

KINDERGARTEN ESSENTIALS

READING Answer questions with evidence (CCSSR1) Summarize and Synthesize (CCSSR2) Analyze character development (CCSSR3) Analyze text structure (CCSSR5)	○ Locate information in pictures ○ Listen for information ○ Re-tell stories ○ Identify character traits and actions ○ Classify ○ Compare/contrast ○ Predict
GENRES	○ Fiction: stories and fantasies ○ Poems, songs, paintings ○ Non-Fiction: science, social studies
WORD KNOWLEDGE/ PHONICS	○ Consonants ○ Vowels ○ Initial consonant blends ○ Sight words—Fry 100 ○ Fry phrases
WRITING	○ build sentences ○ descriptive writing ○ dictate language experience stories ○ write captions ○ journal
SCIENCE Explain with details.	○ Weather ○ Plants ○ Insects ○ Birds
SOCIAL STUDIES Explain with details.	○ Symbols ○ Pictograph ○ Family ○ Friendship ○ School ○ Helpers ○ Rules and Responsibilities
MATH Numbers and Operations	○ Count, read, write #1-20 ○ Compare whole numbers ○ Recognize words to 10 ○ Represent numbers using physical models ○ Represent number facts to 20 ○ Add ○ Count by 2's, 10's ○ Count backwards ○ Subtract ○ Word problems ○ Fractions (whole, half)
LEARNING SKILLS	○ Listen ○ Work with others ○ Follow directions

CPS Mathematics Targets—KINDERGARTEN

By the end of Kindergarten, students will:

Number Sense

- ☐ Read and write numbers up to 20
- ☐ Count by 1s up to 100
- ☐ Connect numbers to quantities
- ☐ Explore addition and subtraction situations using manipulatives, pictures, and symbols
- ☐ Explore quantity and number
- ☐ Begin to compare and order sets of objects

Measurement

- ☐ Explore ***Measurement*** using non-standard units
- ☐ Construct a sense of time and order of events through daily activities
- ☐ Develop an initial understanding of comparing objects
- ☐ Incorporate estimation and *Measurement* in play activities

Algebra

- ☐ Explore simple patterns such as sounds, shapes, colors, and sequences
- ☐ Describe and compare growth patterns (e.g., growing taller)

Geometry

- ☐ Recognize shapes and structures in the environment
- ☐ Sort simple 2-dimensional and 3-dimensional shapes
- ☐ Find and name locations (e.g., “in front of,” “next to,” “behind”)

Data Analysis and Probability

- ☐ Pose questions to gather and display data about themselves and their surroundings
- ☐ Predict what would happen next

CPS Science Targets—KINDERGARTEN

By the end of Kindergarten, students will:

Scientific Inquiry Processes and Technological Design

- ☐ Investigate the world around them over time with the help of an adult
- ☐ Describe the world around them
- ☐ Collect, write, and/or draw observations of the world around them
- ☐ Explain their observations of the world around them
- ☐ In small groups, list ideas for solving problems

Function, Adaptation, and Change of Living Things

- ☐ Tell about the characteristics of living things
- ☐ **Compare** young organisms to the parent organism

Interaction of Living Things with Each Other and the Environment

- ☐ Describe how living things live in their environment
- ☐ Observe how living things interact with each other
- ☐ **Compare** similarities and differences between organisms

Matter and Energy

- ☐ Explore properties of materials
- ☐ Use senses to sort materials by their properties
- ☐ Observe how water and other liquids affect materials

Force and Motion

- ☐ Push and pull objects to see how they move
- ☐ Talk about how objects move when pushed

Earth and Its Resources

- ☐ Make and use scientific tools to observe weather
- ☐ Observe weather over a period of time
- ☐ Recycle and reuse items in the classroom and at home

Composition and Structure of the Universe

- ☐ Pick out and name the objects in the sky they see all of the time (e.g., sun, moon, stars)

Practices of Science

- ☐ Follow science safety rules
- ☐ Use scientific habits of mind

Science, Technology, and Society

- ☐ Talk about the work of meteorologists
- ☐ Use science tools and technology in the classroom and tell about it
- ☐ Talk about healthy choices

CPS Phonemic Awareness and Phonics Targets—KINDERGARTEN

By the end of Kindergarten, students will:

Phonemic/Phonological Awareness

- Recognize how many individual words are spoken in a phrase or simple sentence
- Count and pronounce segments and blend sounds in spoken words
- Recognize and create rhyming words (e.g., bear, care, fair)
- Identify and isolate beginning, middle, and ending sounds of three phoneme words (e.g., beginning sound /b/ middle sound /a/ ending sound /t/ in the word bat)

Phonics, Decoding, and Word Recognition

- Recognize letters and the sounds they represent
- Identify long and short sounds for the five major vowels (a, e, i, o, u)
- Blend sounds to read one-syllable decodable words (/k/ /a/ /t/=cat)
- Recognize an increasing bank of high-frequency words (at least 25 high frequency words)
- Use knowledge of phonics and sounds of letters to spell words

