



New York State learning standards outline what a student should know and be able to do by the end of the grade level or band. There are also skills that a well-rounded students should possess. Listed below are examples of the **Schenectady City School District Academic Expectations for Kindergarten Students**. These should be viewed holistically and are not meant to determine promotion or retention. A student may demonstrate or be on track for proficiency without having mastered every skill. Teachers intervene as appropriate to support skill development.

### READING

- Recognize and produce rhyming words (know hat & pat rhyme)
- Blend and segment syllables in spoken words (tomorrow has three)
- Blend and segment individual sounds (phonemes) in spoken, one-syllable words (tap = /t/ /a/ /p/)
- Create new words by manipulating phonemes orally in one-syllable words
- Understand that speech sounds are represented by specific letters in print
- Recognize and name all upper and lowercase letters
- Produce the most common sounds for each consonant ( /k/ for c)
- Recognize the difference between letter sounds and letter names
- Build a sight word vocabulary of regular words (he, me, but) and irregular words (the, you, does)
- Decode short vowel words with common spellings.
- Recognize characteristics of reading and print (read from left to right)
- Name the author and illustrator and explain what they do
- With support, identify main idea and supporting details in texts
- With support, retell stories and identify characters, settings, events
- Develop and answer questions about a text
- Begin to identify literary (fiction) and informational (nonfiction) texts
- Make connections between self, text, and the world.
- Participate in conversations about features of diverse texts and formats

### WRITING AND LANGUAGE

- Write most upper- and lower-case letters
- Write a letter(s) to represent most consonant & short-vowel sounds
- Sound out spellings for simple words
- Capitalize the pronoun I and the first word in a sentence
- Use drawing, dictating, and writing to state an opinion about a familiar topic; provide a reason to support; name a familiar topic and give information about the topic; and narrate an event or events in a sequence
- Create a response to a text, author, or personal experience

### VOCABULARY

- Determine the meaning of unknown and multiple-meaning words
- Use words to identify/describe the world, making connections between words and their use
- Sort common objects into categories (shapes, colors, size, use)
- Relate verbs and adjectives to their opposites (antonyms) (stop/go)

Kindergarten students in the Schenectady City School District are screened **three times per year** for literacy and math to ensure that they are on track for proficiency.

### **KINDERGARTEN LITERACY AND MATH SCREENING MEASURES**

Kindergarten students are screened using the STAR Early literacy Assessment which assesses early literacy and math skills.

Diagnostic screening tools are used three times a year to assess phonemic awareness and phonics development as well as to determine if students require additional supports or teaching to build foundational reading skills.

## TIPS FOR PARENTS

Set aside daily time for reading. Ask students questions about the books they have chosen. Read the book to yourself to foster better conversations.

Encourage students to select books about science, history, art, music, and famous people. Building background knowledge is important for comprehension.

Expect students to write daily, using the strategies they learn in school. Writing about what they read improves comprehension.

Play word games like “I Spy” to encourage oral language and build vocabulary.

Keep a “word log” for new words your child discovers.

Practice basic math facts by posing problems to solve mentally. Expect a quick response.

Involve your student in tasks at home that require math like cooking, measuring, building, etc.

Allow students to make a mistake and problem-solve a better solution.

Ask your child to communicate and defend their thinking on various topics.

## SPEAKING AND LISTENING

- Follow agreed-upon rules of conversation (takes turns speaking)
- Express thoughts, feelings, and ideas clearly and in complete sentences
- Ask/answer questions to demonstrate understanding or seek clarification

## MATH

- **Grade Level Fluencies:** Add and subtract within 5
- **Geometry**
  - Identify and describe shapes (circles, spheres, triangles, squares)
  - Analyze, compare, create, and compose shapes
- **Counting and Cardinality**
  - Know number names and the counting sequence
  - Count to tell the number of objects
  - Compare numbers
- **Operations and Algebraic Thinking**
  - Understand addition as putting together and adding to
  - Understand subtraction as taking part and taking from
- **Number and Operations in Base Ten**
  - Work with the numbers 11-19 to gain foundations for place value
- **Measurement and Data**
  - Describe and compare measurable attributes
  - Classify objects and count the number of objects in each category

## SCIENCE

- Understand science concepts related to the Living Environment and/or the Physical Setting
- Demonstrate mastery of skills involved in scientific measurements (including units) using scientific equipment
- Demonstrate understanding of the scientific process and of science concepts using scientific inquiry.

## SOCIAL STUDIES

- Examine similarities and differences between children, families, and communities
- Describe American holidays, symbols, and traditions
- Demonstrate respect for others and understand individual rights and responsibilities
- Identify differences and similarities between maps and globes; locate familiar places on a map
- Describe and give examples of seasonal weather changes
- Retell a story and explain the value, idea, tradition, or important event that it expressed.
- Identify basic needs (food, clothing, and shelter). Students will distinguish between a need and a want.

## ART

- Make independent decisions guided by Elements/Principles of Art
- Develop technical skills, select materials/tools/media to serve creative intent
- Examine, reflect, interpret artwork, making and explaining inferences
- Explore, explain art/history relationships between different cultures

## MUSIC

- Maintain tone, pitch, rhythm, tempo, and dynamics while singing
- Describe music in terms related to the basic elements (melody, rhythm, harmony, form and style)
- Use instruments in creating and performing music
- Identify a basic repertoire of songs from various world cultures

## PHYSICAL EDUCATION

- Perform basic motor and manipulative skills
- Show competence in a variety of physical activities
- Demonstrate safe, responsible, personal and social behavior

