

LANGUAGE ARTS

By the end of Kindergarten, students will:

STANDARDS FOR LITERATURE

Key Ideas & Details

- With prompting and support, ask and answer questions about 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 & 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.

Integration of Knowledge & Ideas

- With prompting and support, describe the relationship between illustrations and the story in which they appear.
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

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

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas & 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 & 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.

Integration of Knowledge & Ideas

- With prompting and support, describe the relationship between illustrations and the text in which they appear.
- 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.

Range of Reading and Level of Text Complexity

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

READING STANDARDS: FOUNDATIONAL SKILLS

Print Concepts

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

Phonological Awareness

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

Phonics & 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.

WRITING STANDARDS

Text Types & 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.
- 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 & 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 collaboration with peers.

Research to Build & Present Knowledge

- 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 & LISTENING STANDARDS

Comprehension & 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.

Presentation of Knowledge & 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.

LANGUAGE STANDARDS

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.

K

KINDERGARTEN



WWW.CUSD.COM/STANDARDS

K

- 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.

MATHEMATICS

By the end of Kindergarten, students will:

COUNTING AND CARDINALITY

Know number names and the count sequence.

- Count to 100 by ones and by tens.
- Count forward beginning from a given number.
- Write numbers from 0 to 20.

Count to tell the number of objects.

- Understand the relationship between numbers and quantities, connecting counting to cardinality. Place numbers in order, name groups of objects by using a number, and understand that the last object counted tells the number of objects in a group. Understand that adding an object to a group makes the total number one bigger.
- Count to answer “how many?”

Compare numbers.

- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, up to ten.
- Compare two written numbers between 1 and 10.

OPERATIONS AND ALGEBRAIC THINKING

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

- Represent addition and subtraction with objects, fingers, mental images, drawings, verbal explanations, or equations.
- Solve addition and subtraction word problems, and add and subtract within 10.
- Take apart numbers less than or equal to 10 and record them using drawing or equations (e.g., $5 = 2 + 3$).
- Find the number that is added to 1 through 9 to make 10 and record the answer with a drawing or equation.
- Fluently add and subtract within 5.

NUMBER AND OPERATIONS IN BASE TEN

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

- Take apart and put together numbers from 11 to 19 by naming the tens and ones. Record the answer using drawings or equations.

MEASUREMENT AND DATA

Describe and compare measurable attributes.

- Describe ways to measure objects, such as length or weight.
- Compare two objects that are measured the same way, using “more of/less of”, and describe the difference.

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

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

GEOMETRY

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

- Describe objects in the environment using names of shapes, and describe the positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- Correctly name shapes regardless of orientation or size.
- Identify shapes as two-dimensional (flat) or three-dimensional (solid).

Analyze, compare, create, and compose shapes.

- Tell about and compare two- and three-dimensional shapes, in different sizes and orientations.
- Model shapes in the world by drawing or building from materials.
- Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”

SCIENCE

By the end of Kindergarten, students will:

LIFE SCIENCES

- Use observations to describe what plants and animals (including humans) need to survive.

EARTH & SPACE SCIENCES

- Use and share observations of local weather conditions to describe patterns over time.
- Use evidence to discuss how plants and animals (including humans) can change the environment to meet their needs.
- Use a model (i.e., diagram, drawing, dramatization or storyboard) to show the relationship between the needs of plants or animals (including humans) and the places they live.
- Ask questions to understand how weather forecasting helps communities prepare for and respond to severe weather events.
- Discuss choices humans could make in their local environment to reduce their impact on the land, water, air and other living things.

PHYSICAL SCIENCES

- Investigate how different strengths of pushes and pulls effect the motion of an object.
- Investigate how different directions of pushes and pulls effect the motion of an object.
- Determine if a design works as intended to change the speed or direction of an object.
- Make observations to determine the effect of sunlight on Earth’s surface.
- Design and build a structure that will reduce the warming effect of sunlight on an area.

ENGINEERING DESIGN (GRADES K-2)

- Ask questions and make observations to solve a simple problem by developing a new or improved tool.
- Create a simple drawing or physical representation to show how the shape of an object can help it function in solving a problem.
- Compare the strengths and weaknesses of two objects designed to solve the same problem.

HISTORY/SOCIAL SCIENCE

By the end of Kindergarten, students will:

LEARNING AND WORKING NOW AND LONG AGO

Being a Good Citizen

- Learn that being a good citizen involves acting in certain ways.

National and State Symbols

- Recognize symbols such as the United States and California flags.

Descriptions of Work

- Learn about the work people do in their school, their community, and in history.

Geography

- Be introduced to spatial relationships.
- Understand ideas of near/far, left/right, and behind/in-front.
- Begin to learn to read maps.
- Identify basic traffic and map symbols.

Putting Events in Chronological Order

- Put familiar events in chronological order.

History

- Learn that history relates to events, people, and places of other times.
- Describe reasons for national holidays.