Core Reading Standards for Kindergarten

READING LITERATURE	READING INFORMATIONAL TEXT/NONFICTION
KEY IDEAS AND DETAILS	KEY IDEAS AND DETAILS
1. With prompting and support, ask and answer questions about key details in a text.	1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details .	2. With prompting and support, identify the main topic and retell key details of a text.
3. With prompting and support, identify characters, settings , and major events in a story.	3. With prompting and support, describe the connection between two individuals, events, ideas , or pieces of information in a text.
CRAFT AND STRUCTURE	CRAFT AND STRUCTURE
4. Ask and answer questions about unknown words in a text.	4. With prompting and support, ask and answer questions about unknown words in a text.
5. Recognize common types of texts (e.g., storybooks, poems).	5. Identify the front cover, back cover, and title page of a book.
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
INTEGRATION OF KNOWLEDGE AND IDEAS	INTEGRATION OF KNOWLEDGE AND IDEAS
7. 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).	7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
8. (Not applicable to literature)	8. With prompting and support, identify the reasons an author gives to support points in a text.
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions , or procedures).
RANGE AND LEVEL OF TEXT COMPLEXITY	RANGE AND LEVEL OF TEXT COMPLEXITY
10. Actively engage in group reading activities with purpose and understanding .	10. Actively engage in group reading activities with purpose and understanding .

CPS Reading Targets—KINDERGARTEN

By the end of Kindergarten, students will:

Concepts about Print

- ☐ Recognize the front and back covers and title page of a book
- ☐ Recognize and name upper-case and lower-case letters
- ☐ Understand that reading progresses from left to right, top to bottom, and page by page
- ☐ Understand that print carries a message
- ☐ Understand that words are separated by spaces in print

Comprehension

- ☐ Predict what will happen next in a story using pictures and/or text • recall important facts from a text that is heard or read • retell a simple text and familiar stories in sequence • identify characters, settings, and important events in a story
- ☐ Respond to questions about a text read-aloud
- ☐ Understand the meaning of stories by making comments (e.g., I like this story because...; I think the character was...because...)

Fluency

- ☐ Read emergent texts accurately with purpose and understanding phonemic/phonological awareness
- ☐ Recognize how many individual words are spoken in a phrase or simple sentence
- ☐ Count and pronounce segments and blend sounds in spoken words
- ☐ Recognize and create rhyming words (e.g., bear, care, fair)
- ☐ Identify and isolate beginning, middle, and ending sounds of three phoneme words (e.g., beginning sound /b/ middle sound /a/ ending sound /t/ in the word bat)

Vocabulary

- ☐ Use a variety of resources (e.g., pictures, illustrations, asking others, context, and previous experiences) to learn the meaning of unfamiliar words
- ☐ Develop vocabulary through listening, discussing, and direct teaching of words in literary, informational, and subject-specific texts (e.g. math, science, social science, art, music, health)

Speaking and listening

- ☐ Actively participate in group conversations on kindergarten topics and texts by: • following agreed-upon discussion rules
- ☐ Continuing a conversation with others
- ☐ Describe familiar people, places, things, and events and provide additional detail with prompting and support
- ☐ Tell stories, share information and ideas in a logical order while speaking in complete sentences
- ☐ Speak audibly and express thoughts, feeling, and ideas in complete sentences

Core Writing Standards for Kindergarten

<i>TEXT TYPES AND PURPOSES</i>	
1. 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., <i>My favorite book is...</i>).	
2. 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.	
3. 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.	
<i>PRODUCTION AND DISTRIBUTION OF WRITING</i>	
4. (Begins in grade 3)	
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	
<i>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</i>	
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
9. (Begins in grade 4)	
<i>RANGE OF WRITING</i>	
10. (Begins in grade 3)	

CPS Writing Targets—KINDERGARTEN

By the end of Kindergarten, students will:

Process

- ☐ Enjoy writing daily on topics they choose themselves
- ☐ Make changes to pictures and/or words in response to questions or suggestions made by others
- ☐ Talk about their work as writers
- ☐ Look to published authors for ideas to include in their writing

Beginning Inquiry, Research & Communication

- ☐ Seek answers to questions through active exploration
- ☐ Discuss ideas to include in a story

Beginning Writing Skills

- ☐ Use scribbles, approximation of letters, or known letters to represent written language (Stages of Writing)
- ☐ Dictate stories and experiences
- ☐ Use drawing and writing skills to convey meaning and information
- ☐ Write labels, signs, or captions for drawings or illustrations

Conventions

- ☐ Write most letters and some sight words when dictated and in their own writing (e.g., “the”, “a”, “I”)
- ☐ Write some consonant-vowel-consonant words (e.g., “cat”, “dog”, “bat”)
- ☐ Write first and last names, and first names of friends, by using upper-case and lower-case letters
- ☐ Leave a space between words
- ☐ Write left to right, top to bottom
- ☐ Begin to use classroom resources such as alphabet charts and word lists to help with writing
- ☐ Produce and expand complete sentences in shared language activities