

CITYWIDE LEARNING STANDARDS

GRADE LEVEL SUMMARY:

English Language Arts, History & Social Studies,
Math, Science & Technology

Kindergarten

September, 2006

BPS CITYWIDE LEARNING STANDARDS: KINDERGARTEN

INTRODUCTION



Goals

The Boston Public Schools Citywide Learning Standards are designed to produce *independent learners* who are encouraged to:

- Think, question, and communicate
- Gain and apply knowledge
- Work and contribute in meaningful, purposeful ways.

Students *think, question, and communicate* to make sense or meaning of their world and experiences.

Thinking includes being able to internalize new ideas and connect them to familiar concepts and prior knowledge.

Questioning includes the framing of thoughtful questions, and the pursuit of these questions until the student fully understands.

Communicating means putting learning into the language of speech or writing, and requires reflection in such forms as examination, clarification, analysis, and synthesis.

Students *gain and apply knowledge* to pursue ideas and experiences, and apply this new knowledge in real life contexts. This pursuit is interactive by nature. The more collaborative and experiential it is, the more powerful the learning.

Students' *work needs to be meaningful and purposeful*. The process and products of student work need to be valued contributions to the school and community, and the student. Embedded in powerful learning experiences are notions of persistence, self-discipline, hard work, effort, and pride in producing quality work.

Teaching and Learning in the Boston Public Schools

Learning is an active, constructive, creative, and often collaborative process that involves a variety of distinct cognitive strategies. Skillful learners use these strategies, largely unconsciously, to access content through text or other media, to make meaning of the content, to make connections with and apply the content in thoughtful and meaningful ways, and to retain the content for later use. In learning these strategies and coming to own them, students learn *how* to learn in addition to acquiring important knowledge. These strategies include the following:

Skillful learners...

- Read, write, and think a lot about topics and ideas of importance to them.
- Set goals or purposes for their learning.
- Make personal connections between the content and other knowledge, experiences, text, or media.
- Ask questions as they read, listen, or view.
- Clarify the meaning of words or content they don't understand.
- Listen or watch for important elements, themes, or issues.
- Create sensory images.
- Make predictions, inferences and judgments.
- Get "in the shoes" of characters or participants.

- Create ongoing summaries or syntheses.
- Build on their understandings by sharing and discussing them with others.
- Assess their learning and make mid-course corrections.

Because we know this is how people learn, the system supports the *workshop* approach to teaching and learning. The workshop approach helps teachers organize their classrooms and instructional time to teach effective reading, writing, and learning strategies and to help students put them into practice. The most important goal of this approach is the development of *independent learners* who are equipped with the skills and knowledge they will need for a lifetime of learning.

The workshop approach derives from the insight that people learn best by doing and that teachers often need to provide students with more time to read, write, and use effective learning strategies to explore and understand the content they are studying. The approach also derives from the insight that students need to share in the ownership of the curriculum to increase their investment, engagement, and motivation. Students need to participate in the selection of “just right” books for independent and small group reading and writing activities, and they need to explore, read, and write about topics and ideas of importance to them (as well as the curriculum).

The workshop approach uses a mixture of whole-class, small group, partner, and one-on-one instruction that centers on conversations about content, strategies, and work routines. Each of these varied approaches to teaching and learning is essential to students’ development as independent readers, writers, and learners.

The Habits of Mind and Work

The following habits enable effective learning and are essential to students' success in school. Developing these habits in students is the responsibility of every teacher, administrator, and other adult involved in the lives of our children.

- ***Curiosity and Critical Thinking:*** Students listen attentively, observe carefully, and ask thoughtful questions until they understand; they look for good evidence.
- ***Respect for Diversity:*** Students recognize and value racial, ethnic, cultural, age, gender, and individual commonalities and differences; they respect other people's points of view.
- ***Consideration and Compassion:*** Students treat themselves and others with care and respect; they build trusting relationships; they help, care for, and share with one another.
- ***Collaboration:*** Students work well with others, give and accept constructive criticism, try to be fair, and try to solve problems in a reasonable, peaceful manner.
- ***Self-Direction:*** Students check their own work, invite the critical response of others, and make appropriate adjustments.
- ***Perseverance:*** Students work hard until the job is done right, and are patient when the answers do not come quickly.
- ***Initiative:*** Students try new things, take reasonable risks, and reflect on their successes and mistakes.
- ***Courage:*** Students stand up for their rights and the rights of others in a positive manner that shows self- respect and respect for others; they resist harmful pressure.
- ***Responsibility:*** Students demonstrate personal responsibility and pursue important goals for themselves and their schools.

