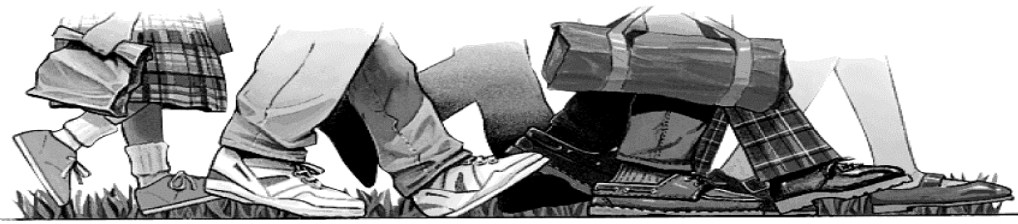




Learning Goals

Kindergarten



We prepare learners for the future

Our Mission

The mission of Plainfield Community Consolidated School District No. 202 — the primary source of comprehensive, high quality education in a trusting, supportive environment — is to develop, at all levels, responsible, successful citizens by providing an education, in cooperation with home and community, which: fosters each individual's value, uniqueness, and importance and promotes lifelong learning in an ever-changing society.

Our Goals

District 202 recognizes the need for a vision that embraces and embodies the desires and aspirations of our learning community. We will encourage and support our students, parents, community, staff, and Board of Education as they dedicate their time, talent, and resources in support and pursuit of these goals.

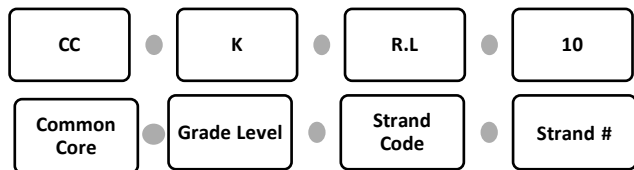
1. Our Learning Community will be a place where each person can achieve his or her maximum individual potential.
2. Optimal learning cultures, climates, and facilities will be developed and maintained.
3. Communication strategies will create a climate of inclusion, trust, and shared responsibility.
4. Resources will be developed and optimized to fulfill the vision, mission, and goals of the District.

This brochure created by K-5 curriculum committees in all learning areas is intended to provide parents and community members with a listing of important learning goals. The lists does contain all of the content or skills that students will experience during the school year for English Language Arts and Math. The lists does not contain all of the content or skills that students will experience during the school year for Science, Social Studies and Physical Education/Health. A more complete listing is used by teachers to prepare lessons and activities on a daily basis; however, this list should help parents and teachers as they discuss academic progress.

Key

Outcomes are the unit of study

Components are the skills to support the unit



Strand Codes

RL = Reading Standards for Literature

RI = Reading Standards for Informational Text

RF = Reading Standards: Foundational Skills

W = Writing

SL = Speaking and Listening

L = Language

English Language Arts

OUTCOME A: Students will ask and answer questions during group/shared reading to demonstrate an understanding of complex literature to identify different text forms, and understand story elements. CC.K.R.L.10

Components

ELA.00K.A.1 Identify the front cover, back cover, and title page of a book. CC.K.R.I.5

ELA.00K.A.2 Identify different text forms (e.g., storybooks, poems). CC.K.R.L.5

ELA.00K.A.3 With prompting and support retell familiar stories and ask and answer questions about key details in a text as well as identifying characters, setting, and major events in a story. CC.K.R.L.1 & CC.K.R.L.2 & CC.K.R.L.3

ELA.00K.A.4 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. CC.K.R.L.9

OUTCOME B: Students will ask and answer questions during group/shared reading to demonstrate understanding of informational text by identifying the main idea, understanding text features, and comparing two texts. CC.K.R.I.10

Components

ELA.00K.B.1 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures, or Venn diagram). CC.K.R.I.9

ELA.00K.B.2 With prompting and support, identify the main topic, retell, and ask and answer questions about key details in an informational text. CC.K.R.I.1 & CC.K.R.I.2

ELA.00K.B.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information from a nonfiction text. CC.K.R.I.3

ELA.00 K.B.4 With prompting and support, name the author and illustrator of an informational text and define the role of each as well as 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). CC.K.R.I.6 & CC.K.R.I.7

