

Kindergarten Learning Standards

Reading

Literature

Key Ideas & Details

- RLK1 With prompt and support, ask and answer questions about key details in a text
- RLK2 With prompt and support, retell familiar stories, including key details
- RLK3 With prompt and support, identify characters, setting & major events in a story

Craft & Structure

- RLK4 Ask and answer questions about unknown words in a text
- RLK5 Recognize common types of text (eg storybooks, poems)
- RLK6 With prompt and support, name the author and illustrator of a story and define the role of each in telling the story

Integration of Knowledge & Ideas

- RLK7 With prompt and support, describe the relationship between illustrations and the story in which they appear (eg, what moment in a story an illustration depicts)
- RLK8 (Not applicable to literature)
- RLK9 With prompt and support, compare and contrast the adventures and experiences of characters in familiar stories

Range of Reading and Level of Text Complexity

- RLK10 Actively engage in group reading activities with purpose and understanding

Informational Text

Key Ideas & Details

- RIK1 With prompt and support, ask and answer questions about key details in a text
- RIK2 With prompt and support, identify the main topic and retell key details of a text
- RIK3 With prompt and support, describe the connections between 2 individuals, events, ideas, or pieces of information in a text

Craft & Structure

- RIK4 With prompt and support, ask and answer questions about unknown words in a text
- RIK5 Identify the front cover, back cover, and title page of a book
- RIK6 Name the author and illustrator of a text and define the role of each in presenting the ideas of information in a text

Integration of Knowledge & Ideas

- RIK7 With prompt and support, describe the relationship between illustrations and the text in which they appear (eg, what person, place, thing, or idea depict)
- RIK8 With prompt and support, identify the reasons an author gives to support points in a text
- RIK9 With prompt and support, identify basic similarities in and difference between two texts on the same topic (eg in illustrations, descriptions, or procedures)

Range of Reading and Level of Text Complexity

- RIK10 Actively engage in group reading with purpose and understanding

Foundational Skills

Print Concepts

- RFK1 Demonstrate understanding of the organization and basic features of print

- a) Follow words from left to right, top to bottom and page by page
- b) Recognize that spoken words are represented in written language by specific sequences of letters
- c) Understand that words are separated by spaces in print
- d) Recognize and name all upper- and lowercase letters of the alphabet

Phonological Awareness

- RFK2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
 - a) Recognize and produce rhyming words
 - b) Count, pronounce, blend, and segment syllables in spoken words
 - c) Blend and segment onsets and rimes of single-syllable spoken words
 - d) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words¹ (This does not include CVCs ending with /l/, /r/, or /x/)
 - e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words

Phonics and Word Recognition

- RFK3 Know and apply grade level phonics and word analysis skill in decoding words
 - a) Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant
 - b) Associate the long and short sounds with the common spellings (graphemes) for the five major vowels
 - c) Read common high-frequency words by sight (eg, the, of, to, you, she, my, is, are, do, does)
 - d) Distinguish between similarly spelled words by identifying the sounds of the letters that differ

Fluency

- RFK4 Read emergent reader texts with purpose and understanding

Writing

Text Types and Purposes

- WK1 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 (eg. My favorite book is)
- WK2 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
- WK3 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

- WK4 (Begins in grade 3)
- WK5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed
- WK6 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

- WK7 Participate in shared research and writing projects (eg explore a number of books by a favorite author and express opinions about them)

- WK8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question
- WK9 (Begins in grade 4)

Range of Reading and Level of Text Complexity

- WK10 (Begins in grade 3)

Speaking & Listening

Comprehension and Collaboration

- SLK1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups
 - a) Follow agreed upon rules for discussion (eg listening to others and taking turns speaking about the topics and text under discussion)
 - b) Continue a conversation through multiple exchanges
- SLK2 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
- SLK3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood

Presentation of Knowledge and Ideas

- SLK4 Describe familiar people, places, things, and events with prompting and support, provide additional detail
- SLK5 Add drawings or other visual displays to descriptions as desired to provide additional detail
- SLK6 Speak audibly and express thoughts, feelings, and ideas clearly

Language

Conventions of Standard English

- LK1 Demonstrate command of the conventions of standard English Grammar and usage when writing or speaking
 - a) Print many upper and lowercase letters
 - b) Use frequently occurring nouns and verbs
 - c) Form regular plural nouns orally by adding /s/ or /es/
 - d) Understand and use question words (who, what, where, when, why, how)
 - e) Use the most frequently occurring prepositions (to, from, in, out, on, off, far, of, by, with)
 - f) Produce and expand complete sentences in shared language activities
- LK2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
 - a) Capitalize the first word in a sentence and the pronoun I
 - b) Recognize and name and punctuation
 - c) Write a letter or letters for most consonant and short-vowel sounds (phonemes)
 - d) Spell simple words phonetically, drawing on knowledge or sound-letter relationships

Knowledge of Language

- LK3 (Begins in grade 2)

Vocabulary Acquisition and Use

- LK4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content
 - a) Identify new meanings for familiar words and apply them accurately (knowing duck is a bird and learning the verb to duck)
 - b) Use the most frequently occurring inflections and affixes (-ed, -s, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word
- LK5 With guidance and support from adults, explore word relationships and nuances in word meanings
 - a) Sort common objects into categories (eg, shapes, foods) to gain a sense of the concepts the categories represent
 - b) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)
 - c) Identify real-life connections between words and their use (eg note places at school that are colorful)
 - d) Distinguish shades of meaning among verbs describing the same general action (eg walk, march, strut, prance) by acting out the meanings
- LK6 Use words and phrases acquired through conversations, reading and being read to, and respond to texts

Math

Counting & Cardinality

Know numbers names and count the sequence

- KCC1 Count to 100 by ones and tens
- KCC2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1)
- KCC3 Write numbers from 0-20 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

