



Kindergarten Curriculum Standards

READING STANDARDS FOR LITERATURE

Key Ideas and Details

- 1: With prompting and support, ask and answer questions about key details in a text.
- 2: With prompting and support, retell familiar stories, including key details.
- 3: With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

- 4: Ask and answer questions about unknown words in a text.
- 5: Recognize common types of texts (e.g., storybooks, poems).
- 6: 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 and Ideas

- 7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- 8: N/A
- 9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

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

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

- 1: With prompting and support, ask and answer questions about key details in a text.
- 2: With prompting and support, identify the main topic and retell key details of a text.
- 3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

- 4: With prompting and support, ask and answer questions about unknown words in a text.
- 5: Identify the front cover, back cover, and title page of a book.
- 6: 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 and Ideas

- 7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or ideas in the text an illustration depicts).
- 8: With prompting and support, identify the reasons an author gives to support points in a text.
- 9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

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

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.

Phonological Awareness

- 2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a: Recognize and produce rhyming words.
 - b: Count, pronounce, blend, and segment syllables in spoken words.
 - c: Blend and segment onsets and rimes of single-syllable spoken words.
 - d: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
 - e: Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

- 3: Know and apply grade-level phonics and word analysis skills in decoding words.
 - a: Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
 - b: Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
 - c: Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is are, do does).
 - d: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

- 4: Read emergent-reader texts with purpose and understanding.

WRITING STANDARDS**Text Types and Purposes**

- 1: 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 (e.g., *My favorite books is . . .*).
- 2: 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.
- 3: 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 and Distribution of Writing

- 4: N/A – Begins in grade 4
- 5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- 6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

- 7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- 8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- 9: N/A - Begins in grade 3

Range of Writing

- 10: N/A – Begins in grade 3

SPEAKING AND LISTENING STANDARDS**Comprehension and Collaboration**

- 1: Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
 - a: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - b: Continue a conversation through multiple exchanges.
- 2: 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.
- 3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

- 4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- 5: Add drawings or other visual displays to descriptions as desired to provide additional detail.
- 6: Speak audibly and express thoughts, feelings, and ideas clearly.

LANGUAGE STANDARDS**Conventions of Standard English**

- 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a: Print many upper- and lowercase letters.
 - b: Use frequently occurring nouns and verbs.
 - c: Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
 - d: Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
 - e: Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
 - f: Produce and expand complete sentences in shared language activities.
- 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a: Capitalize the first word in a sentence and the pronoun *I*.
 - b: Recognize and name end punctuation.
 - c: Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- 3: N/A – Begins in grade 2

Vocabulary Acquisition and Use

- 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.
 - a: Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
 - b: Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.
- 5: With guidance and support from adults, explore word relationships and nuances in word meanings.
 - a: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - c: Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
 - d: Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
- 6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

MATHEMATICS**COUNTING AND CARDINALITY****Know number names and the count sequence**

- 1: Count to 100 by ones and 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.

Counting to tell the number of objects

- 4: Understand the relationship between numbers and quantities; connect counting to cardinality.
- 5: 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 given a number from 1-20, count out that many objects.

Comparing 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, e.g., by using matching and counting strategies.
- 7: Compare two number between 1 and 10 presented as written numerals

OPERATIONS AND ALGEBRAIC THINKING**Understanding addition as putting together and adding to, and understanding subtraction as taking apart and taking from.**

- 1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- 2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- 3: Decompose numbers less than or equal to 10 into pairs in more than one way, eg., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=4+1$).
- 4: For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
- 5: Fluently add and subtract within 5.

NUMBER AND OPERATIONS IN BASE TEN**Working with numbers 11 – 19 to gain foundations for place value**

- 1: Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18=10+8$); understand that these numbers are composed of ten ones and one, two, three, four.....ones.

MEASUREMENT AND DATA**Describe and compare measurable attributes.**

- 1: Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- 2: 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.

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

- 3: Classify objects or people into given categories; count the numbers in each category and sort the categories by count. (limit category counts to be less than or equal to 10.)

GEOMETRY**Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinder, 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.
- 3: Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

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 (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
- 5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- 6: Compose simple shapes to form larger shapes.

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.

SCIENCE**INQUIRY PROCESS****Observations, Questions, and Hypotheses**

Observe common objects using multiple senses.

Ask questions based on experiences with objects, organisms, and events in the environment.

Predict results of an investigation based on life, physical, and earth and space sciences (e.g., the five senses, changes in weather).

Scientific Testing (Investigating and Modeling)

Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry.

Participate in guided investigations in life, physical, and earth and space sciences.

Perform simple measurements using non-standard units of measure to collect data.

Analysis and Conclusions

Organize (e.g., compare, classify, and sequence) objects, organisms, and events according to various characteristics.

Compare objects according to their measurable characteristics (e.g., longer/shorter, lighter/heavier).

Communication

Communicate observations with pictographs, pictures, models, and/or words.

Communicate with other groups to describe the results of an investigation.

HISTORY AND NATURE OF SCIENCE**History of Science as a Human Endeavor**

Give examples of how diverse people (e.g., children, parents, weather reporters, cooks, healthcare workers, gardeners) use science in daily life.

Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Jane Goodall (scientist), Louis Braille (inventor)).

SCIENCE IN PERSONAL AND SOCIAL PERSPECTIVES**Science and Technology in Society**

Describe how simple tools (e.g., scissors, pencils, paper clips, hammers) can make tasks easier.

LIFE SCIENCE**Characteristics of Organisms**

Distinguish between living things and nonliving things.

Name the following human body parts: head, shoulders, arms, elbows, wrists, hands, fingers, legs, hips, knees, ankles, feet, heels, toes.

Identify the five senses and their related body parts: sight – eyes, hearing – ears, smell – nose, taste – tongue, touch – skin.