ELA.00K.B.5 With prompting and support, identify the reasons an author gives to support points in a text. (e.g., What is the authors message/main idea?) CC.K.R.I.8

OUTCOME C: Students will demonstrate understanding of the organization and basic features of print. CC.K.R.F.1

Components

ELA.00K.C.1 Students apply directionality by matching words from left to right, top to bottom, and page by page. CC.K.R.F.1.a

ELA.00K.C.2 Students locate spoken words within a given text. CC.K.R.F.1.b

ELA.00K.C.3 Students identify a word and a sentence within text. CC.K.R.F.1.c

ELA.00K.C.4 Recognize and name all upper- and lowercase letters of the alphabet. CC.K.R.F.1.d

OUTCOME D: Students will demonstrate understanding of spoken words, syllables, and sounds (phonemes). CC.K.R.

Components

ELA.00K.D.1 Recognize and produce rhyming words. CC.K.R.F.2.a

ELA.00K.D.2 Count, pronounce, blend, and segment syllables in spoken words. CC.K.R.F.2.b

ELA.00K.D.3 Blend and segment onsets and rhymes of single-syllable spoken words. CC.K.R.F.2.c

ELA.00K.D.4 Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.*(This does not include CVCs ending with /l/, /r/, or /x/.) CC.K.R.F.2.d

ELA.00K.D.5 Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. CC.K.R.F.2.e

OUTCOME E: Students will apply grade-level phonics and word analysis skills in decoding words. CC.K.R.F.

Components

ELA.00K.E.1 Produce the primary or most frequent sound for each consonant. CC.K.R.F.3.a

ELA.00K.E.2 Name and say the long and short sounds with the common spellings (graphemes) for the five major vowels. CC.K.R.F.3.b

ELA.00K.E.3 Read common high-frequency words by sight (see sight word list). CC.K.R.F.3.c

ELA.00K.E.4 Read similarly spelled words. (e.g., cat, cut or pat, rat or cat, can) CC.K.R.F.3.d

OUTCOME F: With support and guidance, students will communicate through writing, drawing, or dictating their experiences or what they have learned through research.

Components

ELA.00K.F.1 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. CC.K.W.8

ELA.00K.F.2 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). CC.K.W.7

ELA.00K.F.3 Write and dictate to inform using pictures and words. CC.K.W.2

ELA.00K.F.4 Students will draw, write and dictate a story with events in order and provide a reaction to what happened. CC.K.W.3

ELA.00K.F.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. CC.K.W.5

ELA.00K.F.6 With guidance and support from adults, use available technology to construct a piece of writing in collaboration with peers. CC.K.W.6

ELA.00K.F.7 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 . . .). CC.K.W.1

OUTCOME G: Students will participate appropriately in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. CC.K.SL.1

Components

ELA.00K.G.1 Apply agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). CC.K.SL.1.a

ELA.00K.G.2 Continue a conversation through multiple exchanges. CC.K.SL.1.b

ELA.00K.G.3 With prompting and support speak audibly to describe familiar people, places, things, and events and provide additional detail with drawings or other visual displays. CC.K.SL.4 & CC.K.SL.5 & CC.K.SL.6

ELA.00K.G.4 Ask and answer questions about key details in order to request clarification or seek help if something is not understood after text is read aloud or information presented orally through other media. CC.K.SL.2 & CC.K.SL.3

OUTCOME H: Students will demonstrate command of the conventions of standard English grammar and usage when speaking. CC.K.L.1

Components

ELA.00K.H.1 Produce and expand complete sentences in shared language activities. (e.g., Teacher: What is your favorite food. Student: My favorite food is cheese pizza from Nancys.) CC.K.L.1.f

ELA.00K.H.2 Use frequently occurring nouns and verbs and form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). CC.K.L.1.b & CC.K.L.1.c

ELA.00K.H.3 Understand and use question words (e.g., who, what, where, when, why, how). CC.K.L.1.d

ELA.00K.H.4 Use most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). CC.K.L.1.e

OUTCOME I: Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.K.L.2

Components

ELA.00K.I.1 Print all upper- and lowercase letters. CC.K.L.1.a

ELA.00K.I.2 Spell simple words phonetically/developmentally, using consonant and short-vowel sounds. CC.K.L.2.c & CC.K.L.2.d

ELA.00K.I.3 Capitalize the first word in a sentence, capitalize the pronoun I, and name and use correct end punctuation. CC.K.L.2.a & CC.K.L.2.b

ELA.00K.I.4 Write the 26 Kindergarten High Frequency Words.

