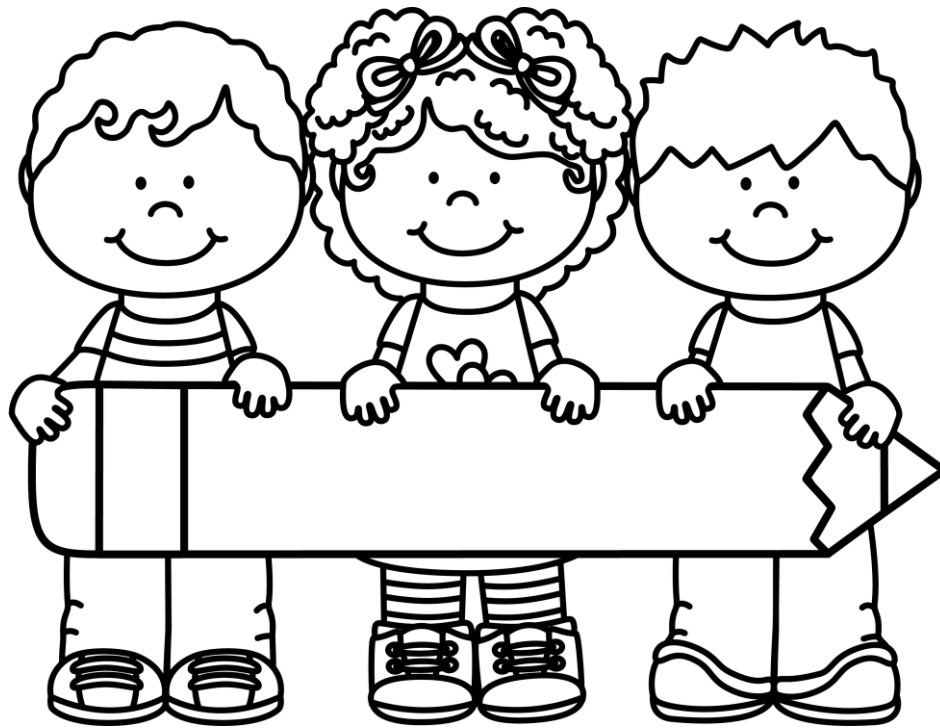


Kindergarten Teacher Guide

To Grade-Level Standards



Charlotte County Public Schools



UNDERSTANDING AND USING THIS BOOKLET

Use this booklet as a guide throughout the school year. It will help you work with your child to achieve the Florida Standards/ Next Generation Sunshine State Standards. This brochure lists the essential skills and concepts in the Grade Level Standards which students will be expected to master this year in language arts, mathematics, science, social studies, art, music, and physical education. Information about the complete listing of skills and concepts in these and other subject areas can be obtained from your child's school.

The Florida Standards/ Next Generation Sunshine State Standards are the expectations that represent what Florida students are expected to know and be able to do as a result of their year in Kindergarten. They focus on the following subjects:

English Language Arts	Mathematics	Science
Social Studies	Physical Education	The Arts

KINDERGARTEN INFORMATION

Instructional Approach: Teachers use a variety of approaches to teaching and learning in order to meet the wide range of student needs within the classroom. These include whole group instruction, flexible grouping based on interest and/or ability and individual student work. The subject areas are integrated, including technology, as much as possible so that the students see the relationships among the subjects. Emphasis is placed on applying knowledge and skills learned to real world problems.

Homework: Homework is assigned at the discretion of the teacher. If homework is assigned, it should take about 10 minutes to complete. If you have any questions or find your child is struggling with the work, please contact the teacher.

Progress Reporting: The purpose for grading and reporting is to communicate to parents what a student knows and is able to do as a result of learning. Progress is measured based upon the individual student's performance of identified learning standards. The student's progress will be reported on a Standards-Based Progress Report quarterly/ Trimester. This report provides detailed information on how well the student is progressing toward mastery of year-end standards in each subject area. This progress report reflects the Florida Standards/ NGSS and lists what the learning expectations are for the student. The progress report lists year-end standards for each subject area and shows student progress. At the end of each grading period, the teacher will indicate the child's performance level in meeting the year-end standards. The Standards-Based Progress Report will use a four point scale. The 4-1 scale replaces traditional grades and indicates the student's most recent performance level toward meeting the year-end standard.

