3rd)
- Estimate the number of items in a container

### OPERATIONS AND ALGEBRAIC THINKING

*Students will be able to...*

- Create a number story with illustration and number sentence (+, - up to 5)
- Create a number story with illustration and number sentence (+, - up to 10)
- Create name collections boxes with addition facts for numbers 1-10
- For any given number 1-9, find the number that makes 10 when added to the given number

### NUMBERS & OPERATIONS IN BASE TEN

*Students will be able to...*

- Compose & decompose numbers from 11 to 19 into tens and ones Ex: (18=10+8)

### MEASUREMENT & DATA

*Students will be able to...*

- Estimate length in non-standard units
- Compare size and weight of classroom objects
- Use correct tools for measuring (match tools)
- Identify and know value of penny, nickel, and dime
- Organize objects, collect data, and make a graph

## GEOMETRY

*Students will be able to...*

- Explain position of objects in relation to another object
- Identify and describe 2 and 3-dimensional shapes

## **SCIENCE**

### KEY VOCABULARY

*Students will define and use the following vocabulary...*

alike	color	different	heavy	light	pebble
rock	rough	sand	shape	silt	size
smooth	sort	texture	weight		

### PHYSICAL SCIENCE

*Students will be able to...*

- Distinguish among the different ways objects can move
- Describe physical properties of objects by using the senses
- Sort objects by the physical properties
- Identify how objects are alike and different

### EARTH SCIENCE

*Students will be able to...*

- Use scientific tools to collect data
- Recognize ways day and night are alike and different
- Identify different types of weather
- Observe how weather changes
- Describe the weather conditions in each season

## **SOCIAL SCIENCE**

### KEY VOCABULARY

*Students will define and use the following vocabulary...*

address	alike	choice	different	family	job
phone number	responsibilities	rules	safety	share	

## **ECONOMICS**

### NEEDS and WANTS

*Students will be able to...*

- Select appropriate dress for weather conditions 18.C.1

### COMMUNITY WORKERS

*Students will be able to...*

- Identify Police Officers and Fire Fighters as community helpers 14.D.1

## **HISTORY**

## **HOLIDAYS**

Students will be able to...

- Describe why we celebrate holidays 16.B.1b
- Identify important historical figures that made changes about being fair (U.S. presidents - past and present) 16.B.1c

### THEN and NOW

Students will be able to...

- Sequence three real events on a timeline 16.A.1a

### **GEOGRAPHY**

#### MAPS

Students will be able to...

- Recite their phone number
- Recite their home address 17A
- Describe the use of a map 17.A.1b

### **POLITICAL SYSTEMS**

#### RULES and RESPONSIBILITIES

Students will be able to...

- Identify class and school rules 18.B.1a

#### LEADERS

Students will be able to...

- Identify home and school leaders 16.B.1a

#### SYMBOLS

Students will be able to...

- Identify the United States flag 14.C.1

#### VOTE

Students will be able to...

- Participate in voting as a way of making choices 14C

### **SOCIAL SYSTEMS**

#### FAMILIES

Students will be able to...

- Identify their family members 18B

#### **SIMILARITIES and DIFFERENCES**

Students will be able to...

- Describe how they are alike or different from a classmate 16.A.1c
- Describe how families from various cultures are alike or different 18A

### **SOCIAL AND EMOTIONAL**

#### KEY VOCABULARY

Students will define and use the following vocabulary...

calm	care	different	disgusted	excited
feeling	friend	frustrated	help	hurt

right	safe	same	scared	sharing
surprised	taking turns	worried		wrong

*Students will be able to...*

- FOLLOW RULES
- MAINTAIN SELF-CONTROL
- EXPLAIN HOW SHARING WITH AND SUPPORTING OTHERS MAKE THEM FEEL
- RECOGNIZE AND ACCEPT CULTURAL DIFFERENCES
- TAKE TURNS
- IDENTIFY CONSTRUCTIVE WAYS OF RESOLVING CONFLICT
- DESCRIBE HOW OTHERS ARE FEELING BASED ON THEIR FACIAL EXPRESSIONS, GESTURES, AND WHAT THEY SAY

## **HEALTH**

### HEALTH PROMOTION, PREVENTION, TREATMENT

*Students will be able to...*

- Identify trusted adults
- Identify general signs/symptoms of illness
- Demonstrate healthy ways to express needs, wants, feelings
- Identify the importance of personal health (dental, hygiene, exercise, etc.)

### HUMAN BODY SYSTEMS

*Students will be able to...*

- Identify Personal Body Safety Program - Safe vs. Unsafe Touch (The Safety Rule)
- Identify healthy eating habits
- Identify basic parts of body (heart, brain, lungs, etc.)
- Identify and describe the 5 senses
- Identify food groups
- Identify the effects of making healthful choices

### COMMUNICATIONS AND DECISION-MAKING

*Students will be able to...*

- Identify dangerous situations (traffic, strangers, meds., etc.)
- Identify the importance and dangers of medicines and drugs
- Identify emergency and non-emergency situations

## **PHYSICAL EDUCATION**

### MOTOR SKILLS

*Students will be able to...*

- Demonstrate basic locomotor skills: running, hopping, galloping, and leaping
- Demonstrate locomotor skills (skipping, sliding, chasing/fleeing, dodging, and vertical/horizontal jumps)
- Demonstrate non-locomotor skills (balancing, turning, twisting, stretching, bending, weight transfer)
- Be able to perform simple relays using a variety of locomotor skills
- Demonstrate manipulative skills: throwing, catching, rolling, kicking, striking skills, ball handling, and dribbling

