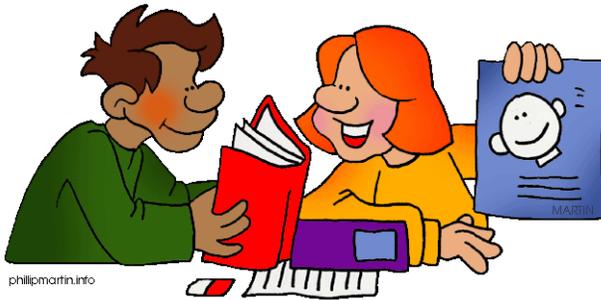


# KINDERGARTEN

## Curriculum Guide for Parents

The Common Core State Standards (also known as the *North Carolina Standard Course of Study*) focus on English/Language Arts and Mathematics, and integrate literacy in all subject areas. The North Carolina Essential Standards provide standards for Social Studies, Science, Information and Technology, Arts Education, Healthful Living, and other subject areas. These standards describe what students are supposed to know from kindergarten through 12th grade. Each year builds on the next so that by high school graduation, young people are prepared to go to college or to enter the workplace.



The purpose of this brochure is to provide information to parents about what students will be expected to know and be able to do during their year in kindergarten.

### Other Curriculum Areas:

#### INFORMATION AND TECHNOLOGY



Students will learn to work with sources of information and informational text. They will use technology as a tool and understand the research process. Students will understand safety and ethical issues.

#### HEALTHFUL LIVING



Students will learn about feelings, nutrition, and physical activity. They will understand safety and will work on motor skill development, movement concepts, health-related fitness, and personal/social responsibility.

#### MUSIC



Students will exemplify musical literacy. They will understand how to respond to music. Students will understand how music is relevant in many contexts.

#### VISUAL ARTS



Students will use the language of visual arts to communicate effectively. They will apply creative and critical thinking skills to artistic expression, and will understand the interdisciplinary connections and life applications of the visual arts.

## English/Language Arts

The kindergarten English/Language Arts Common Core Standards are organized around six strands. A description of each is provided for your information. During the year, students will listen to stories read aloud, create their own stories, and talk about reading. Through these activities, they will learn foundational strategies and skills that will enable them to participate in fluency building activities and begin to read independently.



## English/Language Arts

### **Reading: Literature**

Students will learn how to ask and answer questions about key details in a text. They will retell familiar stories and include key details. They will identify characters, settings, and major events in a story. Students will ask and answer questions about unknown words in a text. They will name the author and illustrator of a story, define the role of each and describe the relationship between illustrations and the story in which they appear. Students will actively engage in small group reading activities with purpose and understanding.

### **Reading: Informational Text**

Students will learn how to ask and answer questions about key details in a text. They will identify the main topic and retell key details of a text and describe the connection between two individuals, events, ideas, or pieces of information in a text. Students will ask and answer questions about unknown words in a text. They will identify the front cover, back cover, and title page of a book. They will describe the relationship between illustrations and the text in which they appear.

### **Reading: Foundational Skills**

Students will demonstrate understanding of the organization and basic features of print. They will follow words from left to right, top to bottom, and page-by-page and recognize that spoken words are represented in written language by specific sequences of letters. They will recognize and name all upper-and lowercase letters of the alphabet. Students will demonstrate understanding of spoken words, syllables, and sounds. They will recognize and

produce rhyming words. They will know and apply grade-level phonics and word analysis skills in decoding words. They will read common high-frequency words by sight. Students will read emergent-reader texts with purpose and understanding.



### **Writing**

Students will use a combination of drawing, dictating, and writing to compose opinion pieces. They will compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. They will compose a text 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. With help, students will respond to questions and suggestions from peers and add details to strengthen writing as needed. Students will explore a variety of digital tools to produce and publish writing, including in collaboration with peers and participate in shared research and writing projects.

