



Content Standards Guide for Parents

Kindergarten

Grandville Public Schools
Office of Curriculum & Instruction

Dear Parents,

Grandville Public Schools prides itself on high academic expectations and successful partnerships with parents. Working together creates the best opportunity for student success.

As educators, we regularly review and update our curriculum in order to provide students with the skills and knowledge necessary to be successful in the twenty-first century. While these standards outline the State approved content to be taught at each grade level, it is our progressive and individualized classroom instruction that provides the means by which students master the content. By establishing a close home-school partnership, we can work together to create high expectations and assure a positive learning environment for all students.

This guide has been designed to provide you with an understanding of the standards and curricular content for kindergarten. It is our hope that it gives clarity of your child's learning at school and helps you support their progress at home.

As always, you should never hesitate to contact your child's teacher, building principal or me with any curricular questions you might have. Thank you for your continued support of our teaching and learning.

Sincerely,

Scott Merkel
Asst. Superintendent for Curriculum & Instruction

English Language Arts Standards

Overview

Students enter kindergarten with a wide variety of cognitive abilities and life experiences as they transition from oral to written literacy. They begin to demonstrate their understanding of the organizational and basic features of print as they learn to track print and distinguish words from pictures and letters from words. Students should learn the basics of sound-print code and begin to develop comprehension strategies that will enable them to manipulate grade-level texts of appropriate complexity, including both story books and simple informational texts. Students will begin to connect their inquiries and responses directly to the text and identify main ideas. Kindergarten students will develop the ability to write letters and represent words with letters, identifying some high-frequency sight words and understandings of basic conventions of language. Kindergarten students will continue to increase the complexity of their spoken language and to use language in both one-on-one and group settings.

In kindergarten, students will learn the alphabet and the basic features of letters and words. They will break down spoken and written words into syllables and letters and identify the sounds each letter makes. These important skills will enable your child to learn new words and to read and understand simple books and stories. Students will also learn to write and share information in a variety of ways, including drawing, writing letters and words, listening to others, and speaking aloud.

Reading: Literature & Informational Text

Key Ideas and Details:

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

Craft and Structure:

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

- 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).
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity:

- Actively engages in group reading activities with purpose and understanding.

Reading: Foundational Skills

Print Concepts:

- Demonstrate understanding of the organization and basic features of print.
 - Follow words from left to right, top to bottom, and page by page.
 - Recognize that spoken words are represented in written language by specific sequences of letters.
 - Understand that words are separated by spaces in print.
 - Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness:

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - Recognize and produce rhyming words.
 - Count, pronounce, blend, and segment syllables in spoken words.
 - Blend and segment onsets and rimes of single-syllable spoken words.
 - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)
 - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition:

- Know and apply grade-level phonics and word analysis skills in decoding words.
 - 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.
 - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
 - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency:

- Read emergent-reader texts with purpose and understanding.

Writing

Text Types and Purposes:

- 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 book is...*).
- 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.

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- 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:

- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- 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:

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

Speaking & Listening

Comprehension and Collaboration:

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

Presentation of Knowledge and Ideas:

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

Language

Conventions of Standard English:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Print many upper- and lowercase letters.
 - Use frequently occurring nouns and verbs.
 - Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
 - Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

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- Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
 - Produce and expand complete sentences in shared language activities.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Capitalize the first word in a sentence and the pronoun *I*
 - Recognize and name end punctuation.
 - Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Vocabulary Acquisition and Use:

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

Mathematics Standards

Introduction

In Kindergarten, instructional time should focus on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

1. Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as $5 + 2 = 7$ and $7 - 2 = 5$. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.
2. Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

Kindergarten Overview

Counting and Cardinality

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten

- Work with numbers 11-19 to gain foundations for place value.

Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in each category

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Geometry

- Identify and describe shapes.
- Analyze, compare, create, and compose 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.

Counting & Cardinality

Know number names and the count sequence.

- 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).
 - Write numbers from 0 to 20. 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.

- 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.
- 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.

Compare numbers.

- 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.¹
- Compare two numbers between 1 and 10 presented as written numerals.

Operations & Algebraic Thinking

Understand addition, and understand subtraction.

- Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
- 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.
- Fluently add and subtract within 5.

Number & Operations in Base Ten

Work with numbers 11-19 to gain foundations for place value.

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

Measurement & Data

Describe and compare measurable attributes.

- Describe measurable attributes of objects, such as length or weight. Describe 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. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

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

- Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.¹

Geometry

Identify and describe shapes.

- 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*.
- Correctly name shapes regardless of their orientations or overall size.
- Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

Analyze, compare, create, and compose shapes.

- 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).
- Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*

Science Standards

Overview:

Discipline 1: Science Processes & Scientific Inquiry

Discipline 2: Physical Science

- Standard: Force and Motion
 - Position
 - Gravity
 - Force

Discipline 3: Life Science

- Standard: Organization of Living Things
 - Life Requirements

Discipline 4: Earth Science

- Standard: Solid Earth
 - Earth Materials

Science Processes

Inquiry Process

Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems

- Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.
 - **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.**

Inquiry Analysis and Communication

Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology.

- Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.
 - **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).**

Reflection and Social Implications

Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology.

- Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society.
 - **Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.**

Physical Science

Force and Motion

Develop an understanding that the position and/or motion of an object is relative to a point of reference. Understand forces affect the motion and speed of an object and that the net force on an object is the total of all of the forces acting on it. Understand the Earth pulls down on objects with a force called gravity. Develop an understanding that some forces are in direct contact with objects, while other forces are not in direct contact with objects.

- **Position-** A position of an object can be described by locating the object relative to other objects or a background.
 - **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.**
- **Gravity-** Earth pulls down on all objects with a force called gravity. With very few exceptions, objects fall to the ground no matter where the object is on the Earth.
 - **Observe how objects fall toward the earth.**
- **Force-** A force is either a push or a pull. The motion of objects can be changed by forces. The size of the change is related to the size of the force. The change is also related to the weight (mass) of the object on which the force is being exerted. When an object does not move in response to a force, it is because another force is being applied by the environment.
 - **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

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Develop an understanding that plants and animals (including humans) have basic requirements for maintaining life, which include the need for air, water and a source of energy. Understand that all life forms can be classified as producers, consumers, or decomposers as they are all part of a global food chain where food/energy is supplied by plants, which need light to produce food/energy. Develop an understanding that plants and animals can be classified by observable traits and physical characteristics. Understand that all living organisms are composed of cells and they exhibit cell growth and division. Understand that all plants and animals have a definite life cycle, body parts, and systems to perform specific life functions.

- **Life Requirements-** Organisms have basic needs. Animals and plants need air, water, and food. Plants also require light. Plants and animals use food as a source of energy and as a source of building material for growth and repair.
 - **Identify that living things have basic needs.**
 - **Identify and compare living and nonliving things**

Earth Science

Solid Earth

Develop an understanding of the properties of Earth materials and how those properties make materials useful. Understand gradual and rapid changes in Earth materials and features of the surface of Earth. Understand magnetic properties of Earth.

- **Earth Materials-** Earth materials that occur in nature include rocks, minerals, soils, water, and the gases of the atmosphere. Some Earth materials have properties which sustain plant and animal life.
 - **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 Standards

Overview:

Kindergarten – Myself and Others

Using a familiar context for five and six year olds, kindergartners learn about the social studies disciplines (history, geography, civics and government, and economics) through the lens of “Myself and Others.” Accordingly, each discipline focuses on developing rudimentary understandings through an integrated approach to the field.

History

In history, students begin to develop a sense of time and chronology using events from their own lives setting the foundation for understanding the past in subsequent grades. The expectations are intended to enable teachers to integrate social studies with the language arts as students develop an understanding of the temporal order of stories. Additionally, students are introduced to how people learn about the past as a building block for understanding the discipline of history in later grades.

Geography

Using the immediate environment, students develop geographic awareness. They begin to recognize that geographers use maps to represent places. As a prerequisite to developing a spatial perspective, students explore positional and directional words and their meaning to identify significant locations in the classroom. The introduction of the concept that people use the environment to fulfill human needs and wants prepares students for a more in-depth study of human-environment interactions in subsequent grades.

Civics

The content expectations lay the foundation for the development of civics by focusing on the values and principles of American democracy. Using their classroom and own experiences, students begin to understand why rights have limits and are introduced to the concept of fairness in making group decisions. Students also begin to explore different symbols that represent ideals of our nation such as the American flag. Kindergarten also prepares students to become good citizens as they develop an appreciation of the importance of self-discipline and individual responsibility in a democratic republic.

Economics

Students develop an understanding of economic concepts through practical examples. Students describe economic wants, distinguish between goods and services that fulfill those wants, and recognize exchanges in which they participate. These foundational ideas prepare students for a deeper understanding of economics in succeeding grades.

Public Discourse, Decision Making, and Citizen Involvement

Using classroom issues as examples, kindergarten students are introduced to the idea of public issues and the importance of citizen action in a democratic republic. Kindergarten students learn that people have different opinions on issues and begin

to develop competency in expressing their own opinions relative to classroom issues. Students also begin to construct and explain simple graphs as a way of interpreting and analyzing data relating to public issues. This foundational knowledge is built upon throughout the grades as students learn how, when, and where to communicate their positions on public issues with a reasoned argument.

History

Living and Working Together

Use historical thinking to understand the past.

- Distinguish among yesterday, today, and 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

The World in Spatial Terms

Use geographic representations to acquire, process, and report information from a spatial perspective.

- 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.

Places and Regions

Understand how regions are created from common physical and human characteristics.

- Identify and describe places in the immediate environment (e.g., classroom, home, playground).

Environment and Society

Understand the effects of human-environment interactions.

- Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing).

Civics and Government

Values and Principles of American Democracy

Understand values and principles of American constitutional democracy.

- 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.

Role of the Citizen in American Democracy

Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.

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- 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

Market Economy

Use fundamental principles and concepts of economics to understand economic activity in a market economy.

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

Public Discourse, Decision Making, and Citizen Involvement

Identifying and Analyzing Public Issues

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

- 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.

Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

- Express a position on a classroom issue.

Citizen Involvement

Act constructively to further the public good.

- Develop and implement an action plan to address or inform others about a public issue.
- Participate in projects to help or inform others.