ENGLISH LANGUAGE ARTS--KINDERGARTEN



Speaking and Listening

The students will be able to:

- Take turns during conversations and discussions
- Listen to others during conversations and discussions
- Follow directions of teacher or student leader
- Listen for information
- Talk about an event expressing feelings and opinions from own experiences
- Tell a personal story with appropriate expression and clarity
- Understand that the purpose of language is communication
- Retell a familiar story with expression
- Listen to and appreciate the rhyme, rhythm and language in poems, chants, songs, nursery rhymes
- Recite familiar poems, chants, songs, and rhymes
- Engage in and observe dramatizations of familiar and new stories
- Generate questions about a topic
- Tell what is understood about a story or presentation
- Ask questions about a story or presentation
- Make comments on a story or presentation
- Enjoy talking with peers

Language Use

The students will be able to:

- Increase vocabulary through pictures and experience
- Gain word meaning from stories, discussions and word games
- Acquire new concepts through concrete learning
- Use new vocabulary and grammatical constructions in own speech
- Use descriptive words in conjunction with people, objects, events, and actions
- Use words that describe spatial and temporal relationships
- Understand that words have meanings
- Begin to recognize that commonly used vocabulary (e.g., “pizza” “taco”) comes from other languages
- Ask about words and concepts not understood
- Demonstrate orally that phonemes exist and that they can be isolated and manipulated
- Link some letters and sounds
- Understand that words are made up of one or more syllables
- Recognize and produce rhyming sounds
- Blend sounds to make words
- Notice sound patterns in groups of words
- Sort words according to sound patterns
- Find pleasure in playing with words

Reading and Literature

Beginning Reading

The students will be able to:

- Recognize that printed materials provide information or entertaining stories
- Know how to handle a book and turn pages
- Identify covers and title page of book
- Understand meaning of title, author, illustrator
- Recognize that in English print moves left to right and top to bottom on page
- Identify most upper and lower case letter
- Match voice to print
- Use letter-sound knowledge to identify unfamiliar words in print and gain meaning
- Use pictures to make predictions about text
- Use knowledge of language to make sense of text
- Practice reading predictable books with patterned text
- Know some resources for finding information about a topic (library, encyclopedia, individuals to interview etc.)

Responding to Literature

The students will be able to:

- Understand simple story structure (main events, characters, problem, solution)
- Retell one or more events from story recently told or read aloud
- Compare several stories by the same author
- Compare and contrast different versions of the same story
- Listen and react to a variety of genre, including poetry, fiction, nonfiction, drama
- Recognize that genre represent different ways of telling stories and conveying ideas
- Identify poetry, fiction and nonfiction
- Identify the main ideas of a piece of literature using evidence from text as support
- Compare personal event, attribute or environment to those of characters in story
- Use background knowledge, story content, illustrations, and text patterns to build meaning
- Use nonfiction to gain information
- Gain familiarity with traditional fables and folktales, include those from various cultures
- Identify different multicultural versions of the classics
- Gain pleasure from reading
- Choose to read

Writing

The students will be able to:

- Compose texts with drawings and some letter formations
- Understand that written words are composed of letters that represent sounds
- Use letters to represent sounds
- Use a combination of upper and lower case letters in writing
- Begin to compose stories at own development level
- Use initial, final and medial sounds in writing words
- Attempt to reread own writing
- Create writing that sounds like talk

- Begin to include storybook language in writing
- Become familiar with a variety of reasons to write and forms for doing so (lists, letters, stories, recipes, etc.)
- Recognize that revising is making something you have written better
- Practice crossing out and changing while writing
- Write own name, some high frequency words and most of the alphabet
- Leave space between words
- Use a caret to indicate an addition to writing
- Name and uses basic punctuation marks in writing
- Gather information about topic
- Build a repertoire of some conventionally spelled words
- Choose to write
- Take pride in own writing

Media

The students will be able to:

- Understand that media can portray fact or fiction and the viewer must decide which it is
- Critically review information from the media
- Use media to transmit and receive messages and information
- Create scripts and productions of what has been learned



HISTORY & SOCIAL STUDIES: KINDERGARTEN

Living, Learning and Working Together



At the preschool and kindergarten level, learning in history and social science is built on children's experiences in their families, school, community, state, and country. The picture books chosen for reading aloud, the stories told, and the songs they hear or learn are basic components of the curriculum. Children listen to stories about the people and events we celebrate in our national holidays and learn why we celebrate them. They also become familiar with our national symbols to help them develop a civic identity.