- KCC4 Understand the relationship between numbers and quantities, connect counting to cardinality
 - a) 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
 - b) 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 wonder in which they were counted
 - c) Understand that each successive number name refers to a quantity that is one larger
- KCC5 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 10 things in a scattered configuration, given a number from 1-20, count out that many objects

Compare Numbers

- KCC6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, eg, by using matching and counting strategies
- KCC7 Compare two numbers between 1 and 10 presented as written numerals

Operations & Algebraic Thinking

Understand addition as putting together and adding to, and understand subtraction as taking apart or away from

- KOA1 Represents addition and subtraction with objects, fingers, mental images, drawings¹, sounds (eg claps), acting out situations, verbal explanations, expressions, or equations

- KOA2 Solve addition and subtraction word problems, and add and subtract within 10, eg by using objects or drawings to represent the problem
- KOA3 Decompose numbers less than or equal to 10 into pairs in more than one way, eg by using objects or drawings, and record each decomposition by a drawing or equation (eg $5 = 2 + 3$ and $5 = 4 + 1$)
- KOA4 For any number from 1 to 9, find the number that makes 10 when added to the given number, eg by using objects or drawings, and record the answer with a drawing or equation
- KOA5 Fluently add and subtract within 5

Number & Operations in Base Ten

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

- KNBT1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones

Measurements & Data

Describe and Compare measurable attributes

- KMD1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object
- KMD2 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

Describe and compare measurable attributes

- KMD3 Classify objects into given categories, count the numbers of objects in each category and sort the categories by count

Geometry

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, spheres)

- KG1 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
- KG2 Correctly name shapes regardless of their orientations or overall size
- KG3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid")

Analyze, compare, create, and compose shapes

- KG4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (eg number of sides and vertices/"corners") and other attributes (eg having sides of equal length)
- KG5 Model shapes in the world by building shapes from components and drawing shapes
- KG6 Compose simple shapes to form larger shapes *For example*, "Can you join these two triangles with full sides touching to make a rectangle?"

Science

Observations of the Environment

Science Inquiry and Application - Use of the Scientific Process (k-4)

- SIA1 Observe and ask questions about the natural environment
- SIA2 Plan and conduct simple investigations
- SIA3 Employ simple equipment and tools to gather data and extend the senses
- SIA4 Use appropriate mathematics with data to construct reasonable explanations
- SIA5 Communicate about observations, investigations, and explanations
- SIA6 Review and ask questions about the observations and explanations of others

Earth & Space Science

Daily and Season Changes (observing, exploring, & comparing weather changes, patterns in the sky and changing seasons)

- ESS1 Weather changes are short-term and long-term
 - a) Weather changes occur throughout the day and from day to day
 - b) Air is a nonliving substance that surrounds Earth, and wind is air that is moving
 - c) Wind, temperature and precipitation can be used to document short-term weather changes that are observable
 - d) Yearly weather changes (seasons) are observable patterns in daily weather changes
- ESS2 The moon, sun and stars can be observed at different times of the day or night
 - a) The moon, sun and stars are in different positions at different times of the day or night. Sometimes the moon is visible during the night, sometimes the moon is visible during the day and at other times, the moon is not visible at all. The observable shape of the moon changes in size changes very slowly throughout each day of every month. The sun is visible only during the day
 - b) The sun's position in the sky changes in a single day and from season to season Stars are visible at night, some are visible in the evening or morning and some are brighter than other

Life Science

Physical and Behavioral Traits of Living Things (observing, exploring, describing and comparing living things in Ohio)

- LS1 Living things are different from nonliving things
 - a) Living things include anything that is alive or has ever been alive. Living things have specific characteristics and traits. Living things grow and reproduce. Living things are found almost everywhere in the world. There are somewhat different kinds in different places
- NOTE LS1aa The focus is on traits and behaviors of living things not on attributes of non-living things
- NOTE LS1ab Listing the characteristics that distinguish living things from nonliving things is not appropriate
- LS2 Living things have physical traits and behaviors, which influence their survival
 - a) Living things are made up of a variety of structures. Some of these structures and behaviors influence their survival

Physical Science

Properties of Everyday Objects and Materials (production of sound & observing, exploring, describing, comparing properties of objects and materials with which they are familiar)

- PS1 Objects and materials can be sorted and described by their properties
 - a) Objects can be sorted and described by their properties of the materials from which they are made. Some of the properties can include color, size, and texture.
- PS2 Some objects and materials can be made to vibrate and produce sound
 - a) Sound is produced by touching, blowing or tapping objects. The sounds that are produced vary depending on the properties of objects. Sound is produced when objects vibrate.

Social Studies

History Strand

Historical Thinking and Skills

- SS1 Time can be measured

- SS2 Personal history can be shared through stories and pictures

Heritage

- SS3 Heritage is reflected through the arts, customs, traditions, family celebrations and language
- SS4 Nations are represented by symbols and practices. Symbols and practices of the United States include the American Flag, Pledge of Allegiance and the National Anthem

Geography Strand

Spatial Thinking and Skills

- SS5 Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places
- SS6 Models and maps represent places

Human Systems

- SS7 Humans depend on and impact the physical environment in order to supply food, clothing and shelter
- SS8 Individuals are unique but share common characteristics of multiple groups

Government Strand

Civic Participation and Skills

- SS9 Individuals have shared responsibilities toward the achievement of common goals in homes, schools and communities

Rules and Law

- SS10 The purpose of rules and authority figures is to provide order, security and safety in the home, school and community

Economics Strand

Scarcity

- SS11 People have many wants and make decisions to satisfy those wants

Production and Consumption

- SS12 Goods are objects that can satisfy people's wants. Services are actions that can satisfy people's wants