

LANGUAGE ARTS CONTENT STANDARDS FOR KINDERGARTEN

Reading

1. Word Analysis, Fluency, and Systematic Vocabulary Development

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

2. Reading Comprehension

Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known).

3. Literary Response and Analysis

Students listen and respond to stories based on well-known characters, themes, plots, and settings.

Writing

1. Writing Strategies

Students write words and brief sentences that are legible.

Organization and Focus

- Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.
- Write consonant-vowel-consonant words.
- Write by moving from left to right and from top to bottom.

Penmanship

- Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.

Written and Oral Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1. Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions.

Listening and Speaking

1. Listening and Speaking Strategies

Students listen and respond to oral communication. They speak in clear and coherent sentences.

2. Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

MATHEMATICS CONTENT STANDARDS FOR KINDERGARTEN

Number Sense

- Standard 1: Students understand the relationship between numbers and quantities, i.e., that a set of objects has the same number of objects in different situations, regardless of its position or arrangement.
- Standard 2: Students understand and describe simple addition and subtraction problems.
- Standard 3: Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens place.

Algebra and Functions

- Standard 1: Students sort and classify objects.

Measurement and Geometry

- Standard 1: Students understand that there are properties such as length, weight, capacity, and time and that comparisons can be made by using these properties.
- Standard 2: Students identify common geometric objects in their environment and describe their features.

Statistics, Data Analysis, and Probability

- Standard 1: Students collect information about objects in their environment.

Mathematical Reasoning

- Standard 1: Students make decisions about how to set up a problem.
- Standard 2: Students solve problems in reasonable ways and justify reasoning.

SCIENCE CONTENT STANDARDS FOR KINDERGARTEN

Physical Sciences

1. Properties of materials can be observed, measured, and predicted.

Life Sciences

2. Different types of plants and animals inhabit the earth.

Earth Sciences

3. Earth is composed of land, air, and water.

Investigation and Experimentation

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

SOCIAL STUDIES CONTENT STANDARDS FOR KINDERGARTEN

Learning and Working Now and Long Ago

Students in kindergarten are introduced to basic spatial, temporal, and causal 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 of human experience 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.

1. Students understand that being a good citizen involves acting in certain ways.
2. Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.
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.
4. Students compare and contrast the locations of people, places, and environments and describe their characteristics.
5. Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.
6. Students understand that history relates to events, people, and places of other times.