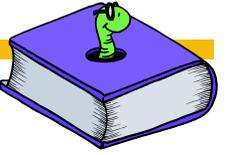


Getting Ready for Kindergarten



English Language Arts

By the end of the school year, my student will be able to:

Read Literature and Informational Text

- With prompting and support...
 - ◇ ask and answer questions about key details in literature and informational texts;
 - ◇ retell familiar stories, including key details;
 - ◇ identify characters, settings and major events in a story;
 - ◇ identify the main topic and retell key details of an informational text;
 - ◇ describe the connection between two individuals, events, ideas or pieces of information in an informational text;
 - ◇ ask and answer questions about unknown words in literature and informational text;
- Recognize common types of texts (e.g., storybooks, poems);
- Identify the front cover, back cover, and title page of a book;
- With prompting and support...
 - ◇ name the author and illustrator of a text or story and define the role of each in telling the story or presenting the ideas or information;
 - ◇ describe the relationship between illustrations and the text or story in which they appear;
 - ◇ compare and contrast the adventures and experiences of characters in familiar stories;
 - ◇ identify the reasons an author gives to support points in an informational text;
 - ◇ identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures);
 - ◇ actively engage in group reading activities with purpose and understanding;

WHAT DID YOU LEARN IN SCHOOL TODAY?

What EVERY kindergarten student should know and be able to do in SUSD!

KINDERGARTEN

- ◆ ENGLISH LANGUAGE ARTS
- ◆ MATHEMATICS
- ◆ SCIENCE
- ◆ SOCIAL STUDIES
- ◆ TECHNOLOGY



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Engage, educate and empower
every student, every day.

A Message to the Reader

This brochure provides a summary of the standards and skills in English/Language Arts, Mathematics, Science and Social Studies that students should acquire by the end of Kindergarten in the Scottsdale Unified School District. The brochure explains what students are expected to know and be able to do in order to be best prepared for first grade.

The performance outcomes listed in this brochure are taken from the Arizona Academic State Standards. These outcomes reflect the goals of the educational community to ensure a quality curriculum and accountability for all stakeholders in SUSD.

Note: The information in this brochure will be updated annually over the next three years to reflect SUSD's transition to the Next Generation Science Standards.

English Language

Arts (Continued)



- ◇ demonstrate understanding of the organization and basic features of print;
- ◇ demonstrate understanding of spoken words, syllables, and sounds (phonemes);
- ◇ demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant;
- ◇ know and apply grade-level phonics and word analysis skills in decoding words;
- ◇ read emergent-reader texts with purpose and understanding;

Writing

- Using a combination of drawing, dictating, and writing...
 - ◇ compose opinion pieces which tell a reader the topic or name of a book and state an opinion or preference about the topic or book (e.g., *My favorite book is...*);
 - ◇ compose informative/explanatory texts which name a topic and supply some information about the topic;
 - ◇ 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;

Speaking and Listening

- Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and large 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;
 - ◇ ask and answer questions in order to seek help, get information, or clarify something that is not understood;
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail;
- Speak audibly and express thoughts, feelings, and ideas clearly;

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking;
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content;
- With guidance and support from adults, explore word relationships and nuances in word meanings;
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Mathematics



Instructional time will focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space.

By the end of the school year, my student will be able to:

Counting and Cardinality

- Know number names and the count sequence;
- Count to tell the number of objects;
- Compare Numbers;

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from;

Measurement and Data

- Describe and compare measurable attributes;
- Classify objects and count the number of objects in categories;

Geometry

- Identify and describe shapes;
- Analyze, compare, create and compose shapes;

Number and Operations in Base Ten

- Work with numbers 11-19 to gain foundations for place value.

Kindergarteners will learn using the following eight standards for mathematical practices:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Science



By the end of the school year, my student will be able to:

- Observe, ask questions, and make predictions;
- Participate in planning and analyze data; compare to predictions;
- Communicate results of investigations;
- Identify individual and cultural contributions to scientific knowledge;
- Understand the impact of technology;
- Understand that basic structures in plants and animals serve a function;
- Understand the life cycles of plants and animals;
- Understand the relationships among various organisms and their environments;
- Classify objects and materials by their observable properties;
- Understand spatial relationships and the way objects move;
- Investigate different forms of energy;
- Identify the basic properties of Earth materials;
- Understand characteristics of weather conditions and climate.

Social Studies



By the end of the school year, my student will be able to:

American History

- Recognize that Native Americans are the original inhabitants of North America;
- Describe people and events honored in holidays, to include Thanksgiving, President's Day, Dr. Martin Luther King, Jr. Day and Constitution Day;
- Recognize that astronauts are explorers of space;

World History

- Recognize that groups of people in early civilizations moved from place to place to hunt and gather food, and that they improved their lives through advancements;
- Recognize that explorers traveled to places in the world new to them;

Civics/Government

- Identify the President of the United States and the Governor of Arizona;
- Understand and demonstrate responsible citizenship;
- Recognize the American flag, bald eagle, Statue of Liberty and the White House as American symbols;
- Identify people who help keep communities and citizens safe;

Geography

- Recognize the differences between maps and globes;
- Locate areas of water and land on a map or globe;
- Determine the position of objects: near/far, behind/in front, over/under, left/right, up/down;
- Locate continents and oceans on a map or globe;
- Recognize through images how people live differently in other places and times;

Economics

- Describe community workers and the jobs they perform;
- Classify basic needs (food, clothing, shelter);
- Recognize U.S. currency;
- Recognize that people use money to purchase goods and services.