On the performance scale a:

- 4** = Indicates the student independently and consistently exceeds grade level concepts and skills with high quality work reflecting higher level thinking skills.
- 3** = Indicates the student consistently demonstrates proficiency of grade level concepts and skills with accuracy, quality, and independence.
- 2** = Indicates the student demonstrates progress toward grade level concepts and skills, given support and assistance.
- 1** = Indicates the student demonstrates a beginning understanding of grade level concepts and skills, given support and assistance.

All curricular areas report on the standards-based progress report. Effort, attitude and behavior are reported in a separate "Learner Qualities" section. Related Arts also evaluate learning standards and continue to evaluate effort under their individual disciplines.

Not all standards taught are reflected on the progress report.

Students meeting district expectations for Kindergarten will be promoted to First Grade at the end of the year. Some students may need more time to develop these critical foundational skills and may be retained at the end of the year.

KINDERGARTEN EXPECTATIONS

The following outlines the Florida Standards for English Language Arts (ELA), Mathematics, and the Next Generation Sunshine State Standards for Social Studies, Science and the Arts. The bold print in italics indicates the expected learning targets on the standards-based progress report. The bulleted list underneath identifies all the standards (skills and concepts) that are expected to be mastered by years end.

ENGLISH LANGUAGE ARTS FLORIDA STANDARDS

READING:

Foundational Skills

Demonstrates knowledge of concepts of print and how text is organized and read (DOK1)

The student:

- demonstrates understanding of the organization and basic features of print
- follows words from left to right, top to bottom, and page by page
- recognizes that spoken words are represented in written language by specific sequences of letters
- understands that words are separated by spaces in print
- recognizes and names all upper- and lowercase letters of the alphabet

Blends, segments, and manipulates sounds (DOK 1)

The student:

- demonstrates understanding of spoken words, syllables, and sounds (phonemes)
- recognizes and produces rhyming words
- counts, pronounces, blends, and segments syllables in spoken words
- blends and segments onsets and rimes of single-syllable spoken words
- isolates and pronounces the initial, medial vowel, and final sounds
- adds or substitutes individual sounds in simple, one-syllable words to make new words

Identifies letters and letter sounds and high frequency words accurately and automatically (DOK 1)

Uses grade level phonics and word analysis skills to decode words (DOK 1)

The student:

- knows and applies grade-level phonics and word analysis skills in decoding words
- demonstrates basic knowledge of one-to-one letter-sound correspondences by producing the primary or most frequent sound for each consonant
- associates the long and short sounds with the common spellings (graphemes) for the five major vowels
- reads common high-frequency words by sight
- distinguishes between similarly spelled words by identifying the sounds of the letters that differ

Reads grade level text accurately and fluently to support comprehension (DOK 2)

The student:

- reads emergent-reader texts with purpose and understanding

Literature and Informational Text

Demonstrates comprehension by identifying and describing relationships within and across texts.

Actively engages in group reading activities with purpose and understanding of literature and informational text

The student:

- with prompting and support, asks and answers questions about key details in a text (DOK 2)
- with prompting and support, retells familiar stories, including key details (DOK 2)
- with prompting and support, identifies characters, settings, and major events in a story (DOK 1)
- with prompting and support, identifies the main topic and retells key details of a text (DOK 2)
- with prompting and support, describes the connection between two individuals, events, ideas, or pieces of information in a text (DOK 3)
- with prompting and support asks and answers questions about unknown words in a text (DOK 2)
- with prompting and support, asks and answers questions about unknown words in informational text (DOK 2)
- recognizes common types of text (e.g., storybooks, poems) (DOK 1)
- identifies the front cover, back cover, and the title page of a book (DOK 1)
- with prompting and support names the author and illustrator of a story and defines the role of each in telling the story (DOK 1)
- with prompting and support identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text (DOK 1)

- with prompting and support, identifies the reasons an author gives to support points in a text (DOK 2)
- with prompting and support, describes the relationship between illustrations and the story or text in which they appear (DOK 2)
- with prompting and support, compares and contrasts the adventures and experiences of characters in familiar stories (DOK 3)
- with prompting and support, identifies basic similarities in and differences between two texts on the same topic (DOK 3)

WRITING:

Uses a combination of drawing, dictating and writing to compose a variety of written tasks with a clear purpose (DOK 2)