Life Cycles

Describe that most plants and animals will grow to physically resemble their parents.

Organisms and Environments

Identify some plants and animals that exist in the local environment.

Identify that plants and animals need the following to grow and survive: food, water, air, space.

Describe changes observed in a small system (e.g., ant farm, plant terrarium, aquarium).

PHYSICAL SCIENCE**Properties of Objects and Materials**

Identify the following observable properties of objects using the senses: shape, texture, size, color.

Compare objects by the following observable properties: size, color, type of material.

Position and Motion of Objects

Describe spatial relationships (i.e., above, below, next to, left, right, middle, center) of objects.

Energy and Magnetism

Investigate how applied forces (push and pull) can make things move.

Investigate how forces can make things move without another thing touching them (e.g., magnets, static electricity).

Sort materials according to whether they are or are not attracted by a magnet.

Identify familiar everyday uses of magnets (e.g., in toys, cabinet locks, decoration).

EARTH AND SPACE SCIENCE**Properties of Earth Materials**

Identify rocks, soil, and water as basic earth materials.

Compare physical properties (e.g., color, texture, capacity to retain water) of basic earth materials.

Classify a variety of objects as being natural or man-made.

Identify ways some natural or man-made materials can be reused or recycled (e.g., efficient use of paper, recycle aluminum cans).

Changes in the Earth and Sky

Identify the following aspects of weather: temperature, wind, precipitation, storms.

Describe observable changes in weather.

Give examples of how the weather affects people's daily activities.

SOCIAL STUDIES**AMERICAN HISTORY****Research Skills for History**

Retell personal events to show an understanding of how history is the story of events, people, and places in the past.

Listen to recounts of historical events and people and discuss how they relate to present day.

Sequence recounts of historical events and people using the concepts of before and after.

Use primary source materials (e.g., photos, artifacts, etc.) to study people and events from the past.

Early Civilizations

Recognize that Native Americans are the original inhabitants of North America

Exploration and Colonization

Recognize that explorers (e.g., Columbus, Leif Ericson), traveled to world places that were new to them.

Recognize that exploration resulted in the exchange of ideas, culture, and goods (foods, animals, plants, artifacts).

Revolution and New Nation

Recognize that George Washington was our first president.

Recognize that the Fourth of July is our nation's birthday.

Postwar United States

Recognize that astronauts (e.g. John Glenn, Neil Armstrong, Sally Ride) are explorers of space.

Contemporary United States

Use information from written documents, oral presentations, and media to discuss current local events.

WORLD HISTORY**Research Skills for History**

Retell personal events to show an understanding of how history is the story of events, people, and places in the past.

Listen to recounts of historical events and people and discuss how they relate to present day.

Sequence recounts of historical events and people using the concepts of before and after.

Use primary source materials (e.g. photos, artifacts) to study people and events from the past.

Early Civilizations

Recognize that groups of people in early civilizations (e.g. people of the Americas, Europeans, Asians, Africans) moved from place to place to hunt and gather food.

Recognize that early civilizations improved their lives through advancements (e.g. domestication of animals, tools, farming methods, calendars).

Encounters and Exchange

Recognize that explorers (e.g. Marco Polo, Magellan) traveled to world places that were new to them.

Recognize that exploration resulted in the exchange of ideas, culture, and goods (e.g. foods, animals, plants, artifacts).

Contemporary World

Use information from written documents, oral presentations, and the media to discuss current events.

CIVICS/GOVERNMENT**Foundations of Government**

Recognize national symbols and monuments that represent American democracy and values: American flag, Bald Eagle, Statue of Liberty, White House.

Recognize the Pledge of Allegiance and the National Anthem.

Recognize the significance of national holidays: Thanksgiving, Presidents' Day, Martin Luther King, Jr. Day, Constitution Day.

Identify Presidents George Washington and Abraham Lincoln as leaders of our democracy.

Recognize that classmates have varied backgrounds but may share principles, goals, customs, and traditions.

Structure of Government

Identify the current President of the United States and Governor of Arizona.

Rights, Responsibilities, and Roles of Citizenship

Identify examples of responsible citizenship in the school setting and in stories about the past/present.

Recognize the rights and responsibilities of citizenship:

Elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated.

Importance of participation and cooperation in a classroom and community.

Why there are rules and the consequences for violating them.

Responsibility of voting (every vote counts).

Discuss the importance of students contributing to a community (e.g., helping others, working together, cleaning up the playground).

Identify people who help keep communities and citizens safe (e.g. police, firefighters, nurses, doctors).

GEOGRAPHY**The World in Spatial Terms**

Recognizes the differences between maps and globes.

Constructs maps of a familiar place (e.g. classroom, bedroom, playground, neighborhood).

Determine the relative location of objects using the terms near/far, behind/in front, over/under, left/right, up/down.

Identify land and water on maps, illustrations, images and globes.

Locate continents and oceans on a map or globe.

Places and Regions

Recognize through images how people live differently in other places and times.

Human Systems

Discuss food, clothing, housing, recreation, celebrations practiced by cultural groups in the community.

Discuss how land in the students' community is used for industry, housing, business, agriculture, and recreation.

Describe how people earn a living in the community and the places they work.

Environment and Society

Identify the origin of natural resources (e.g. fish from seas, minerals from the ground, wood from trees).

Recognize that resources are renewable, recyclable, and non-renewable.

Geographic Applications

Discuss geographic concepts related to current events.

ECONOMICS**Foundations of Economics**

Discuss different types of jobs that people do.

Match simple descriptions of work with the names of those jobs.

Give examples of work activities that people do at home.

Discuss differences between needs and wants.

Recognize various forms of U.S. currency.

Recognize that people use money to purchase goods and services.