OUTCOME J: Students will determine or clarify the meaning of unknown words and multiple-meaning words acquired through conversations, reading, and being read to as well as responding to text based on kindergarten content. CC.K.L.4 & CC.K.L.6

Components

ELA.00K.J.1 With prompting and support, ask and answer questions about unknown words in an informational text. (e.g., There was only a few leaves on the tree. What does the word few mean). CC.K.R.I.4

ELA.00K.J.2 Ask and answer questions about unknown words in a text. CC.K.R.L.4

ELA.00K.J.3 Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). CC.K.L.4.a

ELA.00K.J.4 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. CC.K.L.4.b

OUTCOME K: Students will explore word relationships and nuances in word meanings with guidance and support from adults. CC.K.L.5

Components

ELA.00K.K.1 Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. CC.K.L.5.a

ELA.00K.K.2 Identify antonyms. CC.K.L.5.b

ELA.00K.K.3 Identify real-life connections between words and their use. CC.K.L.5.c

ELA.00K.K.4 Demonstrate the meaning among similar verbs by acting out the meanings (e.g., walk, march, strut, prance).
CC.K.L.5.d

OUTCOME L: Students will read emergent-reader texts with purpose and understanding. CC.K.R.F.4

Components

ELA.00K.L.1 Select “just right” book.

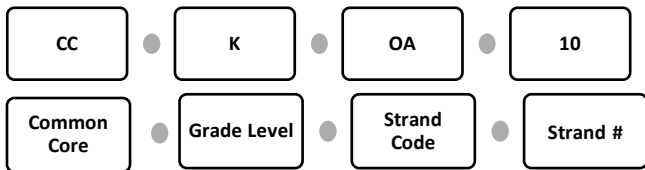
ELA.00K.L.2 Describe your favorite part from the story and why.

ELA.00K.L.3 Utilize beginning reading strategies to read for meaning (use pictures, beginning sounds, does it make sense).

ELA.00K.L.4 Retells the story including important events from the beginning, middle, and end generally in sequence and refer to most characters by name.

ELA.00K.L.5 Reads fluently in short phrases at grade level.

Key



Strand Codes

CC = Counting and Cardinality

OA = Operations and Algebraic Thinking

NBT = Number and Operations in Base Ten

MD = Measurement and Data

NF = Number and Operations Fractions

RP = Ratios and Proportional Relationships

NS = Number System

G = Geometry

Math

OUTCOME A: Students will read and write numbers up to 20, including demonstrating one to one correspondence in various ways and rote count up to 100 by ones and tens. Students will compare objects and numbers using the words less than, greater than and equal.

Components

MA.00K.A.1 Count to 25 by ones. CC.K.CC.1

MA.00K.A.2 Count to 50 by ones. CC.K.CC.1

MA.00K.A.3 Count to 75 by ones. CC.K.CC.1

MA.00K.A.4 Count to 100 by ones. CC.K.CC.1

MA.00K.A.5 Count forward beginning from any given number up to 20. CC.K.CC.2

MA.00K.A.6 Write numbers from 0-20. CC.K.CC.3

MA.00K.A.7 Represent a number of objects with a written number within 20 (with 0 representing a count of no objects).
CC.K.CC.3 & CC.K.CC.4

MA.00K.A.8 Count as many as 10 things arranged in scattered configuration CC.K.CC.5

MA.00K.A.9 Given a number from 1-20, count out that many objects. CC.K.CC.5

MA.00K.A.10 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. CC.K.CC.6

MA.00K.A.11 Compare two numbers between 1 and 10 presented as a written number. CC.K.CC.7

MA.00K.A.12 Count to 100 by tens. CC.K.CC.1

OUTCOME B: Students will visually represent, decompose, and solve word problems using numbers within 10. Students will fluently add and subtract within 5.