The student:

- composes opinion pieces in which the student tells a reader the topic or the name of the book he/she is writing about and states an opinion or preference about the topic or book
- composes informative/explanatory texts in which the student names what he/she is writing about and supplies some information about the topic
- narrates a single event or several loosely linked events, tells about the events in the order in which they occurred, and provides a reaction to what happened

Uses the writing process and digital tools to produce and publish writing

The student:

- with guidance and support from adults, responds to questions and suggestions from peers and adds details to strengthen writing as needed (DOK 3)
- with guidance and support from adults, explores a variety of digital tools to produce and publish writing, including in collaboration with peers (DOK 2)

Uses a variety of sources to gather information to answer a question

The student:

- participates in shared research and writing projects (DOK 4)
- with guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question (DOK 2)

SPEAKING AND LISTENING:

Participates in conversations and presentations (with peers, adults and groups) to prove understanding of grade level topics and texts

The student:

- participates in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups (DOK 2)
- follows agreed-upon rules for discussions (DOK 2)
- continues a conversation between multiple exchanges (DOK 2)
- confirms 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 (DOK 2)
- asks and answers questions in order to seek help, get information, or clarify something that is not understood (DOK 2)
- describes familiar people, places, things, and events and with prompting and support, provide additional detail (DOK 2)
- adds drawings or other visual displays to descriptions as desired to provide additional detail (DOK 3)
- speaks audibly and expresses thoughts, feelings, and ideas clearly (DOK 1)

LANGUAGE:

Demonstrates command of English grammar, usage, capitalization, punctuation and spelling

The student:

- demonstrates command of the conventions of standard English grammar and usage when writing or speaking (DOK 2)
- prints many upper-and lower case letters (DOK 2)
- uses frequently occurring nouns and verbs (DOK 2)
- forms regular plural nouns orally by adding /s/ or /es/ (DOK 2)
- understands and uses question words (DOK 2)
- uses the most frequently occurring prepositions (DOK 2)
- produces and expands complete sentences in shared language activities (DOK 2)
- demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing (DOK 1)
- capitalizes the first word in a sentence and the pronoun recognizes and names end punctuation (DOK 1)
- writes a letter or letters for most consonant and short –vowel sounds (DOK 1)
- spells simple words phonetically, drawing on knowledge of sound-letter relationships (DOK 1)

Uses a variety of strategies to identify words and phrases in grade level reading

The student:

- determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content (DOK 2)
- identifies new meanings for familiar words and applies them accurately (DOK 2)
- uses the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word (DOK 2)

- with guidance and support from adults, explores word relationships and nuances in word meanings (DOK 3)
- sorts common objects into categories to gain a sense of the concepts the categories represent (DOK 3)
- demonstrates understanding of frequently occurring verbs and adjectives by relating to their opposites (DOK 3)
- identifies real-life connections between words and their use (DOK 3)
- distinguishes shades of meaning among words describing the same action by acting out the meanings (DOK 3)

Uses words and phrases acquired in speaking, listening, reading and writing

The student:

- uses words and phrases acquired through conversations, reading and being read to, and responding to texts (DOK 1)

MATHEMATICS COMMON CORE STATE STANDARDS

COUNTING AND CARDINALITY:

Know number names and the count sequence (DOK 1)

The student:

- count to 100 by ones and by tens
- count forward beginning from a given number within the known sequence (instead of having to begin at 1)
- read and write numerals from 0-20 and represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects)

Count to tell the number of objects (DOK 1)

The student:

- understand the relationship between numbers and quantities; connect counting to cardinality
 - when counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object
 - 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
 - understand that each successive number name refers to a quantity that is one larger

Compare numbers identifying greater, less than, or equal to within groups and numbers between 1-10 (DOK 2)

The student:

- identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (Example: using matching and counting strategies)
- compare two numbers between 1 and 10 presented as written numerals

OPERATIONS AND ALGEBRAIC THINKING:

Understands addition is putting together and adding to, and understands subtraction as taking apart and taking from

The student:

