

Kindergarten NYS Standards Overview



Welcome to kindergarten. This overview, aligned with the New York State standards, is intended to provide you with a better understanding of what is expected of your child this year. Children enter kindergarten with diverse experiences and varying abilities, and they continue to grow at different rates of skill development. Kindergarten is a place where children begin to develop a sense of who they are and start to become active learners. We look forward to working together with you to guarantee that your child will have a positive educational experience.

English Language Arts - ELA

Language Arts is an important focus in kindergarten. The children are immersed in a language-rich environment and are encouraged to develop communication skills through varied reading and writing experiences. The language arts of reading, writing, listening and speaking are fundamental to all learning and integrated throughout the curriculum.

Reading Standards (Literary and Informational Text)



Key Ideas and Details

1. Develop and answer questions about a text
2. Retell stories or share key details from a text
3. Identify characters, settings, major events in a story, or pieces of information in a text

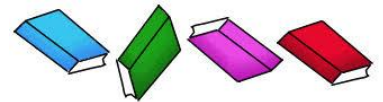
Craft and Structure

4. Identify specific words that express feelings and senses
5. Identify literary and informational texts
6. Name the author and illustrator and define the role of each in presenting the ideas in a text

Integration of Knowledge and Ideas

7. Describe the relationship between illustrations and the text
8. Identify specific information to support ideas in a text
9. Make connections between self, text, and the world

Reading Standards (Foundational Skills)



Print Concepts

1. Demonstrate understanding of the organization and basic features of print
 - a. Follow words from left to right, top to bottom, and page by page
 - b. Recognize that spoken words are represented in written language by specific sequences of letters
 - c. Understand that words are separated by spaces in print
 - d. Recognize and name all upper- and lowercase letters of the alphabet
 - e. Identify the front cover, back cover, and title page of a book

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
 - a. Recognize and produce spoken rhyming words
 - b. Blend and segment syllables in spoken words
 - c. Blend and segment onsets and rimes of spoken words
 - d. Blend and segment individual sounds (phonemes) in spoken one-syllable words
 - e. Create new words by manipulating the phonemes orally in one-syllable words

Phonics and Word Recognition

3. Know and apply phonics and word analysis skills in decoding words

- a. Demonstrate one-to-one letter sound correspondence by producing the primary sound or most frequent sound for each consonant
- b. Decode short vowel sounds with common spellings
- c. Decode some regularly spelled one-syllable words
- d. Read common high-frequency words by sight

Fluency

4. Will engage with emergent-reader texts and read-alouds to demonstrate comprehension

Writing Standards



Text Types and Purposes

1. Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion
2. Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information
3. Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence
4. Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem)

Research to Build and Present Knowledge

5. Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge
6. Recall and represent relevant information from experiences to gather information from provided sources to answer a question in a variety of ways (e.g., drawing, oral expression, and/or emergent writing)

Speaking and Listening Standards

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse peers and adults in small and large groups and during play
 - a. Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic
 - b. Participate in conversations through multiple exchanges
 - c. Consider individual differences when communicating with others
2. Participate in conversation about features of diverse texts and formats
3. Develop and answer questions to clarify what the speaker says

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events with detail
5. Create and/or utilize existing visual displays to support descriptions
6. Express thoughts, feelings, and ideas

Language Standards



Conventions of Academic English/Language for Learning

1. Demonstrate command of the conventions of academic English grammar and usage when writing or speaking
2. Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing

Vocabulary Acquisition and Use

3. Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences, including, but not limited to the following:
 - a. Identify new meanings for familiar words and apply them accurately
 - b. Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word
4. Explore and discuss word relationships and word meanings
 - a. Sort common objects into categories to gain a sense of the concepts that categories represent
 - b. Demonstrate understand of frequently occurring verbs and adjectives by relating them to their opposites
 - c. Use words to identify and describe the world, making connections between words and their use
 - d. Explore variations among verbs that describe the same general action by acting out the meanings
5. Use words and phrases acquired through conversations, reading and being read to, and responding to texts

MATHEMATICS



Students will have the opportunity to explore, reason, analyze, and problem solve. Instructional time will focus on two critical areas: (1) representing and comparing whole numbers; (2) describing shapes and space. The Standards for Mathematical Practice describe ways in which students should engage with the subject matter as they grow in mathematical maturity and expertise.

Mathematical Practices

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

Counting and Cardinality

Know number names and the count sequence

1. Count to 100 by ones and by tens
2. Count forward beginning from a given number within the known sequence
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20

Count to tell the number of objects

4. Understand the relationship between numbers and quantities; connect counting to cardinality,
 - a. When counting objects, say the number name in the standard order, pairing each object with one and only one number name and each number name with one and only one object
 - b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted
 - c. Understand that each successive number name refers to a quantity that is one larger
 - d. Develop understanding of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers
5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

Compare Numbers

6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group
7. Compare two numbers between 1 and 10 presented as written numerals

Operations and Algebraic Thinking

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

1. Represent addition and subtraction with objects, fingers, mental images, drawings, acting out situations, verbal explanations, expressions, or equations
2. Solve addition and subtraction word problems, and add and subtract within 10
3. Decompose numbers less than or equal to 10 into pairs in more than one way
4. For any number from 1 to 9, find the number that makes 10 when added to the given number and record the answer with a drawing or equation
5. Fluently add and subtract within 5

Number and Operations in Base Ten

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



Measurement and Data

1. Describe measurable attributes of objects, such as length or weight. And directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.
2. Classify objects into given categories; count the numbers of objects in each category and sort the categories

Geometry

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

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to
2. Correctly name shapes regardless of their orientations or overall size.
Identify shapes as two-dimensional or three-dimensional

Analyze, compare, create, and compose shapes

4. Analyze and compare two-and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes
5. Model shapes in the world by building shapes from components and drawing shapes
6. Compose simple shapes to form larger shapes

SOCIAL STUDIES



The social studies program focuses on helping students develop an awareness of themselves and the world around them. Children learn about values, ideas, customs, and traditions through folktales, legends, music, and oral histories. They begin to learn about their role as citizens, build relationships with others in the classroom, and learn about rules and laws within the school setting.

