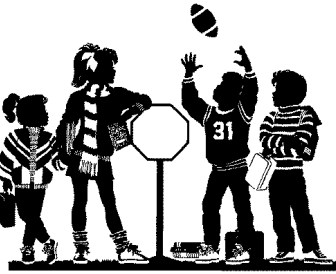


Dear Parents,

Following is a brief overview of what you may expect **kindergarten** students to experience as a core curriculum. This pamphlet lists desired student outcomes for the end of kindergarten.



WHAT CAN YOU DO TO HELP?

1. Provide a positive home atmosphere and attitude toward learning and encourage your child to do his/her best.
2. Be knowledgeable about and participate actively in the many opportunities which seek parental involvement.
3. Establish a time and place where homework can be completed and reviewed.
4. Talk with your child about shared experiences.
5. Read aloud to your child and listen to your child read or retell stories and poems to you.
6. Show your child the importance and use of reading and writing in daily life.
7. Monitor your child's television viewing and watch programs with your child whenever possible.

READING STANDARDS

Concepts About Print:

- Identify the front cover, back cover and title page of a book
- Follow words from left to right and top to bottom of a printed page
- Explain that printed materials provide information
- Recognize that sentences in print are made up of separate words
- Distinguish letters from words
- Recognize and name all upper and lower-case letters

Phonemic Awareness:

- Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f/, /s/; /th/, /j/)
- Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds (vowel-consonant, consonant-vowel, or consonant-vowel-consonant) as one sound is added, substituted, omitted, shifted or repeated

- Blend vowel-consonant sounds orally to make words or syllables
- Identify and produce rhyming words in response to spoken words
- Distinguish orally stated one-syllable words into beginning or ending sounds
- Track auditorily each word in a sentence and each syllable in a word
- Count the number of syllables in a word and sounds in syllables

Decoding and Word Recognition:

- Match all consonant and short vowel sounds to appropriate letters
- Read simple one-syllable and high frequency (sight) words
- Understand that as letters of words change, so do the sounds

Vocabulary and Concept Development:

- Identify and sort common words from basic categories (e.g., colors, shapes, foods)
- Describe common objects and events in both general and specific language

Comprehension & Analysis of Grade-level Appropriate Text:

- Use pictures and context to make predictions about story content
 - Connect information and events in texts to life experiences
 - Retell familiar stories
 - Ask and answer questions about essential elements of text
- #### *Narrative Analysis of Grade-level Appropriate Text:*
- Distinguish fantasy from realistic text
 - Identify different text genres, including everyday print materials such as storybooks, poems, newspapers, signs, labels
 - Identify characters, settings, and key events

WRITING STANDARDS

- Use letters and phonetically-spelled words to write about experiences, stories, people, objects or events
- Write consonant-vowel-consonant words (demonstrate the alphabetic principle)
- Write using a left-to-right, top-to-bottom progression
- Write uppercase and lowercase letters independently, attending to form and spatial alignment

LISTENING & SPEAKING STANDARDS

- Understand and follow one- and two-step oral directions
- Share information, opinions and questions, speaking audibly in coherent, complete sentences
- Describe people, places, things, location, size, color, shape and action
- Recite short poems, rhymes, and songs

- Relate an experience or creative story in a logical sequence

ORAL AND WRITTEN ENGLISH LANGUAGE STANDARDS

- Recognize and use complete and coherent sentences when speaking
- Use phonetic knowledge and sounds of the alphabet to spell independently

MATHEMATICS STANDARDS

Students understand the relationships between numbers and quantities

- Compare 2 or more sets
- Count, recognize, represent, name and order numbers to 30
- Larger numbers represent more objects than smaller numbers

Students understand and describe simple addition and subtraction situations

- Use concrete objects to determine the answers to addition and subtraction problems

Students use estimation

Students identify, sort and classify objects

Students understand that there are properties such as length, weight, capacity and time

- Compare the length, weight, capacity, time
- Demonstrate understanding of concepts of time (morning, noon, etc.)
- Days of the week
- Identify time (nearest hour) of everyday events

Students identify common geometric objects

- Name geometric objects
- Compare familiar plane and solid objects by common attributes

Students collect information about objects and events in their environment

- Pose information questions, collect data and record results using objects, pictures, picture graphs
- Identify, describe and extend simple patterns

Students solve problems in reasonable ways and justify reasoning

- Decide about the approach materials and strategies
- Use tools and strategies such as manipulatives to model problems
- Explain the reasoning used with concrete objects and pictorial representation
- Make precise calculations and check validity of results

SCIENCE STANDARDS

Scientific Method – Investigation and Experimentation

Asking meaningful questions and conducting careful investigations is the basis for scientific progress.