- represent addition and subtraction with objects, fingers, mental images, drawings, sounds (Example: claps), acting out situations, verbal explanations, expressions, or equations (DOK 2)
- solve addition and subtraction word problems, and add and subtract within 10 (Example: by using objects or drawings to represent the problem) (Students are not required to independently read the word problems) (DOK 2)
- for any number from 1 to 9, find the number that makes 10 when added to the given number (Example: by using objects or drawings, and record the answer with a drawing or equation) (DOK 2)
- fluently add and subtract within 5 (DOK 1)
- Use addition and subtraction within 10 to solve word problems involving both addends unknown (Example: by using objects, drawings, and equations with symbols for the unknown numbers to represent the problem (Students are not required to independently read the word problems) (DOK 2)

NUMBER AND OPERATIONS IN BASE TEN:

Work with numbers 11-19 to gain foundations for place value (DOK 2)

The student:

- 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 (Example: $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones

MEASUREMENT AND DATA:

Describe and compare measurable attributes (DOK 2)

The student:

- describes measurable attributes of objects, such as length or weight
- describes several measurable attributes of a single object
- 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 (Example: directly compare the heights of two children and describe one child as taller/shorter)
- express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

Classify objects and count the number of objects in each category (DOK 2)

The student:

- classify objects into given categories; count the numbers of objects in each category and sort the categories by count

GEOMETRY:

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

The student:

- 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* (DOK 2)
- correctly name shapes regardless of their orientations or overall size (DOK 1)
- Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”) (DOK 1)

Analyze, compare, create, and compose shapes

The student:

- analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, part (Example: number of sides and vertices/ “corners”) and other attributes (Example: having sides of equal length) (DOK 3)
- model shapes in the world by building shapes from components (Example: sticks and clay balls) and drawing shapes (DOK 2)
- compose simple shapes to form larger shapes (Example: “Can you join these two triangles with full sides touching to make a rectangle?”) (DOK 2)

SCIENCE

THE PRACTICE OF SCIENCE:

Applies the practices of science working with a partner to collect information, make and record observations

The student:

- collaborates with a partner to collect information
- makes observations of the natural world and knows that they are descriptors collected using the five senses
- keeps records of investigations conducted (Example: pictorial records)
- observes and creates a visual representation of an object which includes its major features
- recognizes that learning can come from careful observation

EARTH IN SPACE AND TIME:

Describes the concepts related to Earth and space in time

The student:

- explores the law of gravity by investigating how objects are pulled toward the ground unless something holds them up
- recognizes the repeating pattern of day and night
- recognizes that the Sun can only be seen in the daytime
- observes that sometimes the Moon can be seen at night and sometimes during the day
- observes that things can be big and things can be small as seen from Earth
- observes that some objects are far away and some are nearby as seen from Earth

PROPERTIES OF MATTER, CHANGES IN MATTER, AND FORMS OF ENERGY:

Demonstrates an understanding of the properties of matter, changes in matter, and forms of energy

The student:

- sorts objects by observable properties (Example: size, shape, color, temperature – hot/cold, weight – heavy/light, texture)
- recognizes that the shape of materials (Example: paper, clay) can be changed by cutting, tearing, crumpling, smashing, or rolling
- observes that things that make sound vibrate

MOTION (FORCES AND CHANGES) OF OBJECTS:

Explains that a force can move an object and objects move in different ways

The student:

- investigates that things move in different ways (Example: fast, slow, etc.)
- observes that a push or a pull can change the way an object is moving

ORGANIZATION AND DEVELOPMENT OF LIVING ORGANISMS:

Demonstrates an understanding of the organization and development of living organisms

The student:

- recognizes the five senses and related body parts
- recognizes that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life
- observes plants and animals, describes how they are alike and how they are different in the way they look and in the things they do

SOCIAL STUDIES

Note: All bulleted standards apply to each learning expectation listed on the report card.

AMERICAN HISTORY:

Develops an awareness of primary sources

Retells stories about people in the past who have shown honesty, courage, and responsibility

Recognizes the importance of United States symbols

The student:

- develops an understanding of how to use and create a timeline
- uses words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school
- explains that calendars represent days of the week and months of the year
- compares children and families of today with those in the past.
- recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage
- compares our nation's holidays with holidays of other cultures

GEOGRAPHY:

Demonstrates basic map skills

The student:

- describes the relative location of people, places, and things by using positional words
- explains that maps and globes help to locate different places and that globes are a model of the Earth
- constructs a basic map using key elements
- locates our nation, state, community, the continents and oceans on the map

CIVICS AND GOVERNMENT:

