Kindergarten

*Alabama College & Career Ready Standards for English/Language Arts and Mathematics

Summary of English/Language Arts Standards

Foundational Skills

- ★ Track print from left to right, top to bottom and page to page
- ★ Point to words with one-to-one correspondence (voice to print match)
- ★ Recognize and name upper- and lowercase letters
- ★ Recognize and produce rhyming words
- ★ Segment words into individual sounds and blend sounds into words
- ★ Produce sound for each consonant and vowel
- ★ Read grade level high-frequency words by sight
- ★ Read grade level texts with accuracy, purpose and understanding

Reading Standards for Informational Text and Literature

- ★ Retell familiar stories; Ask and answer questions about key details of a text
- ★ Identify characters, setting and major events in a story
- ★ Identify front/back cover and title page of a book; Define role of author and illustrator
- ★ Actively engage in group reading activities with purpose and understanding
- ★ Compare and contrast texts on the same topic
- ★ Make connections between self, text and the world

Writing Standards

- ★ Use a combination of drawing, dictating and writing to express an opinion about a book
- ★ Use a combination of drawing, dictating and writing to share information
- ★ Use a combination of drawing, dictating and writing to tell a story
- ★ Add details to strengthen writing

Speaking and Listening Standards

- ★ Participate in conversations about Kindergarten topics and texts
- ★ Follow agreed upon rules for discussions (listening to others, taking turns talking, etc.)
- ★ Describe familiar people, places, things and events
- ★ Speak audibly and express thoughts, feelings and ideas clearly

Language Standards

- ★ Print many upper- and lowercase letters
- ★ Use frequently occurring nouns, verbs and prepositions (to, from, in, out, etc.)
- ★ Use inflections (re-, pre-, -s, -es, -ful, - less, etc.) in speaking and understanding language
- ★ Understand and use questions words (who, what, where, when, how and why)
- ★ Capitalize the first word in a sentence and the pronoun I
- ★ Recognize and name ending punctuation (? ! .)
- ★ Write a letter for most consonant and short vowel sounds; Spell words phonetically
- ★ Demonstrate an understanding of words by relating them to their opposites

Summary of Mathematical Content Standards
The "What" our students will to learn

Counting and Cardinality

- ★ Count to 100 by ones starting from any given number
- ★ Count to 100 by tens
- ★ Write numbers from 0 – 20
- ★ Count groups of up to 20 objects accurately
- ★ Compare two numbers between 1 and 10 using less than, greater than or equal to

Operations and Algebraic Thinking/Numbers in Base Ten

- ★ Represent addition and subtraction within 10 using objects
- ★ Solve addition word problems within 10 using objects or drawings
- ★ Solve subtraction word problems within 10 using objects or drawings
- ★ Decompose numbers through ten in more than one way (5 = 2 + 3 and 5= 1+4)
- ★ Find the number that makes 10 when added to a given number from 1 – 9
- ★ Fluently add within 5
- ★ Fluently subtract within 5
- ★ Compose and decompose numbers from 11 – 19 into tens and ones (12 is ten and 2 ones)

Measurement and Data

- ★ Describe attributes of objects, such as length or weight
- ★ Directly compare objects to see which is heavier/ lighter, taller/ shorter, etc.
- ★ Classify (sort) objects into categories and count the objects in each category

Geometry

- ★ Describe objects using names of shapes
- ★ Describe relative position of shapes using terms such as above, below, in front of, behind and next to
- ★ Identify shapes as 2 dimensional or 3 dimensional
- ★ Identify 2 dimensional shapes: rectangle, triangle, square, circle, hexagon
- ★ Identify 3 dimensional shapes: cube, cone, cylinder, sphere

Summary of Mathematical Practice Standards
The "how" our students are demonstrating what they have learned.

1. Make sense of problems and persevere in solving them.

In Kindergarten, students begin to build the understanding that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Younger students may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" or they may try another strategy.

2. Reason abstractly and quantitatively.

Younger students begin to recognize that a number represents a specific quantity. Then, they connect the quantity to written symbols. Quantitative reasoning entails creating a representation of a problem while attending to the meanings of the quantities.

3. Construct viable arguments and critique the reasoning of others.

Younger students construct arguments using concrete referents, such as objects, pictures, drawings, and actions. They also begin to develop their mathematical communication skills as they participate in mathematical discussions involving questions like "How did you get that?" and "Why is that true?" They explain their thinking to others and respond to others' thinking.

4. Model with mathematics.

In early grades, students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed.

5. Use appropriate tools strategically.

Younger students begin to consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, kindergarteners may decide that it might be advantageous to use linking cubes to represent two quantities and then compare the two representations side-by-side.

6. Attend to precision.

As kindergarteners begin to develop their mathematical communication skills, they try to use clear and precise language in their discussions with others and in their own reasoning.

7. Look for and make use of structure.

Younger students begin to discern a pattern or structure. For instance, students recognize the pattern that exists in the teen numbers; every teen number is written with a 1 (representing one ten) and ends with the digit that is first stated. They also recognize that $3 + 2 = 5$ and $2 + 3 = 5$.

8. Look for and express regularity in repeated reasoning.

In the early grades, students notice repetitive actions in counting and computation, etc. For example, they may notice that the next number in a counting sequence is one more. When counting by tens, the next number in the sequence is "ten more" (or one more group of ten). In addition, students continually check their work by asking themselves, "Does this make sense?