Students will demonstrate an understanding of the following concepts:

Physical Sciences

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

Life Sciences

- Different types of plants and animals inhabit the Earth.

Earth Sciences

- The Earth is composed of land, air and water.

HISTORY/SOCIAL STUDIES STANDARDS

Students demonstrate an understanding that being a good citizen involves acting in certain ways, in terms of:

1. examples of rules, such as sharing and taking turns, and the consequences of breaking them
2. examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history, in stories and in folklore
3. the beliefs and related behavior of characters in stories from times past, and the consequences of their actions

Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.

Students match simple descriptions of work that people do and the names of those jobs with examples from the school, local community and historical accounts.

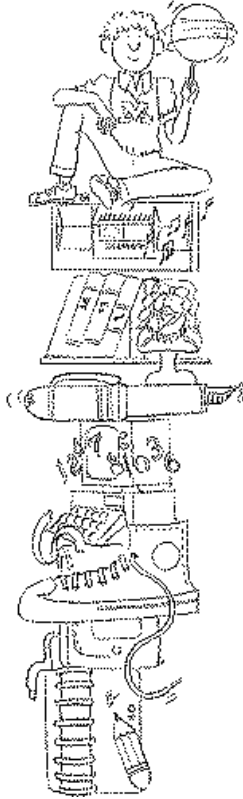
Students compare and contrast the locations of people, places, and environments and describe the human and physical characteristics of places by:

1. determining the relative location of objects using near/far, left/right, behind/in front
2. distinguishing between land and water and locating general areas referenced in historically-based legends and stories on maps and globes
3. identifying traffic symbols and map symbols (legend references to land, water, roads, and cities)
4. constructing maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines
5. demonstrating familiarity with the school's layout, environs and the jobs people do there

Students put events in temporal order by using a calendar, placing days, weeks, and months in proper order.

Students understand that history relates to events, people, and places of other times, in terms of:

1. the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were behind the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, and Veterans Day)
2. the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin
3. the different ways people lived in earlier days and how their lives would be different today (e.g., the process of getting water from a well, growing food, making clothing, having fun, the type of organizations, rules and laws)



THE ARTS STANDARDS

- Use imagination and creative symbolism to express perceptions
- Explore design elements (shape, line, value, color, texture and form) with emphasis on pattern (repetition, rhythm, and balance)
- Talk about art objects, dances, and music from different times, cultures and places
- Integrate visual art with storytelling
- Look at, discuss and make pieces which display moods and feelings
- Use basic arts materials effectively and cooperatively
- Observe, imitate and interpret movements of people, animals, ideas, and objects
- Move the body at individual joints or as a total unit; name and perform basic actions such as walk, run, skip, leap
- Create movements that reflect personal experiences

- Create original works of theatre and perform works created by others
- Perform music using a variety of sound sources, including the voice and various instruments
- Connect concepts about art, music, drama and dance to other subject areas and to real life

PHYSICAL EDUCATION STANDARDS

- Students understand that skill improvement occurs with correctly practicing a skill many times
- Students demonstrate the correct technique for fundamental locomotor and nonlocomotor skills
- Students participate in a wide variety of activities that involve locomotor, nonlocomotor, and manipulative skills
- Students participate in a variety of movement activities leading to personal feelings of success and achievement
- Students identify the physical changes occurring with their bodies and the impact on movement performance
- Students analyze movement performance using static stability to learn or improve movement skills
- Students describe the function of the cardiorespiratory system as it relates to exercise
- Students participate in a variety of fitness development exercises
- Students experience the aesthetic dimension of their environment through interpretive play
- Students play alone in personal space without interfering with others
- Students interpret their environment through physical activity in terms of time and space
- Students describe what they do when they go outside for physical education

HEALTH STANDARDS

- Students understand ways to enhance and maintain their own physical and emotional health and well-being
- Students understand ways to prevent disease and speed recovery from illness
- Students understand ways to reduce the risk of becoming involved in potentially dangerous situations and react to situations in ways that protect their health
- Students know how to play a positive, active role in promoting the physical and emotional health of their families
- Students know how to promote positive health practices within the school and community, including positive relationships with peers
- Students begin to understand the variety of physical, mental, emotional, and social changes that occur throughout life
- Students understand and appreciate individual differences in growth and development
- Students begin to identify products, services, and information that may be helpful or harmful to their health



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