Geography

Students will recognize maps, globes, and symbols for land and water, and be able to locate the United States and New York.

Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Economics

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

History

Students will demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and examine the broad sweep of history from a variety of perspectives.

Social Studies Practices

A. Gathering, Interpreting and Using Evidence

1. Ask questions.
2. Recognize forms of evidence used to make meaning in social studies.
3. Identify the author or creator of a book or map.
4. Identify opinions expressed by others.

B. Chronological Reasoning and Causation

1. Retell an important life event in sequential order.
2. Understand the concept of time measurements, including days and weeks.
3. Identify causes and effects, using an example from his/her family life.
4. Identify change over time in his/her life.
5. Identify events of the past, present, and future in his/her life.
6. Identify routines and common occurrences in his/her life.

C. Comparison and Contextualization

1. Identify similarities and differences between home and school.
2. Identify similarities and differences between him/her and others.
3. Describe an event in his/her life.

D. Geographic Reasoning

1. Ask geographic questions about where places are located and why they are located there, using location terms and geographic representations, such as maps, photographs, satellite images, and models.
2. Identify natural events or physical features, such as land, water, air, and wind.
3. Describe how environment affects his/her activities.
4. Identify a pattern.
5. Identify a human activity that changed a place.

E. Economics and Economic Systems

1. Identify examples of scarcity and choices made due to scarcity.
2. Identify examples of goods and services.
3. Identify what money is and how it is used in society.

F. Civic Participation

1. Demonstrate respect for the rights of others.
2. Participate in activities that focus on a classroom or school issue or problem.
3. Identify the role of the individual in classroom participation.
4. Show respect in issues involving difference and conflict.
5. Identify situations in which social actions are required.
6. Identify the school principal and his/her role within the school.
7. Identify and follow rules in the classroom and school.

SCIENCE



Opportunities are provided for students to obtain a high-quality science education in Life Science, Physical Science, and Earth & Space Science through three-dimensional learning. Students will engage in science and engineering practices, acquire sufficient core content knowledge, and make connections of science across other disciplines.

Matter and Its Interactions

1. Plan and conduct an investigation to test the claim that different kinds of matter exist as either solid or liquid, depending on temperature

Forces and Interactions

1. Investigate the effects of different strengths or directions of pushes and pulls on the motion of an object
2. Analyze data to determine if a design works as intended to change the speed or direction of an object with a push or pull

Interdependent Relationships in Ecosystems

1. Use observations to describe patterns of what plants and animals need to survive
2. Construct an argument with evidence for how plants and animals can change the environment to meet their needs
3. Use a model to represent the relationship between the needs of plants or animals and the places they live
4. Communicate solutions that will reduce the impact of humans on living organisms and non-living things in the local environment

Weather and Climate

1. Use and share observations of local weather to describe patterns
2. Ask questions to obtain information about weather forecasting to prepare for, and respond to, severe weather
3. Make observations to determine the effect of sunlight on Earth's surface
4. Design and build a structure that will reduce warming effects of sunlight on an area

K-2 Engineering Design

1. Ask questions, make observations, and gather information to define a simple problem that can be solved through a new or improved object or tool
2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps its function to solve a problem
3. Analyze data from tests of two objects designed to solve the same problem and compare the strengths and weaknesses of how each performs

TECHNOLOGY

Computer technology is integrated into the classroom and into the curriculum to support student learning, maximize individual achievement, and enhance teacher productivity. Students should be both comfortable with and adept to using computer technology, adjust to technology as it changes, and be able to use it as a tool to manipulate information and solve problems.

SPECIAL AREAS

Music, art, physical education, and library media are important parts of your child's educational experience. In participating in these special area programs, children are introduced to the fundamentals of each specific discipline. Active, hands-on experience is provided and students are encouraged to express themselves and communicate through the various subject area media.

Physical Education

Personal Health and Fitness

1. Develop fundamental motor skills and movement concepts
2. Develop fundamental body and spatial awareness
3. Develop awareness of basic social and cooperative skills
4. Develop fundamental understanding of good nutrition and health

A Safe and Healthy Environment

1. Develop awareness of personal safety
2. Develop awareness of the five senses
3. Develop awareness of environmental health and good character
4. Develop knowledge and understanding of safety and rules
5. Develop basic listening skills and the ability to follow directions

The Arts

Music (Creating, Performing, Responding, Connecting)

1. Students will demonstrate a steady beat
2. Students will discriminate between high and low pitch, loud and soft dynamics, fast and slow tempos, and the four types of speaking and singing voices
3. Students will be able to identify and play basic classroom musical instruments
4. Students will be able to echo simple rhythm patterns
5. Students will participate and perform movement and dance in response to music
6. Students will develop a repertoire of simple vocal songs

Visual/Media Arts (Creating, Presenting/Producing, Responding, Connecting)

1. Students will create artwork drawings and paintings
2. Students will know how to use age-appropriate art materials
3. Students will participate in class using age-appropriate art materials
4. Students will analyze works of art by contemporary and historic artists

Library

1. Student appreciates the library as a resource for learning materials and uses information accurately and creatively
2. Student pursues information related to personal interests
3. Student can select age- and grade-appropriate books for reading