Explains the purpose and necessity of rules and laws at home, school, and in the community

The student:

- defines and gives examples of rules and laws, and why they are important
- explains the purpose and necessity of rules and laws, and why they are important
- demonstrates the characteristics of being a good citizen
- demonstrates that conflicts among friends can be resolved in ways that are consistent with being a good citizen
- describes fair ways for groups to make decisions

BEGINNING ECONOMICS:

Recognizes that people work to earn money to buy things they need or want

The student:

- describes different kinds of jobs that people do and the tools or equipment used
- recognizes that United States currency comes in different forms
- identifies the difference between basic needs and wants
- distinguishes people as buyers, sellers, producers, and consumers of goods and services

PHYSICAL EDUCATION

MOVEMENT SKILLS:

Performs basic movement skills

The student:

- is able to use a variety of locomotor movements
- strikes objects using body parts forcefully
- balances a lightweight object on a paddle while moving
- strikes an object forcefully using a modified, long-handled implement of various sizes, weights, and compositions
- uses two hands to bounce and catch a large playground ball
- catch a variety of self-tossed objects
- rolls and throws a variety of objects using an underhand motion
- kicks stationary and rolled balls with strong force while maintaining balance
- performs a creative movement sequence with a clear beginning shape, at least one movement concept, and a clear ending shape
- balances on a variety of body parts
- performs a variety of rolling actions
- moves in a variety of ways in relation to others

COGNITIVE ABILITIES:

Comprehends vocabulary associated with movement skills

The student:

- recognizes that physical activities have safety rules and procedures
- is able to distinguish the dominant hand/foot in relation to bouncing a ball or kicking a ball
- recognizes locomotor skills
- recognizes technology can be utilized during physical activity
- recites cues for a variety of movement patterns and skills
- identifies personal and general space
- recognizes movement concepts

RESPONSIBLE BEHAVIOR AND VALUES:

Interacts cooperatively with others

Demonstrates safety practices/rules

The student:

- treats others with respect during play
- practices specific skills as assigned until the teacher signals the end of practice
- uses equipment safely and properly
- identifies sharing with a partner as a way to cooperate
- identifies physical activities that are enjoyable
- tries new movements and motor skills willingly
- continues to participate when not successful on the first attempt
- enjoys participation alone and with others

MUSIC

Note: All bulleted standards apply to each learning expectation listed on the report card.

CRITICAL THINKING AND REFLECTION:

Begins to use appropriate music vocabulary when describing music

The student:

- responds to music from various sound sources to show awareness of steady beat
- identifies various sounds in a piece of music
- identifies, visually and aurally, pitched and unpitched classroom instruments
- identifies singing, speaking, and whispering voices
- shares opinions about selected pieces of music

SKILLS, TECHNIQUES, AND PROCESSES:

Sings a variety of music with appropriate pitch and rhythm

Performs a variety of music on instruments using correct rhythm and techniques

The student:

- improvises a response to a musical question sung or played by someone else
- sings or plays songs from memory
- sings songs of limited range appropriate to the young child and uses the head voice
- performs simple songs and accompaniments

- matches pitches in a song or musical phrase in one or more keys
- imitates simple rhythm patterns played by the teachers or a peer

STRUCTURAL ORGANIZATION:

Begins to understand the unique language of music

The student:

- responds to beat, rhythm, and melodic line through imitation
- identifies similarities and differences in melodic phrases and/or rhythm patterns
- responds to music to demonstrate how it makes one feel

VISUAL ARTS

CRITICAL THINKING AND REFLECTION:

Understands and uses art vocabulary

The student:

- creates and shares personal works of art with others
- describes personal choices made in the creation of artwork
- identifies media used by self or peers

SKILLS, TECHNIQUES, AND PROCESSES:

Develops beginning skills in the use of tools and techniques

The student:

- explores art processes and media to produce artworks
- produces artwork influenced by personal decisions and ideas
- develops artistic skills through the repeated use of tools, processes, and media
- practices skills to develop craftsmanship
- handles art tools and media safely in the art room

STRUCTURAL ORGANIZATION:

Recognizes and uses the elements of art and the principals of design in two and three dimension works

The student:

- explores the placement of the structural elements of art in personal works of art
- generates ideas and images for artworks based on memory, imagination, and experiences
- creates works of art to document experiences of self and community