



# Bonita Unified School District

## Kindergarten English Language Arts Standards

### Reading

#### **1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students will know about letters, words, and sounds. They apply this knowledge to read simple sentences.

##### **Concepts about Print**

- 1.1 Students will identify the front cover, back cover, and title page of a book.
- 1.2 Students will follow words from left to right and from top to bottom on the printed page.
- 1.3 Students will understand that printed materials provide information.
- 1.4 Students will recognize that sentences in print are made up of separate words.
- 1.5 Students will distinguish letters from words.
- 1.6 Students will recognize and name all uppercase and lowercase letters of the alphabet.

##### **Phonemic Awareness**

- 1.8 Students will track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).
- 1.9 Students will blend vowel-consonant sounds orally to make words or syllables.
- 1.10 Students will identify and produce rhyming words in response to an oral prompt.
- 1.11 Students will distinguish orally stated one-syllable words and separate into beginning or ending sounds.
- 1.12 Students will track auditorily each word in a sentence and each syllable in a word.
- 1.13 Students will count the number of sounds in syllables and syllables in words.

##### **Decoding and Word Recognition**

- 1.14 Students will match all consonant and short-vowel sounds to appropriate letters.
- 1.15 Students will distinguish letters from words.
- 1.16 Students will understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).

##### **Vocabulary and Concept Development**

- 1.18 Students will describe common objects and events in both general and specific language.

#### **2.0 Reading Comprehension**

Students will identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). The selections in *Recommended Readings in Literature, Kindergarten through Grade Eight* (California Department of Education, 1996) illustrate the quality and complexity of the materials to be read by students.

##### **Structural Features of Informational Materials**

- 2.1 Students will locate the title, table of contents, name of author, and name of illustrator.

##### **Comprehension and Analysis of Grade-Level-Appropriate Text**

- 2.2 Students will use pictures and context to make predictions about story content.
- 2.4 Students will retell familiar stories.
- 2.5 Students will ask and answer questions about essential elements of a text.

#### **3.0 Literary Response and Analysis**

Students will listen and respond to stories based on well-known characters, themes, plots, and settings. The selections in *Recommended Readings in Literature, Kindergarten through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

##### **Narrative Analysis of Grade-Level-Appropriate Text**

- 3.1 Students will distinguish fantasy from realistic text.
- 3.3 Students will identify characters, settings, and important events.

## **Writing**

### **1.0 Writing Strategies**

Students will write words and brief sentences that are legible.

#### **Organization and Focus**

- 1.1 Students will use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.
- 1.2 Students will write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).
- 1.3 Students will write by moving from left to right and from top to bottom.

#### **Penmanship**

- 1.4 Students will write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.

## **Written and Oral English Language Conventions**

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

### **1.0 Written and Oral English Language Conventions**

Students will write and speak with a command of standard English conventions appropriate to this grade level.

#### **Sentence Structure**

- 1.1 Students will recognize and use complete, coherent sentences when speaking.

#### **Spelling**

- 1.2 Students will spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.

## **Listening and Speaking**

### **1.0 Listening and Speaking Strategies**

Students will listen and respond to oral communication. They speak in clear and coherent sentences.

#### **Comprehension**

- 1.1 Students will understand and follow one- and two-step oral directions.
- 1.2 Students will share information and ideas, speaking audibly in complete, coherent sentences.

### **2.0 Speaking Applications (Genres and Their Characteristics)**

Students will deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

- 2.1 Students will describe people, places, things (e.g., size, color, shape), locations, and actions.
- 2.3 Students will relate an experience or creative story in a logical sequence.

# Kindergarten Math Standards

## Number Sense

- 1.0 Students will understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement):**
- 1.1 Students will compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other.
- 1.2 Students will count, recognize, represent, name, and order a number of objects (up to 30).
- 1.3 Students will know that the larger numbers describe sets with more objects in them than the smaller numbers have.

## Algebra and Functions

- 1.0 Students will sort and classify objects:**
- 1.1 Students will identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red).

## Measurement and Geometry

- 2.0 Students will identify common objects in their environment and describe the geometric features:**
- 2.1 Students will identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone).

## Statistics, Data Analysis, and Probability

- 1.0 Students will collect information about objects and events in their environment:**
- 1.1 Students will pose information questions; collect data; and record the results using objects, pictures, and picture graphs.
- 1.2 Students will identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors.

# Kindergarten History-Social Science Standards

- 1.0 Students understand that being a good citizen involves acting in certain ways.**
- 1.1 Students will follow rules, such as sharing and taking turns, and know the consequences of breaking them.
- 1.2 Students will learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
- 2.0 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.**
- 3.0 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.**
- 4.0 Students compare and contrast the locations of people, places, and environments and describe their characteristics.**
- 4.1 Students will determine the relative locations of objects using the terms near/far, left/right, and behind/in front.
- 4.2 Students will distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.
- 4.3 Students will identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).
- 4.4 Students will construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.
- 5.0 Students put events in temporal order using a calendar, placing days, weeks and months in proper order.**
- 6.0 Students understand that history relates to events, people and places of other times.**
- 6.3 Students will understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).

# Kindergarten Science Standards

## Physical Sciences

- 1.0 Properties of materials can be observed, measured, and predicted. As a basis for understanding this concept:**
- a. *Students know* objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).
  - b. *Students know* water can be a liquid or a solid and can be made to change back and forth from one form to the other.

## Life Sciences

- 2.0 Different types of plants and animals inhabit the earth. As a basis for understanding this concept:**
- a. *Students know* how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).
  - c. *Students know* how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).

## Earth Sciences

- 3.0 Earth is composed of land, air, and water. As a basis for understanding this concept:**
- a. *Students know* characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.
  - b. *Students know* changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.
  - c. *Students know* how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.

## Investigation and Experimentation

- 4.0 Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:**
- a. Students will observe common objects by using the five senses.
  - e. Students will communicate observations orally and through drawings.