

# ***Kindergarten - Central Library Related State Content Standards***

## **English-Language Arts**

### READING

#### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

##### *Concepts About Print*

- 1.1 Identify the front cover, back cover, and title page of a book.
- 1.2 Follow words from left to right and from top to bottom on the printed page.
- 1.3 Understand that printed materials provide information.
- 1.4 Recognize that sentences in print are made up of separate words.
- 1.5 Distinguish letters from words.
- 1.6 Recognize and name all uppercase and lowercase letters of the alphabet.

##### *Phonemic Awareness*

- 1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).
- 1.12 Track auditorily each word in a sentence and each syllable in a word.

##### *Decoding and Word Recognition*

- 1.14 Match all consonant and short-vowel sounds to appropriate letters.
- 1.15 Read simple one-syllable and high-frequency words (i.e., sight words).
- 1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).

##### *Vocabulary and Concept Development*

- 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).

#### 2.0 Reading Comprehension

##### *Structural Features of Informational Materials*

- 2.1 Locate the title, table of contents, name of author, and name of illustrator.

##### *Comprehension and Analysis of Grade-Level-Appropriate Text*

- 2.2 Use pictures and context to make predictions about story content.
- 2.3 Connect to life experiences the information and events in texts.
- 2.5 Ask and answer questions about essential elements of a text.

### 3.0 Literary Response and Analysis

#### *Narrative Analysis of Grade-Level-Appropriate Text*

- 3.1 Distinguish fantasy from realistic text.
- 3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).
- 3.3 Identify characters, settings and important events.

### LISTENING AND SPEAKING

#### 2.0 Speaking Applications (Genres and Their Characteristics)

- 2.2 Recite short poems, rhymes and songs.

## Mathematics

### NUMBER SENSE

- 1.0 Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement):
  - 1.1 Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other.
  - 1.2 Count, recognize, represent, name, and order a number of objects (up to 30).
- 2.0 Students understand and describe simple additions and subtractions:
  - 2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).

### ALGEBRA AND FUNCTIONS

- 1.0 Students sort and classify objects:
  - 1.1 Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red).

## History-Social Science

- K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle and the Statue of Liberty.
- K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.
  - 1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.

# Science

## INVESTIGATION AND EXPERIMENTATION

4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
  - a. Observe common objects by using the five senses.
  - b. Describe the properties of common objects.
  - c. Describe the relative position of objects by using one reference (e.g., above or below).
  - d. Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).
  - e. Communicate observations orally and through drawings.

# Visual Arts

- 1.0 Artistic Perception  
*Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts*

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

### *Develop Perceptual Skills and Visual Arts Vocabulary*

- 1.1 Recognize and describe simple patterns found in the environment and works of art.

### *Analyze Art Elements and Principles of Design*

- 1.3 Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape/form.

- 3.0 Historical and Cultural Context  
*Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts*

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

### *Role and Development of the Visual Arts*

- 3.1 Describe functional and nonutilitarian art seen in daily life; that is, works of art that are used versus those that are only viewed.
- 3.2 Identify and describe works of art that show people doing things together.

*Diversity of the Visual Arts*

3.3 Look at and discuss works of art from a variety of times and places.

4.0 Aesthetic Valuing

*Responding to, Analyzing, and Making Judgments About Works in the Visual Arts*

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

*Derive Meaning*

4.2 Describe what is seen (including both literal and expressive content) in selected works of art.

5.0 Connections, Relationships, Applications

*Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers*

Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

*Visual Literacy*

5.3 Point out images (e.g., photographs, paintings, murals, ceramics, sculptures) and symbols found at home, in school, and in the community, including national and state symbols and icons.

*Career and Career-Related Skills*

5.4 Discuss the various works of art (e.g., ceramics, paintings, sculpture) that artists create and the media used.