

MOUNT PROSPECT SCHOOL DISTRICT 57

Kindergarten

Grade Level Objectives



**Mount Prospect
School District 57**

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Teaching and Learning
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READING/LANGUAGE ARTS

Reading Foundational Skills

A kindergarten student:

- Recognizes and produces rhyming words
- Identifies beginning sounds in words
- Demonstrates ability to blend sounds into a word
- Demonstrates ability to segment a word into individual sounds (Example: /c/ /a/ /t/)
- Identifies all letters of the alphabet (upper case)
- Identifies all letters of the alphabet (lower case)
- Produces the primary sound of each consonant
- Produces the short sound of each vowel
- Segment and count syllables in spoken words
- Reads grade level sight words with automaticity
- Develops an awareness of print:
 - Identifies the parts of a book/poem (cover, title, author, page numbers)
 - Directionality (reading from left to right)
 - Tracking the text word for word
 - Punctuation and capitalization
 - Uses picture clues to understand text

Reading Literature

A kindergarten student:

- Uses multiple strategies to read grade-appropriate text
 - Uses picture clues to develop meaning
 - Looks at the first letter and listens to how it sounds
 - Sounds out words
 - Searches for little words within big words
 - Figures out unknown words using the sentence meaning
 - Back tracks and reads again
 - Cross checks for meaning
- Reads grade level text with purpose and understanding
- Demonstrates comprehension through retelling and discussion
- Supports thinking with evidence from the text by using details, facts, examples, illustrations, and other information
- With prompting and support, asks and answers questions to demonstrate understanding of key ideas in a text
- With prompting and support, identifies characters, setting, and major events in a story using key ideas
- With prompting and support, asks and answers questions about unknown words in stories and poems
- With prompting and support, names the author and illustrator of a story and defines the role each plays in telling a story
- With prompting and support, describes the relationship between illustrations and the story in which they appear

- Develops an interest in and recognizes common types of literature including nonfiction, fiction, poetry, etc.

Reading Informational Text

A kindergarten student:

- With prompting and support, asks and answers questions to demonstrate understanding of key ideas in a text
- With prompting and support, identifies the main topic and retells key details of a text
- With prompting and support, asks and answers questions to help determine or clarify the meaning of words in a text
- Identifies the front cover, back cover, and title page of a book – concepts of print
- With prompting and support, names the author and illustrator of a story and defines the role of each in presenting the ideas or information in the text
- With prompting and support, describes the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea the text and illustration depicts)
- With prompting and support, identifies the reasons an author gives to support points in the text
- With prompting and support, compares and contrasts two informational text accounts and supports with textual evidence
- Reads and comprehends informational text appropriate for kindergarten

Speaking and Listening

A kindergarten student:

- Participates in collaborative discussions by taking turns, maintaining eye contact on the speaker, one speaker at a time, raises hand to speak and uses a quiet voice
- Asks and answers questions about the text read aloud or about what the speaker says to clarify comprehension
- Develops topic-related questions and contributes to discussions

Resources:

Reach for Reading, National Geographic Learning/Cengage Learning, ©2011

<https://ngl.cengage.com/reachforreading>

Writing Foundational Skills

A kindergarten student:

- Prints uppercase and lowercase letters correctly
- Prints first and last name (first letter capitalized, all the rest lower case)
- Uses appropriate spacing between words
- Capitalizes the first word in a sentence and the pronoun “I”
- Uses end punctuation appropriately

Resources:

Zaner-Bloser Handwriting, Zaner-Bloser, ©2008

www.zaner-bloser.com

Writing

A kindergarten student:

- Uses developmental spelling to express ideas in writing
- Applies knowledge of sight words and uses environmental print
- Writes for a variety of purposes/genre including narrative, informative, and opinion
- Uses a combination of drawing, dictating, and writing to narrate or recount an event or short sequences of events including a topic and details to describe the events
- Uses a combination of drawing, dictating, and writing to compose informational/explanatory “how to” papers in which they use facts and definitions to develop points
- Uses a combination of drawing, dictating, and writing to compose opinion pieces which include a topic sentence or names the piece, states an opinion on the topic, and supplies a reason(s) to support their opinion
- Participates in shared research and writing projects
- With guidance and support, responds to questions and suggestions for adding details to strengthen writing as needed

Resources:

Units of Study in Opinion, Information, and Narrative Writing, Heinemann, ©2016,

<https://www.heinemann.com/collection/uos-k5w>

MATHEMATICS

Counting and Cardinality

A kindergarten student:

- Counts to 100 by 1’s and 10’s
- Counts forward from a given number
- Writes numbers from 0 to 20
- Represents a number of objects from 0 to 20
- Identifies and compares a number of objects that are greater than, less than, or equal to