### MOVEMENT, MOVEMENT PATTERNS, SKILLED MOVEMENT

*Students will be able to...*

- Demonstrate use of movement concepts of directions, levels, pathways, and speed while performing locomotor skills
- Demonstrate coordinated movement patterns varying shape, size, direction, levels and speed
- Demonstrate the ability to perform movement skills while participating in low organized games, cooperative games, tumbling and relays
- Demonstrate simple gymnastic sequences using a variety of balance, roll, transfer of weight, and flight

- Demonstrate moving to a beat using basic locomotor and non-locomotor rhythmic patterns
- Demonstrate spatial/body awareness during movement activities

**FITNESS**

*Students will be able to...*

- Demonstrate muscular fitness through the use of fundamental motor skills
- Participate in fitness activities

**WORK HABITS**

*Students will be able to...*

- Demonstrate responsible listening skills and follows directions
- Demonstrate a positive and respectful attitude toward self, peers, and teachers
- Demonstrate proper and safe use of equipment
- Put forth effort

**INFORMATION LITERACY**

**KEY VOCABULARY**

*Students will define and use the following vocabulary...*

check in	check out
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**ACCESS INFORMATION**

*Students will be able to...*

- Understand the basic organizational pattern of a library
- Locate parts of a book
- Ask a question about finding a book
- Use an internet browser to go to a bookmarked web page
- Navigate through previously loaded pages, with guidance

**EVALUATE INFORMATION**

*Students will be able to...*

- Differentiate between fiction and nonfiction
- Make predictions about a story or article’s main ideas

**APPRECIATE LITERATURE**

*Students will be able to...*

- Respond to pictures and visuals to understand text
- Seek information related to personal interests
- Read or listen to a variety of authors and illustrators
- Be acquainted with award-winning literature

**TECHNOLOGY**

**KEY VOCABULARY**

*Students will define and use the following vocabulary...*

app	application	click and drag	code	computer	cursor
delete	digital	dock	file	folder	home button
menu/task bar	open	print	quit	scroll bar	shift key
web page	website	window			



### CREATIVITY AND INNOVATION

*Students will be able to...*

- Use basic creativity tools such as painting and drawing applications to create reports and engaged learning projects

### COMMUNICATION AND COLLABORATION

*Students will be able to...*

- (with guidance and support from adults) Explore a variety of digital tools to produce and publish writing, including in collaboration with peers

### CRITICAL THINKING

*Students will be able to...*

- Program robotic devices to perform specific tasks

### DIGITAL CITIZENSHIP

*Students will be able to...*

- Be responsible while handling & using computer equipment
- Stay focused on the task at hand when using technology

### TECHNOLOGY OPERATIONS AND CONCEPTS

*Students will be able to...*

- Use basic computer and mobile device skills
- Correctly type full name and sentences
- Communicate about technology with developmentally appropriate and accurate vocabulary

### RESEARCH & INFORMATION LITERACY

*Students will be able to...*

- Use an internet browser to go to a bookmarked web page
- Navigate through previously loaded pages, with guidance

### **VISUAL ART**

#### KEY VOCABULARY

*Students will define and use the following vocabulary...*

artist	crayon	curvy line	draw	fold
markers	medium	pattern	repeat	scissors
small	straight line	zig-zag line		

#### ELEMENTS OF ART

*Students will be able to...*

- Lines (straight, curved, zig-zag)
- Shapes, colors, and textures
- Geometric shapes (square, circle, rectangle, and triangle)
- Natural shapes (organic)

#### ART PRODUCTION

*Students will be able to...*

- Create line drawings
- Learn how to cut, paste, and paint
- Manipulate shapes

- Create random patterns
- Create a monoprint
- Develop skills using a variety of art materials

**ART HISTORY**

*Students will be able to...*

- Identify artists as the makers of art
- Describe and compare subjects and themes of artwork
- Use the elements of art to describe their own artwork
- View artwork which have recognizable subjects (people, animals, plants, and buildings)
- Identify clues in selected artwork that determine time and place

**WORK HABITS**

*Students will be able to...*

- Demonstrate responsible listening skills
- Demonstrates a positive and respectful attitude toward self, peers, and teachers
- Demonstrates proper and safe use of art materials
- Puts forth effort

**MUSIC**

**KEY VOCABULARY**

*Students will define and use the following vocabulary...*

clap	dance	echo	fast	hand drum	high
listen	long sound	loud	low	marching	partners
pattern	piano	rhythm sticks	shake	short sound	singing voice
skipping	slow	snapping	soft	song	speaking voice
tambourine	triangle	whispering voice			

**MUSIC THEORY**

*Students will be able to...*

- Identify fast and slow music
- Identify sound characteristics (high/low, loud/soft, and long/short)
- Identify same and different sections of music

**MUSIC PRODUCTION AND PERFORMANCE**

*Students will be able to...*

- Demonstrate differences between singing, speaking, shouting, and whispering voice
- Perform a variety of movements to rhythmic sounds using different body parts
- Imitate short melodic patterns
- Echo a steady beat
- Play simple rhythmic patterns on classroom instruments
- Sing and move to the beat

**MUSIC APPRECIATION**

*Students will be able to...*

- Listen attentively to the different pieces of music
- Listen and describe feelings within the composition

## WORK HABITS

*Students will be able to...*

- Demonstrate responsible listening skills and follows directions
- Demonstrate a positive and respectful attitude toward self, peers, and teachers
- Demonstrate proper and safe use of instruments
- Put forth effort