



## **Kindergarten Curriculum**

As determined by the Michigan Department of Education's *Grade Level Content Expectations* for Kindergarten.

### **English/Language Arts Section**

#### **Reading:**

##### **Phonemic Awareness**

*Students will...*

- demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- recognize that words are composed of sounds blended together and carry meaning.

##### **Phonics**

*Students will...*

- understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
- use grapho-phonemic (letter-sound) cues to recognize a few one-syllable words when presented completely out of context. Begin to associate letters and sounds, particularly initial and final consonants.

##### **Word Recognition**

*Students will...*

- automatically recognize a small number (about 18) of frequently encountered, personally meaningful words in print.
- make progress in automatically recognizing a few of the 220 Dolch basic sight words.
- follow familiar written text while pointing to matching words.
- narrow possibilities in predicting words using initial letters/sounds (phonics), patterns of language (syntactic), and picture clues (semantic).
- know the meanings of words encountered frequently in grade-level reading and oral language contexts.

##### **Vocabulary**

*Students will...*

- in context, determine the meaning of a few words, familiar and repeated phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including picture clues, prediction, and other people.

**Fluency:**

*Students will...*

- automatically apply the following aspects of fluency: naming of letters, association of letters and their sounds, recognition of a few words both when encountered in context and isolation, and demonstrating understanding of concepts of print.

**Narrative Text:**

*Students will...*

- become familiar with classic, multicultural, and contemporary literature recognized for quality and literary merit that represents our common heritage as well as cultures from around the world.
- identify the basic form and purpose of a variety of narrative genre including stories, nursery rhymes, poetry, and songs.
- discuss setting, characters, and events in narrative text.
- identify how authors/illustrators use literary devices including pictures and illustrations to support the understanding of settings and characters.
- respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections.

**Informational Text:**

*Students will...*

- identify and describe the basic form and purpose of a variety of informational genre including environmental text, concept books, and picture books.
- with teacher guidance, discuss informational text patterns including descriptive and sequential.
- explain how authors use text features including pictures, illustrations, and icons to enhance the understanding of key ideas presented in descriptive (definitions, enumeration) and sequential (directions, steps, procedures) organizational patterns.
- respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections.

**Comprehension:**

*Students will...*

- begin to make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.
- retell up to three events from familiar text using their own words or phrasing.
- begin to make connections across texts by making meaningful predictions

based on illustrations or portions of texts.

- apply significant knowledge from grade-level science, social studies, and mathematics texts.

### **Metacognition:**

*Students will...*

- self-monitor comprehension when reading or listening to familiar text by using simple strategies to increase comprehension including making credible predictions based on illustrations.
- construct and convey meaning using strategies including story grammar to identify the author's perspective (e.g., first, second, and third person) and sorting and ordering information.

### **Reading Attitude:**

*Students will...*

- become enthusiastic about reading and learning how to read.
- choose books, book activities, word play, and writing on their own during free time in school and at home.

## **Writing:**

### **Writing Genre:**

*Students will...*

- write a brief personal narrative using pictures, words, word-like clusters, and/or sentences as support.
- approximate poetry, using copy change and teacher guidance, based on reading a wide variety of grade-appropriate poetry.
- write a brief informational piece such as a page for a class book using drawings, words, word-like clusters, and/or sentences.
- contribute to a class research project by adding relevant information to a class book including gathering information from teacher-selected resources and using the writing process to develop the project.

### **Writing Process:**

*Students will...*

- with teacher assistance, consider the audience's reaction as they plan narrative or informational writing.
- brainstorm to generate and structure ideas for narrative or informational writing.
- draft focused ideas using semi-phonetic spelling to represent narrative and informational text when writing, incorporating pictures, and drawings.
- attempt to revise writing based on reading it aloud, requesting suggestions and clarifications that support meaning.

### **Spelling:**

*Students will...*

- in the context of writing, correctly spell a small number (about 18) of frequently encountered and personally meaningful words.
- in the context of writing, correctly spell less frequently encountered words, relying on structural cues (beginning and simpler ending sounds) and environmental sources (word wall, word lists).

### **Handwriting:**

*Students will...*

- form upper and lowercase manuscript letters.
- leave space between words and word-like clusters of letters.
- write from left to right and top to bottom.

## **Speaking:**

### **Conventions:**

*Students will...*

- explore and use language to communicate with a variety of audiences and for different purposes including problem-solving, explaining, looking for solutions, constructing relationships, and expressing courtesies.
- speak clearly and audibly in complete, coherent sentences and use sound effects or illustrations for dramatic effect in narrative and informational presentations.
- present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)
- understand, providing examples of how language differs from playground and classroom as a function of linguistic and cultural group membership.

### **Discourse:**

*Students will...*

- engage in substantive conversations, remaining focused on subject matter, with interchanges beginning to build on prior responses in literature discussions, paired conversations, or other interactions.
- briefly tell or retell about familiar experiences or interests focusing on basic story grammar or main ideas and key details.
- respond to multiple text types by reflecting, making meaning, and making connections.
- plan and deliver presentations using a descriptive informational organizational pattern providing several facts and details to make their point clearly and audibly.