Pre-Kindergarten to Kindergarten Concepts and Skills

With guidance from the teacher, students will be able to.....

History and Geography

1. Identify sequential actions, such as *first, next, last*, in stories and use them to describe personal experiences. (H)
2. Use correctly words and phrases related to chronology and time (*now, long ago, before, after; morning, afternoon, night; today, tomorrow, yesterday; last or next week, month, year; and present, past, and future tenses of verbs*). (H)
3. Use correctly the word *because* in the context of stories or personal experiences. (H)
4. Use correctly words and phrases that indicate location and direction, such as *up, down, near, far, left, right, straight, back, behind, and in front of*. (G)
5. Tell or show what a map is and what a globe is. (G)

Civics and Government

6. Give examples that show the meaning of the following concepts: *authority, fairness, justice, responsibility, and rules*. (C)

Economics

7. Use words relating to work, such as *jobs, money, buying, and selling*. (E)
8. Give examples of how family members, friends, or acquaintances use money directly or indirectly (e.g., credit card or check) to buy things they want. (E)

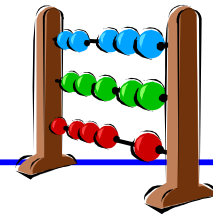
Pre-Kindergarten to Kindergarten Learning Standards

With guidance from the teacher, students will be able to.....

- PreK-K.1 Identify and describe the events or people celebrated during United States national holidays and why we celebrate them. (H)
- a. Columbus Day
 - b. Independence Day
 - c. Martin Luther King, Jr. Day
 - d. Presidents' Day
 - e. Thanksgiving
- PreK-K.2 Put events in their own and their families' lives in temporal order. (H)
- PreK-K.3 Identify the student's street address, city or town, and Massachusetts as the state and the United States as the country in which he or she lives. Identify the name of the student's school and the city or town in which it is located. (G)

- PreK-K.4 Describe the location and features of places in the immediate neighborhood of the student's home or school. (G)
- PreK-K.5 Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities. (C)
- PreK-K.6 Identify and describe family or community members who promote the welfare and safety of children and adults. (C)
- PreK-K.7 Demonstrate understanding that there are important American symbols by identifying
- a. the American flag and its colors and shapes
 - b. the melody of the national anthem
 - c. the picture and name of the current president
 - d. the words of the Pledge of Allegiance. (C)
- PreK-K.8 Give examples of different kinds of jobs that people do, including the work they do at home. (E)
- PreK-K.9 Explain why people work (e.g., to earn money in order to buy things they want). (E)
- PreK-K.10 Give examples of the things that people buy with the money they earn. (E)

MATH: KINDERGARTEN



Data Analysis, Statistics, and Probability:

Students...

- Formulate questions, collect, sort, organize, and draw conclusions about data using concrete objects, pictures, numbers and graphs.
- Sort a collection of objects according to one attribute.
- Sort a collection of objects in multiple ways.
- Use counting to collect data.
- Represent data using concrete materials, pictures, labels or words, numbers.
- Make sense of and describe data represented on a graph.
- Observe and describe different representations of the same data.
- Compose yes/no survey questions.
- Collect, record, share yes/no survey data.
- Count and compare the quantities of two different data sets.
- Solve a mathematical problem bases on data

Geometry:

Students...

