

Des Plaines CCSD 62

Kindergarten Curriculum Highlights



ENGLISH LANGUAGE ARTS

Foundational Skills

Print Concepts

- Demonstrate understanding of the organization and basic features of print.
 - Follow words from left to right, top to bottom, and page by page.
 - Recognize that spoken words are represented in written language by specific sequences of letters.
 - Understand that words are separated by spaces in print.
 - Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - Recognize and produce rhyming words.
 - Count, pronounce, blend, and segment syllables in spoken words.
 - Blend and segment onsets and rimes of single-syllable spoken words.
 - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words.
 - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

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

Fluency

- Read emergent-reader texts with purpose and understanding.

Reading for Literature

Key Ideas and Details

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, retell familiar stories, including key details.
- With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

- Ask and answer questions about unknown words in a text.
- Recognize common types of texts (e.g., storybooks, poems).
- With prompting and support, name the author and illustrator of a story and define the role of each in retelling the story.

Integration of Knowledge and Ideas

- 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).
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

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

Reading for Informational Text

Key Ideas and Details

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, identify the main topic and retell key details of a text.
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

- With prompting and support, ask and answer questions about unknown words in a text.
- Identify the front cover, back cover, and title page of a book.
- 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 and Ideas

- 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).
- With prompting and support, identify the reasons an author gives to support points in a text.
- 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 of Reading and Level of Text Complexity

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

Writing

Text Types and Purposes

- 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., *My favorite book is...*).
- 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.
- 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

- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- 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

- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language

Conventions of Standard English

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - Print many upper- and lowercase letters.
 - Use frequently occurring nouns and verbs
 - Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- Produce and expand complete sentences in shared language activities.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Capitalize the first word in a sentence and the pronoun *I*.
 - Recognize and name end punctuation.
 - Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Vocabulary Acquisition and Use

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

Speaking and Listening

Comprehension and Collaboration

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

Presentation of Knowledge and Ideas

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

MATHEMATICS

Counting and Cardinality

- Know number names and the count sequence.
 - Count from 1 to 100 by ones and tens.
 - Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
 - Write numbers from 0 to 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.
 - Understand the relationship between numbers and quantities; connect counting to cardinality.
 - 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 as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
- Compare numbers.
 - Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies (include groups with up to ten objects).
 - Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
 - Represent addition and subtraction with objects, fingers, mental images and drawings
 - Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
 - Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
 - For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
 - Fluently add and subtract within 5.

Number and Operations in Base Ten

- Work with numbers 11–19 to gain foundations for place value.
 - Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation.

Measurement and Data

- Describe and compare measurable attributes.
 - Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
 - 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.
- Classify objects and count the number of objects in each category.
 - Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)

Geometry

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

- 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*.
- Correctly name shapes regardless of their orientations or overall size.
- Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
- Analyze, compare, create, and compose shapes.
 - Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
 - Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
 - Compose simple shapes to form larger shapes. *For example, “Can you join these two triangles with full sides touching to make a rectangle?”*

SCIENCE

Scientific and Engineering Practices

- Ask questions and define problems.
- Develop and use models.
- Plan and carry out investigations.
- Analyze and interpret data.
- Use mathematical and computational thinking.
- Construct explanations and design solutions.
- Engage in argument from evidence.
- Obtain, evaluate, and communicate information.

Scientific Concepts

- Identify living and nonliving things.
- Sequence the life cycles of living things.
- Tell where plants and animals live.
- Identify weather and seasons.
- Tell what gives us heat and light.
- Tell what is in a day sky and a night sky.

