

TUSCARAWAS VALLEY LOCAL SCHOOLS

A Parent's Guide to Ohio's New Learning Standards



GRADE
K

Kindergarten

Dear Parent / Guardian:

This pamphlet has been prepared by the Tuscarawas Valley Local Schools to help you become better acquainted with the new Ohio Learning Standards for Social Studies and Science as well as the newly adopted Common Core standards in English Language Arts and Math. We have also included our Tusky Valley "I Can" statements, which you will see listed on your child's report card. These "I Can" statements represent the skills taught to mastery at this grade level. The "I Can" statements directly correlate with the state standards that follow. We hope you will review this material to have an understanding of what your child needs to know and be able to do by the time he or she finishes kindergarten.

There is nothing more important to your child's future than making sure he or she gets a quality education. We look forward to working together as partners to achieve this goal and make this a happy and successful year for all students. Please feel free to contact your child's teacher or principal should you have any questions or concerns about the kindergarten curriculum.

Sincerely,

The Staff and Administration of the
Tuscarawas Valley Local Schools

Language Arts

TVLS Reading 'I Can' Statements:

- ❖ I can identify all upper and lowercase letters.
- ❖ I can identify all consonant letter sounds.
- ❖ I can identify all vowel letter sounds.
- ❖ I can hear and say rhyming words and patterns.
- ❖ I can count syllables in words.
- ❖ I can identify beginning sounds.
- ❖ I can identify sight words.
- ❖ I can demonstrate how a book works.
- ❖ I can identify favorite books.
- ❖ I can identify ending sounds.
- ❖ I can blend sounds to make words. (CVC)
- ❖ I can use pictures to help understand reading materials.
- ❖ I can identify characters in a story.
- ❖ I can identify the setting of a story.
- ❖ I can read books with 2 lines of text.
- ❖ I can use reading strategies to decode and read.
- ❖ I can sequence story pictures.

Reading Standards: 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 (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)
 - 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 letter-sound correspondences by producing the primary or most frequent sound for each consonant.
 - Associate the long and short sounds with the 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 Standards: 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 or 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.

Reading Standards: 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 telling 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.

TVLS Writing 'I Can' Statements:

- ❖ I can write left to right and top to bottom.
- ❖ I can use single letters, labels, or strings of letters.
- ❖ I can write using phonics to attempt spelling.
- ❖ I can use classroom resources to check spelling.
- ❖ I can read my writing to others.

- ❖ I can organize, write, and illustrate a story with a beginning, middle, and end.
- ❖ I can organize, write, and illustrate a story to provide information or state my opinion.

Writing Standards

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.

TVLS Speaking and Listening 'I Can' Statements:

- ❖ I can participate in classroom discussion through listening and taking turns speaking.

Speaking & 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.
- Add drawings or other visual displays to descriptions as desired to provide additional detail.
- Speak audibly and express thoughts, feelings, and ideas clearly.

TVLS Language 'I Can' Statements:

- ❖ I can print upper and lowercase letters legibly.
- ❖ I can use spaces between words when I write.
- ❖ I can use punctuation marks at the end of a single sentence.
- ❖ I can use capitalization at the beginning of a single sentence.

- ❖ I can identify common categories. Examples: color words, number words.

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.

Mathematics

TVLS Numbers 'I Can' Statements:

- ❖ I can count to 30.
- ❖ I can identify numerals 0 through 10.
- ❖ I can write numerals 0 through 10.
- ❖ I can tell the number values 0 through 10.
- ❖ I can identify numerals 11 through 20.

- ❖ I tell how many are in a set of up to 5 quickly by looking, not counting.
- ❖ I can write numerals for 11 through 20.
- ❖ I can tell the number values 11 through 20.
- ❖ I can count to 100 by 1's.
- ❖ I can order numbers 1-20 out of sequence.
- ❖ I can count to 100 by 10's.
- ❖ I can count forward beginning at any number instead of having to begin at one. (Start at 45 and count to 100)

Counting & Cardinality

Know number names and the count sequence.

- Count to 100 by ones and by 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.
 - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
 - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
 - Understand that each successive number name refers to a quantity that is one larger.
- 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.¹
- Compare two numbers between 1 and 10 presented as written numerals.

TVLS Algebra 'I Can' Statements:

- ❖ I can demonstrate simple addition.
- ❖ I can demonstrate simple subtraction.

Operations & 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, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- 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 & 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 (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

TVLS Measurement and Data 'I Can' Statements:

- ❖ I can demonstrate more and less.
- ❖ I can sort objects by shape, size, and color.
- ❖ I can measure objects using nonstandard units. (paper clips, blocks, etc.)
- ❖ I can gather data and create a graph.

Measurement & 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. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

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.¹

TVLS Geometry 'I Can' Statements:

- ❖ I can identify two dimensional shapes. (square, triangle, rectangle, circle, hexagon)
- ❖ I can use position words correctly.
- ❖ I can identify and describe three dimensional shapes. (cube, cone, cylinder, sphere)

Geometry

Identify and describe shapes (squares, circles, triangles, rectangles, 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

TVLS Science 'I Can' Statements:

- ❖ I can describe the weather.
- ❖ I can describe living and non-living things.
- ❖ I can identify objects that vibrate to produce sound.
- ❖ I can identify what time of day the sun, moon, and stars are visible.
- ❖ I can ask "what if" questions.

Earth and Space Science (ESS)

- Weather changes are long-term and short-term.
- The moon, sun and stars are visible at different times of the day or night.

Physical Science (PS)

- Objects and materials can be sorted and described by their properties.
- Some objects and materials can be made to vibrate to produce sound.

Life Science (LS)

- Living things are different from nonliving things.
- Living things have physical traits and behaviors, which influence their survival.

Social Studies

TVLS Social Studies 'I Can' Statements:

- ❖ I can find my way around my school.
- ❖ I can identify community workers and their roles.
- ❖ I can identify goods and services.
- ❖ I can identify some U.S. symbols.
- ❖ I can tell the difference between the land and water on maps and globes.

History

- Time can be measured.
- Personal history can be shared through stories and pictures.
- Heritage is reflected through the arts, customs, traditions, family celebrations and language.
- Nations are represented by symbols and practices. Symbols and practices of the United States include the American flag, Pledge of Allegiance and the National Anthem.

Geography

- Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places.
- Models and maps represent real places.
- Humans depend on and impact the physical environment in order to supply food, clothing and shelter.
- Individuals are unique but share common characteristics of multiple groups.

Government

- Individuals have shared responsibilities toward the achievement of common goals in homes, schools and communities.
- The purpose of rules and authority figures is to provide order, security and safety in the home, school and community.

Economics

- People have many wants and make decisions to satisfy those wants. These decisions impact others.
- Goods are objects that can satisfy people's wants. Services are actions that can satisfy people's wants.

Mission:

*The Tuscarawas Valley Local
School District will focus on
high achievement for all students
by providing a challenging
curriculum in a positive learning
environment.*



Positive, Productive, Proud