### **Language**

Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking (e.g., printing letters, using nouns and verbs). They will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. They will capitalize the first word in a sentence and the pronoun I. Students will spell simple words phonetically, drawing on knowledge of sound-letter relationships. They will determine or clarify the meaning of unknown and multiple-meaning words and phrases. They will distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. Students will use words and phrases acquired through conversations, reading and being read to, and responding to texts.

### **Speaking and Listening**

Students will participate in conversations about kindergarten topics and texts. They will ask and answer questions in order to seek help, get information, or clarify something that is not understood. They will describe familiar people, places, things, and events with details, and add drawings or other visual displays to descriptions.



**Reading 3D**

Reading 3D is a two-part assessment that enables teachers to get a complete picture of each child's ability to read with comprehension. It combines different indicators of foundational skills in reading through the DIBELS assessment along with a running record (TRC or text reading and comprehension) to better understand how students find meaning in the text they read.

Given at the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY), the Reading 3D assessments help teachers monitor a student's growth and progress in reading. Reports are sent home to parents after each assessment. The results of the Reading 3D assessments also allow teachers to personalize what students are taught in their guided reading groups and

provide individualized instruction to students to enable them to become better readers.



## Mathematics

The Common Core Mathematics Standards place an emphasis on eight

mathematical practices. These practices are strategies for thinking through and solving mathematical problems.

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.

Using these practices, kindergarten students will learn about:

**Counting and Cardinality**

Students will know number names and the count sequence. They will learn to count to 100 by ones and by tens. They will write numbers from 0 to 20 and represent a number of objects with a written numeral 0-20. Students will identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.

**Operations and Algebraic Thinking**

Students will understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. They will solve addition and subtraction word problems, and add and subtract within 10, (e.g., by using objects or drawings to represent the problem). Students will also fluently add and subtract within 5.

**Number and Operations in Base Ten**

Students will work with numbers 11-19 to gain foundations for place value. They will compose and decompose numbers from 11 to 19 into ten ones and some additional ones.

**Measurement and Data**

Students will describe and compare measurable attributes of objects, such as length or weight. They will classify objects and count the number of objects in each category.

**Geometry**

Students will identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). They will identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). Students will analyze, compare, create, and compose shapes.





## Science

The North Carolina Essential Standards organizes Science into

the domains of Physical Science, Earth Science, and Life Sciences. By the end of kindergarten, students should be able to conduct investigations, gather evidence, and grow in their understanding in the following areas:

### **Forces and Motion**

Students will understand the positions and motions of objects and organisms observed in the environment. They will give examples of different ways objects and organisms move.



Kindergarten students are introduced to Social Studies by exploring aspects of self, others, families, and communities

across the world. They will focus on development of awareness to the similarities among individuals in the classroom as well as within the school, community and world.

### **History**

Students will understand change over time. They will explain how people change over time and how seasons change over time. Students will explain the impact of how life events bring change.

### **Geography and Environmental Literacy**

Students will use geographic representations and terms to describe surroundings. They will use maps and globes. Students will understand the interaction between humans and the environment.

### **Matter: Properties and Change**

Students will understand how objects are described based on their physical properties and how they are used. They will classify and compare objects.

### **Earth Systems, Structures and Processes**

Students will understand change and patterns of weather that occur from day to day and throughout the year. They will summarize daily weather conditions and compare weather patterns that occur from season to season.

### **Structures and Functions of Living Organisms**

Students will compare characteristics of animals that make them alike and different from other animals and nonliving things. They will compare different types of the same animal to determine individual differences. Students will also compare characteristics of living and non-living things.

## Social Studies

### **Economics and Financial Literacy**

Students will understand basic economic concepts. They will explain how families have needs and wants. Students will be able to explain how jobs help people meet their needs and wants.



### **Civics and Governance**

Students will understand the roles of a citizen. They will practice positive relationships through fair play and friendship, and learn why citizens obey rules in the classroom, school, home, and neighborhood.

### **Culture**

Students will understand how individuals are similar and different. They will explain similarities in self and others and the elements of culture (how people speak, how people dress, foods they eat, etc.).