ENGLISH LANGUAGE DEVELOPMENT (ELD)



CAN DO Descriptors: Grade Level Cluster PreK-K

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

| | Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging | Level 6 - Reaching |
|-----------|---|---|---|---|--|--------------------|
| LISTENING | <ul style="list-style-type: none"> Match oral language to classroom and everyday objects Point to stated pictures in context Respond non-verbally to oral commands or statements (e.g., through physical movement) Find familiar people and places named orally | <ul style="list-style-type: none"> Sort pictures or objects according to oral instructions Match pictures, objects or movements to oral descriptions Follow one-step oral directions (e.g., "stand up"; "sit down") Identify simple patterns described orally Respond with gestures to songs, chants, or stories modeled by teachers | <ul style="list-style-type: none"> Follow two-step oral directions, one step at a time Draw pictures in response to oral instructions Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) Act out songs and stories using gestures | <ul style="list-style-type: none"> Find pictures that match oral descriptions Follow oral directions and compare with visual or nonverbal models (e.g., "Draw a circle under the line.") Distinguish between what happens first and next in oral activities or readings Role play in response to stories read aloud | <ul style="list-style-type: none"> Order pictures or events according to sequential language Arrange objects or pictures according to descriptive oral discourse Identify pictures/realia associated with grade-level academic concepts from oral descriptions Make patterns from real objects or pictures based on detailed oral descriptions | |
| SPEAKING | <ul style="list-style-type: none"> Identify people or objects in illustrated short stories Repeat words, simple phrases Answer yes/no questions about personal information Name classroom and everyday objects | <ul style="list-style-type: none"> Retell some facts from illustrated short stories Describe pictures, classroom objects or familiar people using simple phrases Answer questions with one or two words (e.g., "Where is Sonia?") Complete phrases in rhymes, songs, and chants | <ul style="list-style-type: none"> Retell short narrative stories through pictures Repeat sentences from rhymes and patterned stories Make predictions (e.g., "What will happen next?") Answer explicit questions from stories read aloud (e.g., who, what, or where) | <ul style="list-style-type: none"> Retell narrative stories through pictures with emerging detail Sing repetitive songs and chants independently Compare attributes of real objects (e.g., size, shape, color) Indicate spatial relations of real-life objects using phrases or short sentences | <ul style="list-style-type: none"> Tell original stories with emerging detail Explain situations (e.g., involving feelings) Offer personal opinions Express likes, dislikes, or preferences with reasons | |

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of student language processing and use across the levels of language proficiency.



CAN DO Descriptors: Grade Level Cluster PreK-K

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

| | Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging | Level 6 - Reaching |
|---------|---|---|--|---|---|--------------------|
| READING | <ul style="list-style-type: none"> Match icons and symbols to corresponding pictures Identify name in print Find matching words or pictures Find labeled real-life classroom objects | <ul style="list-style-type: none"> Match examples of the same form of print Distinguish between same and different forms of print (e.g., single letters and symbols) Demonstrate concepts of print (e.g., left to right movement, beginning/end, or top/bottom of page) Match labeled pictures to those in illustrated scenes | <ul style="list-style-type: none"> Use pictures to identify words Classify visuals according to labels or icons (e.g., animals v. plants) Demonstrate concepts of print (e.g., title, author, illustrator) Sort labeled pictures by attributes (e.g., number, initial sound) | <ul style="list-style-type: none"> Identify some high-frequency words in context Order a series of labeled pictures described orally to tell stories Match pictures to phrases/short sentences Classify labeled pictures by two attributes (e.g., size and color) | <ul style="list-style-type: none"> Find school-related vocabulary items Differentiate between letters, words, and sentences String words together to make short sentences Indicate features of words, phrases, or sentences that are the same and different | |
| WRITING | <ul style="list-style-type: none"> Draw pictures and scribble Circle or underline pictures, symbols, and numbers Trace figures and letters Make symbols, figures or letters from models and realia (e.g., straws, clay) | <ul style="list-style-type: none"> Connect oral language to print (e.g., language experience) Reproduce letters, symbols, and numbers from models in context Copy icons of familiar environmental print Draw objects from models and label with letters | <ul style="list-style-type: none"> Communicate using letters, symbols, and numbers in context Make illustrated "notes" and cards with distinct letter combinations Make connections between speech and writing Reproduce familiar words from labeled models or illustrations | <ul style="list-style-type: none"> Produce symbols and strings of letters associated with pictures Draw pictures and use words to tell a story Label familiar people and objects from models Produce familiar words/phrases from environmental print and illustrated text | <ul style="list-style-type: none"> Create content-based representations through pictures and words Make "stop books" with drawings and words Produce word/phrases independently Relate everyday experiences using phrases/short sentences | |

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NOT FORMALLY GRADED

SOCIAL STUDIES

Political Systems

- Describe rules that help students treat each other fairly.
- Demonstrate ways students help each other (e.g., taking turns and sharing).
- Explain the consequences of breaking rules.
- Give an example of a fair resolution to a conflict among people.