Components

MA.00K.B.1 Represent addition and subtraction and solve addition and subtraction word problems within 10 by using objects or drawings to represent the problem. CC.K.OA.1 & CC.K.OA.2

MA.00K.B.2 Fluently add any two addends up to and including 5. CC.K.OA.5

MA.00K.B.3 Fluently subtract from 5 or less. CC.K.OA.5

MA.00K.B.4 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. CC.K.OA.4

MA.00K.B.5 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 drawing or equation (e.g., $5=2+3$ and $5=4+1$). CC.K.OA.3

OUTCOME C: Students will compose and decompose numbers 11- 19 into tens and some further ones.

Components

MA.00K.C.1 Use objects (straws, longs/cubes, toothpicks) or drawings to demonstrate that numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. CC.K.NBT.1

MA.00K.C.2 Record each composition or decomposition by a drawing and equation (e.g., $18 = 10 + 8$).

OUTCOME D: Students will describe, compare and classify measureable attributes of objects. Students will classify, count, and sort objects into given categories.

Components

MA.00K.D.1 Describe length and weight of objects using words such as tall, short, long, heavy, and light. CC.K.MD.1

MA.00K.D.2 Directly compare two objects with a measureable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. CC.K.MD.2

MA.00K.D.3 Classify objects into given categories, count the number of objects in each category, and compare categories by count (which group has more/less? Are any groups equal)? CC.K.MD.3

OUTCOME E: Students will identify, describe, and compare two and three dimensional shapes in different sizes. Students will model and compose two and three dimensional shapes.

Components

MA.00K.E.1 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. CC.K.G.1

MA.00K.E.2 Correctly name shapes, regardless of their orientation or overall size. CC.K.G.2

MA.00K.E.3 Identify shapes as flat or solid (two-dimensional or three-dimensional) (square, triangle, circle, rectangle, hexagon, cube, cone, cylinder, sphere). CC.K.G.3

MA.00K.E.4 Compare two-and three-dimensional shapes in different sizes and orientation, using informal language to describe their similarities, differences, parts (e.g., having sides of equal length, equal numbers of corners or shapes in different orientations). CC.K.G.4

MA.00K.E.5 Model shapes in the world by building shapes from objects (e.g., sticks and clay balls) and drawing shapes. CC.K.G.5

MA.00K.E.6 Compose a larger shape using two or more smaller shapes. (For example, “Can you join these two triangles with sides touching to make a rectangle?”) CC.K.G.6

Science

OUTCOME A: Students will use the five senses to explore and observe materials.

OUTCOME B: Students will describe motion and force based on observation, exploration, and investigation using the five senses and appropriate scientific tools.

OUTCOME C: Students will use the five senses and appropriate scientific tools to describe and apply concepts that explain how plants function, adapt, and change in their environment.

Social Studies

OUTCOME A: Students will justify rules that apply to them, identify the city and state in which they live, participate in voting to make choices, identify classroom jobs and characterize the roles of leaders in their environment.

OUTCOME B: Students will characterize their personal identity to develop a positive self-concept, identify similarities and differences between their peers, and compare and contrast the families and cultures within their environment.

OUTCOME C: Students will recall information from their immediate past/future and locate objects and places in their school and community.

Fine Arts

Art

OUTCOME A: Students will recognize and draw a variety of 2D and 3D geometric shapes.

OUTCOME B: Students will match color wheel colors to their color names.

OUTCOME C: Name and draw a variety of lines.

OUTCOME D: Discover a variety of media and materials used in art.

OUTCOME E: Develop creativity through illustrations and text.

Music

OUTCOME A: Students will perform a steady beat.

OUTCOME B: Students will sing in groups (small or large).

OUTCOME C: Students will experience musical elements.

Physical Education/Health

OUTCOME HA: Students will give examples of how to keep their bodies healthy and safe.

OUTCOME HB: Students will demonstrate acceptable behaviors in social settings.

OUTCOME PA: Students will demonstrate locomotor, non locomotor rhythmic, and manipulative skills.

OUTCOME PB: Students will demonstrate skills that encompass health related fitness components.

OUTCOME PC: Students will demonstrate team building skills in small and large group activities.