- Name, describe, construct, and represent a variety 2-D and 3-D shapes.
- Observe and describe 2-D shapes as wholes.
- Use shapes to create pictures.
- Relate 2-D shapes to real world objects.
- Construct 2-D shapes.
- Combine 2-D shapes to form larger 2-D shapes.
- Combine combinations of shapes to fill an area.
- Visualize and select shapes to fill a design.
- Visualize turning and moving a shape to fit a given space.
- Explore relationships among pattern blocks.
- Recognize 3-D shapes in the environment.
- Observe and describe 3-D shapes as wholes.
- Describe attributes of 2-D shapes.
- Become familiar with mathematical vocabulary to describe and name 2-D shapes.
- Analyze visual images, using a strategy for describing, remembering, and replicating those images.
- Describe attributes of 3-D shapes.
- Become familiar with mathematical vocabulary to describe 3-D shapes.
- Observe similarities and differences between the faces of 3-D shapes.
- Put 3-D shapes together to make other shapes.
- Relate 3-D shapes to 2-D representations of that shape.
- Identify positions of objects in space, and use appropriate language to describe location.
- Describes the positions of shapes or objects and the spatial relationships among them

Measurement:

Students...

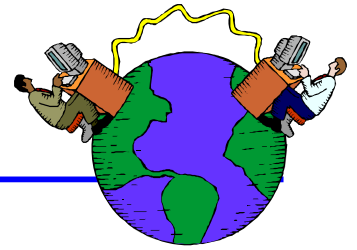
- Students recognize and compare attributes of length, volume/capacity, weight, area, and time using appropriate language.
- Describe and compares lengths (longer than, shorter than, the same as).
- Students make and use measurements from everyday experiences.
- Become familiar with units of time represented on a calendar (i.e., days, weeks, and months).
- Students use non-standard units to measure length, (area, weight, and capacity).
- Repeat a non-standard unit to measure a length up to 3 units long.
- Record and represents measurements using pictures, numbers, and/or words.

Number Sense and Operations:

Students...

- Count accurately up to 20 objects.
- Keep track while counting.
- Have a strategy for accurately counting up to 20 objects.
- Match quantities up to at least 10 with numerals and words.
- Record and represent quantities using objects, pictures, numbers, and/or words.
- Compare sets of up to at least 10 concrete objects using appropriate language.
- Compare two quantities and identifies which is more and which is less.
- Describe and compare amounts using words like, less, least, more, most, same, equal.
- Order quantities from least to most and most to least.
- Use objects and drawings to model and solve related addition and subtraction problems to 10.
- Find the total of two single-digit numbers.
- Estimate the number of objects in a group and verify the results.

SCIENCE & TECHNOLOGY: GRADE K 1 AND K 2



Kindergarten 1:

Topic: Characteristics of Living Things

Students will be able to:

- Classify plants and animals according to the physical characteristics that they share
- Identify the structures in plants (leaves, roots, flowers, stem, bark, wood) that are responsible for food production, support, water transport, reproduction, growth, and protection.

Topic: Scientific Inquiry

Students will be able to:

- Use simple tools such as rulers, magnifiers, balances, etc to observe things more carefully.
- Conduct simple science experiments and observe the outcome. Inquiry may be teacher directed.
- Observe and describe simple experiments using pictures, words, diagrams and graphs.
- Tell others what they see, think and wonder about.

Kindergarten 2:

Topic: Living Things and Their Environment

Students will be able to:

- Give examples of how inherited characteristics may change over time as adaptations to changes in the environment that enable organisms to survive, e.g., shape of beak or feet, placement of eyes on head, length of neck, shape of teeth, color.

Topic: Earth's Materials

Students will be able to:

- Recognize that water, rocks, soil, and living organisms are found on the earth's surface.
- Understand that air is a mixture of gases that is all around us and that wind is moving air.
- Recognize that water, rocks, soil, and living organisms are found on the earth's surface.

Topic: Materials and Tools

Students will be able to:

- Understand that materials both natural and human –made have specific characteristics that determine how they will be used.
- Identify tools and simple machines used for specific purposes.
- Describe how humans use parts of the Body as tools and compare their use with ways in which animals use those parts of their bodies

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PERFORMANCE STANDARDS: KINDERGARTEN

Reading: Observation Survey

By the end of kindergarten, children who have performed at stanine 3-4 on a majority of the six tasks included in the Observation Survey may already be struggling with average tasks in class and need extra teacher attention if the situation is to be changed. Children who have performed at stanine 0-2 are unlikely to catch up without immediate, intensive expert teaching.

This information must be used to ensure students are provided with appropriate intervention support services in grade 1.