Economics

- Identify goods and services from a set of pictures.
- Describe a choice they have made and explain why they had to make a choice.
- Suggest a way in which a scarce item could be distributed (e.g., one jump rope, 3 children).
- Describe jobs they do at home.
- Identify workers they see at school and in the community.

History

- Give an example of an event that occurred in the past and an example of a current event.
- Place a series of events that occurred during their lifetime in chronological order.
- Tell why they need to know about their past, and others' pasts.
- Use a story or an image about the distant past to tell about what life was like during that period.

Geography

- Describe how physical and human features look between home and school (e.g., hilly, flat, a river, trees).
- Construct a model of the physical and human features on the school grounds or in the neighborhood (e.g., using a sandbox and toys).
- Describe daily changes in the weather and in the seasons in your community.
- Identify land and water areas on a map of the local community and on a globe.
- Identify the globe as a model of Earth.
- Locate objects in the classroom using a simple map.

Culture and Society

- Give examples of language, traditions, and artifacts that represent the community.

MUSIC

Music Literacy

Notation

- Icons for high/low sounds.

Rhythm

- Steady beat: identify and demonstrate.
- Long/short sounds.

Composition

- Connect sound characteristics (long/short, high/low) to iconic notation.
- Perform songs created by students with icons.

Instruments

- Voice: sing/talk/whisper/shout.
- Environmental sounds.

Expressive Qualities

- Dynamics: identify loud/soft and fast/slow.

History

- Opera: Hansel and Gretel: identify composer, characters, and songs.

Performance

Rhythm

- Move to music to show steady beat.

Melody

- Sing to match pitch on Sol-Mi.

Expressive Qualities

- Tempo: fast/slow, loud/soft.

Live Performance

- Concert/audience etiquette.
- Singing, movement, focus.

PHYSICAL EDUCATION

Motor Skills and Movement Patterns

- Demonstrates locomotor and non-locomotor skills.
- Understands spatial awareness.

Cognitive Concepts, Principles and Strategies

- Demonstrates effort.
- Actively participates.
- Works independently.
- Listens, follows, and identifies rules.

Health-Enhancing Level of Physical Fitness

- Understanding how exercise improves your body's health.
- Finding and feeling your heart rate and pulse.

HEALTH

Health Concepts and Health Enhancing Behaviors

- Taking care of the body: hygiene, exercise.

Body Systems

- Identify body parts.
- Identify senses.

LMC

Access Information Efficiently and Effectively

- Locate parts of a book.
- Understand basic organizational pattern of library.

Evaluate Information Critically and Competently

- Learn the difference between fact and fiction.
- Select books appropriate to interest.
- Answer questions with appropriate resources.

Use Information Accurately

- Communicate results of an information search in format appropriate for content.
- Recognize ownership of written and illustrated material.
- Observe Internet guidelines and protocols as defined in the district's policies.

Appreciate Literature

- Use both auditory and visual clues to understand literature.
- Begin to identify different types and elements of literature.

Understand and Practice Internet Safety

- Understand personal and public information.
- Recognize the need for adult supervision.
- Use electronic devices safely and appropriately.

Tech Skills

- Know basic vocabulary (icon, mouse, keyboard, keys, dock, windows).
- Navigate a website given by the teacher.
- Power and log on and off.
- Adjust sound using keyboard.
- Use a mouse to navigate the desktop, website or a program, drag and drop.

- Click/double click to open a program.