## **Listening and Viewing:**

### **Conventions:**

*Students will...*

- understand and follow one- and two-step directions.
- ask appropriate questions during a presentation or report.
- listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to each other, interact, and respond appropriately.
- begin to evaluate messages they experience, learning to differentiate between sender and receiver.

**Response:**

*Students will...*

- listen to or view knowledgeably and discuss a variety of genre.
- listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
- respond to multiple text types listened to or viewed knowledgeably, by discussing, drawing, and/or writing in order to reflect, make meaning, and make connections.

## **Mathematics Section**

**Number & Operations:**

*Students will...*

- Count orally to 100 by ones. Count to 30 by 2's, 5's and 10's using grouped objects as needed.
- Use one-to-one correspondence to compare and order sets of objects to 30 using phrases such as "same number", "more than", or "less than"; use counting and matching.
- Compare and order numbers to 30 using phrases such as "more than" or "less than."
- Read and write numbers to 30 and connect them to the quantities they represent.
- Understand the numbers 1 to 30 as having one, or two, or three groups of ten and some ones. Also count by tens with objects in ten-groups to 100.
- Compose and decompose numbers from 2 to 10, e.g.,  $5 = 4 + 1 = 2 + 3$ , with attention to the additive structure of number systems, e.g., 6 is one more than 5, 7 is one more than 6.
- Describe and make drawings to represent situations/stories involving putting together and taking apart for totals up to 10; use finger and object counting.
- Record mathematical thinking by writing simple addition and subtraction sentences, e.g.,  $7 + 2 = 9$ ,  $10 - 8 = 2$ .
- Create, describe, and extend simple number patterns.

**Measurement:**

*Students will...*

- Know and use the common words for the parts of the day (morning, afternoon, evening, night) and relative time (yesterday, today, tomorrow, last week, next year).
- Identify tools that measure time (clocks measure hours and minutes; calendars measure days, weeks, and months).
- Identify daily landmark times to the nearest hour (lunchtime is 12 o'clock; bedtime is 8 o'clock).
- Compare two or more objects by length, weight and capacity, e.g., which is shorter, longer, taller?
- Compare length and weight of objects by comparing to reference objects, and use terms such as shorter, longer, taller, lighter, heavier.

### **Geometry:**

*Students will...*

- Relate familiar three-dimensional objects inside and outside the classroom to their geometric name, e.g., ball/sphere, box/cube, soup can/cylinder, ice cream cone/cone, refrigerator/prism.
- Identify, sort, and classify objects by attribute and identify objects that do not belong in a particular group.
- Create, describe, and extend simple geometric patterns.

## **Science Section**

### **Inquiry:**

*Students will...*

- Make purposeful observation of the natural world using the appropriate senses.
- Generate questions based on observations.
- Plan and conduct simple investigations.
- Manipulate simple tools (for example: hand lens, pencils, balances, non-standard objects for measurement) that aid observation and data collection.
- Make accurate measurements with appropriate (non-standard) units for the measurement tool.
- Construct simple charts from data and observations.
- Share ideas about science through purposeful conversation.
- Communicate and present findings of observations.
- Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, and watch a video).
- Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.

## **Physical Science: Force and Motion**

*Students will...*

- Describe the position of an object (for example: above, below, in front of, behind, on) in relation to other objects around it.
- Describe the direction of a moving object (for example: away from or closer to) from different observers' views.
- Observe how objects fall toward the earth.
- Demonstrate pushes and pulls on objects that can move.
- Observe that objects initially at rest will move in the direction of the push or pull.
- Observe how pushes and pulls can change the speed or direction of moving objects.
- Observe how shape (for example: cone, cylinder, sphere) and mass of an object can affect motion.

## **Life Science: Organization of Living Things**

*Students will...*

- Identify that living things have basic needs.
- Identify and compare living and nonliving things.

## **Earth Science: Solid Earth**

*Students will...*

- Identify Earth materials that occur in nature (sand, rocks, soil, water).
- Describe how Earth materials contribute to the growth of plant and animal life.

# **Social Studies Section**

## **History**

*Students will...*

- Distinguish among yesterday, today, tomorrow.
- Create a timeline using events from their own lives (e.g., birth, crawling, walking, loss of first tooth, first day of school).
- Identify the beginning, middle, and end of historical narratives or stories.
- Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).

## **Geography**

*Students will...*

- Recognize that maps and globes represent places.
- Use environmental directions or positional words (up/down, in/out, above/below) to identify significant locations in the classroom.

- Identify and describe places in the immediate environment (e.g., classroom, home, playground).
- Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing).

### **Civics and Government**

*Students will...*

- Identify our country's flag as an important symbol of the United States.
- Explain why people do not have the right to do whatever they want (e.g., to promote fairness, ensure the common good, maintain safety).
- Describe fair ways for groups to make decisions.
- Describe situations in which they demonstrated self-discipline and individual responsibility (e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns).

### **Economics**

*Students will...*

- Describe economic wants they have experienced.
- Distinguish between goods and services.
- Recognize situations in which people trade.

### **Public Discourse, Decision Making, and Citizen Involvement**

*Students will...*

- Identify classroom issues.
- Use simple graphs to explain information about a classroom issue.
- Compare their viewpoint about a classroom issue with the viewpoint of another person.
- Express a position on a classroom issue.
- Develop and implement an action plan to address or inform others about a public issue.
- Participate in projects to help or inform others.