

LANGUAGE ARTS

(Reading Literature, Reading Informational Text, Speaking/Listening, Writing, Foundations, Language)

The expectations for language arts literacy capture language experiences all children need in order to grow intellectually, socially, and emotionally in classrooms across the curriculum. They are intended to promote students' capacities to construct meaning in any arena, with others as well as on their own. If students learn to read, write, speak, listen, and view critically, strategically, and creatively, and if they learn to use these arts individually and with others, they will have the literacy skills they need to discover personal and shared meaning throughout their lives.

Literacy is a way to acquire knowledge for thinking and communicating; it is more than the acquisition of a specific, predetermined set of skills in reading, writing, speaking, listening, and viewing. Literacy is also recognizing and understanding one's own purposes for thinking and communicating (through print or nonprint, verbal or nonverbal means) and being able to use one's own resources to achieve those purposes.

By the end of the year, your child should be able to:

- With prompting and support, ask and respond to questions about details and events or information about a text
- Retell familiar stories
- Ask questions about unfamiliar words to gain meaning
- Identify front cover, back cover, and title page of a book
- Identify key elements of a story as author, illustrator, characters, setting and major events in a story
- Identify the main topic and main ideas of the story or reading
- Locate basic information in a text they have read
- Relate pictures and illustrations to overall story
- Recognize common types of texts—(story book, poem, non-fiction, etc.)
- Compare and/or Contrast the adventures of characters in stories read or listened to
- Read early reading texts with purpose and understanding
- Understand that words are separated by spaces in print
- Recognize and name all lower and upper case letters of the alphabet
- Recognize and produce rhyming words; understand rhyming patterns
- Demonstrate basic knowledge of letter-sound recognition and how to blend them to pronounce a word
- Blend and segment consonant sounds of spoken words.
- Blend and segment initial, medial and final vowel sounds to recognize and make new word

GRADE LEVEL ACADEMIC EXPECTATIONS

KINDERGARTEN

(Aligned to the Common Core State Standards)

- Isolate and pronounce initial, medial vowel and final sounds in three phoneme words (CVC)
- Add or substitute individual sounds in simple one-syllable words to make new word
- Read at least fifty high frequency words
- Use a combination of drawing, dictating and writing to “narrate or create a story on paper” about a topic of interest
- Use drawing, dictating, and writing to narrate a single event or several events in the order in which they occurred
- With assistance, add details to revise a story so it is clearer to someone else
- Participate in conversations with peers and adults about kindergarten topics and texts that are discussed in school and at home
- Listen to others read, write, and speak, and take turns speaking , using language to communicate ideas
- Describe familiar people, places, things and events with prompting and support
- Ask questions to get information or clarify something
- Understand conventions of capitalization and punctuation as capitalizing the first word in a sentence, or identifying punctuation as periods, question marks, and exclamation points as seen in books read.
- Print most upper and lower case letters
- Understand and use question words such as: who, what where, when, why and how
- Use frequently occurring nouns and verbs
- Form regular plural nouns orally by adding s or es
- Use most frequently occurring prepositions
- Spell simple one syllable words phonetically, using the knowledge of the sound-symbol relationships
- Identify new meanings of familiar words as they are used in context
- Build real life connections between words and their use
- Use new words in conversations and in response to texts

MATHEMATICS

The vision for mathematics is focused on enabling ALL students to acquire the mathematical skills, understandings, and attitudes that they will need to be successful in their careers and daily lives.

Excellent mathematical education is based on the twin premises that *all* students *can* learn mathematics and that all students *need* to learn mathematics.

Your child will:

Counting and Cardinality:

- *Know number names and the count sequence.*
 - Count to 100 by ones and tens.
 - Count forward beginning from a given number within the known sequence.
 - Write numbers from 0 to 20.
 - Represent a number of objects with a written numeral 0-20.
- *Count to tell the number of objects.*
 - Understand the relationship between numbers and quantities.
 - Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration.
- *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.
 - 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.
 - Represent addition and subtraction with objects, fingers, mental images, drawings, acting out situations, verbal explanations, expressions, or equations.
 - Solve addition and subtraction word problems.
 - Decompose numbers less than or equal to 10 into pairs in more than one way.
 - For any number from 1 to 9, find the number that makes 10 when added to the given number.
 - Fluently add and subtract within 5.

Number and Operations in Base Ten:

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

GRADE LEVEL ACADEMIC EXPECTATIONS

KINDERGARTEN

{Aligned to the Common Core State Standards}

- Compose and decompose numbers from 11-19 into tens and ones.

Measurement and Data:

- *Describe and compare measurable attributes.*
 - Describe measurable attributes of objects, such as length or weight.
 - Directly compare two objects with a measurable attribute to see which object has more or less and describe the difference.
- *Classify objects and count the number of objects in each category.*
 - Classify objects into given categories; count the numbers of objects in each category and sort the categories.

Geometry:

- *Identify and describe shapes*
 - 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.
 - Correctly name shapes regardless of their orientations or overall size.
 - Identify shapes as two-dimensional ("flat"), or three-dimensional ("solid").
- *Analyze, compare, create, and compose shapes.*
 - Analyze and compare two-and three dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, part and other attributes.
 - Model shapes in the world by building shapes from components and drawing shapes.
 - Compose simple shapes to form larger shapes.

Mathematical Practices:

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