



## Kindergarten Standards of Learning

### I. Academic Standards

The following academic standards apply for Kindergarten at Wornick Jewish Day School. These standards reference Common Core, California State standards, and Next Generation Science standards. More information on these standards can be found at [www.corestandards.org](http://www.corestandards.org), [www.cde.ca.gov](http://www.cde.ca.gov), and <http://www.nextgenscience.org>.

#### Mathematics

##### Counting and Cardinality

- Counts to 100 by ones
- Counts to 100 by tens
- Uses one-to-one correspondence to count objects
- Compares written numerals 1–10
- Recognizes, identifies, and represents numbers 1–20

##### Geometry

- Identifies, describes, and creates common 2D and 3D geometric shapes

##### Measurement and Data

- Compares, matches, and sorts objects into two groups according to attributes
- Identifies the larger of two groups without counting

##### Operations and Algebraic Thinking

- Understands addition as putting together and adding to (solve within 10)
- Understands subtraction as taking apart and taking from (solve within 10)
- Represents numbers 11–19 using a ten and ones

### **Mathematical Practices**

- Makes sense of problems and perseveres in solving them
  - Reasons abstractly and quantitatively
  - Constructs viable arguments and critiques the reasoning of others
  - Models with mathematics
  - Uses appropriate tools strategically
  - Attends to precision
  - Looks for and makes use of structure
  - Looks for and expresses regularity in repeated reasoning
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## **Science**

### **Earth Science**

- Uses and shares observations of local weather conditions to describe patterns over time
- Communicates solutions to reduce the impact of humans on land, water, air, or other living things in the local environment

### **Life Science**

- Uses observations to describe patterns of what plants and animals need to survive

- Constructs arguments supported by evidence explaining how plants and animals can change their environment to meet their needs

## **Physical Science**

- Plans and conducts investigations comparing the effects of different strengths or directions of pushes and pulls on an object's motion
  - Analyzes data to determine whether a design solution works as intended to change an object's speed or direction
  - Makes observations to determine the effect of sunlight on the Earth's surface
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## **Social Studies**

### **Social Studies Skills**

- Understands that being a good citizen involves acting in certain ways
  - Recognizes national and state symbols and icons
  - Orders events in temporal order using a calendar (days, weeks, months)
  - Understands that history relates to people, events, and places over time
  - Matches simple descriptions of work with related jobs
  - Compares and contrasts locations of people, places, and environments and describes their characteristics
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## **Language Arts**

### **Reading – Literature**

- Asks and answers questions about key details with prompting and support
- Retells familiar stories, including key details, with prompting and support
- Identifies characters, settings, and major events with prompting and support

- Names the author and illustrator and defines their roles
- Identifies text features such as title and author
- Uses illustrations and context to make predictions

### **Reading – Informational Text**

- Asks and answers questions about key details with prompting and support
- Identifies the main topic and retells key details with prompting and support
- Describes the relationship between illustrations and text with prompting and support
- Identifies the front cover, back cover, and title page

### **Foundational Reading Skills**

- Follows words left to right, top to bottom, and page by page
- Recognizes that spoken words are represented by sequences of letters
- Understands that words are separated by spaces in print
- Recognizes and names all uppercase and lowercase letters
- Recognizes and produces rhyming words
- Counts, pronounces, blends, and segments syllables
- Isolates and pronounces initial, medial vowel, and final sounds
- Demonstrates one-to-one letter–sound correspondence
- Reads common high-frequency words by sight

### **Writing**

- Uses drawing, dictation, and writing to compose opinion pieces

- Uses drawing, dictation, and writing to compose informative texts
- Uses drawing, dictation, and writing to narrate events
- Responds to peer feedback to strengthen writing with guidance and support
- Participates in shared research and writing projects

### **Speaking and Listening**

- Participates in collaborative conversations
- Follows agreed-upon rules for discussions
- Understands and follows one- and two-step oral directions
- Asks and answers questions to seek help or clarify understanding
- Describes familiar people, places, things, and events with detail
- Speaks audibly and expresses thoughts, feelings, and ideas clearly

### **Language**

- Prints many uppercase and lowercase letters
  - Understands and uses question words
  - Capitalizes the first word in a sentence
  - Recognizes and names end punctuation
  - Writes letters for most consonant and short vowel sounds
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### **Motor Development**

#### **Gross Motor Skills**

- Demonstrates appropriate awareness of body in relation to others and objects

- Demonstrates balance in active play
- Demonstrates coordination and traveling skills in active play

### **Fine Motor Skills**

- Cuts out simple shapes accurately
  - Demonstrates strength and coordination in fingers, hands, and wrists
  - Draws self accurately with face, body, arms, and legs
  - Holds pencil correctly
  - Pastes and glues accurately
  - Traces lines and shapes accurately
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## **Hebrew**

### **Listening and Speaking**

- Expresses basic needs, preferences, or feelings
  - Introduces self and expresses likes and dislikes
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## **Jewish Studies**

### **Jewish Studies Skills**

- Understands and identifies main symbols of Jewish holidays
- Recites basic *t'fillot* (prayers) and blessings
- Understands and identifies common Jewish symbols
- Demonstrates knowledge of Shabbat

- Retells TaNaKH stories
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## **Physical Education**

- Participates consistently in physical education
  - Identifies and independently uses space and boundaries and discusses why they are important
  - Identifies and describes parts of the body
  - Identifies locomotor skills: walk, jog, run, hop, jump, skip, and gallop
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## **II. Process Goals**

In addition to rigorous academic learning, Wornick emphasizes additional skills that support the whole child and prepare them for high school, college, and beyond, including: organization, critical thinking, growth mindset, collaboration, creativity, public speaking, social-emotional learning, and respect for self and others. The following process goals are a critical component of an education at Wornick Jewish Day School.

### **Effective Leadership Skills**

- Follows class norms, routines, and expectations
  - Takes responsibility for actions
  - Demonstrates problem-solving skills
  - Takes initiative
  - Respects self, others, and the environment
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### **Effective Communication Skills**

- Self-advocates for social, emotional, and academic needs

- Participates in a range of collaborative discussions
  - Asks clarifying questions
  - Collaborates with peers
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### **Effective Learning Skills**

- Keeps personal space and materials organized
- Works independently
- Completes and hands in homework on time
- Applies constructive feedback
- Exhibits neatness and legibility
- Follows directions