Operations and Algebraic Thinking

A kindergarten student:

- Represents addition and subtraction with objects, fingers, mental images, model drawings, sounds, acting out situations, verbal explanations, expressions or equations

- Solves addition and subtraction word problems within 10 by using objects or drawings
- Composes and decomposes numbers that make 10
- Fluently adds and subtracts within 5

Number and Operations in Base Ten

A kindergarten student:

- Composes and decomposes numbers from 11 to 19 into tens and ones by using objects or drawings

Measurement and Data

A kindergarten student:

- Describes measurements of objects
- Compares length and weight of objects
- Classifies objects into categories

Geometry

A kindergarten student:

- Describes the shape and position of objects
- Recognizes and names basic shapes
- Identifies shapes as flat or solid
- Analyzes and compares flat and solid shapes
- Models, builds, and draws shapes
- Composes larger shapes from simple shapes

Resources:

Math in Focus Singapore Math, Houghton Mifflin Harcourt, ©2015
<https://www.hmhco.com/programs/math-in-focus>

SCIENCE

The kindergarten student explores the concepts of science through the following units:

Life Science – Animals Two by Two

The **Animals Two by Two Module** provides students with close and personal interaction with some common land and water animals. Students observe and describe the structures of fish, birds, snails, earthworms, and isopods. Appropriate classroom habitats are established, and students learn to care for the animals. Students gain experiences that will contribute to an understanding of the crosscutting concepts of patterns; cause and effect; systems and system models; and structure and function.

Earth Science – Trees and Weather

The giant sequoia is the most massive living organism on earth. It is a tree, magnificent in dimension and awe inspiring in its longevity and durability. To stand in the company of such giants is to experience the scale of life.

To a primary student, the oak on the corner, the pines at the park, and the mulberry tree at school are all giants. Systematic investigation of trees over the seasons will bring students to a better understanding of the place of trees at school and in the community. Students will observe day-to-day changes in weather over the year, as well as the impact weather has on living things.

The **Trees and Weather Module** provides students with solid experiences to help them develop an understanding of what plants (and animals) need to survive and the relationship between their needs and where they live. By monitoring local weather, students experience the patterns and variations in weather and come to understand the importance of weather forecasts to prepare for severe weather.

Resources:

Full Option Science System (FOSS) Next Generation

<http://www.fossweb.com>

SOCIAL SCIENCE

The kindergarten social science curriculum focuses on the child's relationship to:

- Family
- School and neighborhood
- Diversity in the world

Resources:

Social Studies Alive! Me and My World, Teacher's Curriculum Institute, ©2016

<https://www.teachtci.com>

FINE MOTOR

A kindergarten student:

- Holds pencil properly
- Uses scissors appropriately

CHARACTERISTICS OF SUCCESSFUL LEARNERS

A kindergarten student:

- Listens attentively
- Follows oral directions
- Uses class time wisely
- Works well independently

- Organizes self and materials
- Works cooperatively
- Makes responsible choices
- Practices self-control
- Treats others with respect
- Perseveres when faced with challenges

PHYSICAL EDUCATION

A kindergarten student:

- Explores spatial awareness through finding open and closed space, tagging, and dodging activities
- Recognizes and demonstrates left and right orientation
- Demonstrates basic locomotor skills (skip, gallop, jump) through continued practice, organized games, and dance
- Explores basic ball handling skills (throw, roll, shoot, catch, kick, dribble – hands and feet) through continued practice, organized games, and activities
- Explores body relationships (side by side, face to face, right-left) through rhythm and dance activities
- Explores basic skills to manipulate and control objects through the use of bats, balls, bean bags, hoops, ropes, parachutes, paddles, and scooters
- Has opportunities to learn the fundamental skills of sharing, taking turns, and working independently of others
- Demonstrates educational gymnastic skills through the practice of tumbling, balance, basic stunts, and movement sequencing
- Participates in an environment that promotes physical fitness, maximum effort, enjoyment, and sportsmanship
- Follows basic rules and strategies to enhance participation and safety

District 57 has adopted Olweus Bullying Prevention Program materials to be used for classroom-based instruction and school-wide implementation. District 57 staff members teach students age-appropriate positive behavior expectations to achieve the goal of providing a safe and caring learning environment.

Resources:

Olweus Bullying Prevention Program, Hazelden Publishing,
<http://www.violencepreventionworks.org/public/index.page>

All District 57 schools provide annual developmentally-appropriate programming led by mental health professionals related to sexual abuse prevention (Erin's Law) and sexual harassment, which is mandated for public school children in Illinois.