

# Kindergarten

## C-TACHs

### Avery-Parsons Elementary School

Buena Vista School District

We empower students to be the 7 C's, to think deeply, and to become competent with the CTACHS by creating cultures for staff and students where there are mindsets of optimism and engagement and by facilitating thinking and feedback using the 8 elements of rigorous and responsive teaching.

#### **Reading**

##### **Understand concepts of print, the alphabet and basic conventions of written language**

Understand that words are separated by spaces in print and print, not pictures alone, tell the story

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Identify the front cover, back cover, and title of page of a book

Identify first and last name

Recognize spoken words are represented in written language by specific sequences of letters

##### **Apply phonics and word analysis skills to decode words**

Produce the sound (primary or most frequent) for every consonant

Associate the long sounds with the five vowels

Associate the short sounds with the five vowels

Distinguish between similarly spelled words by identifying the sound of the letters that differ

Read common high-frequency sight words (e.g. the, of, to, she, my, is are, do does)

Blend and segment onsets and rimes of single-syllable spoken words

Isolate and pronounce the initial, medial and final sound in CVC words

Recognize and produce rhyming words

Add or substitute individual sounds in simple, one-syllable words to make new words

Count, pronounce, blend, and segment syllables in spoken words

##### **Uses Fluency Skills**

Actively engage in shared and choral reading to promote fluency

##### **Retell Stories (oral)**

With prompting, ask and answer questions about a story

With prompting, retell familiar stories

With prompting, describe character, setting, and major events in a story

##### **Comprehend Grade Level Text**

Begin to use reading strategies in early emergent reader text

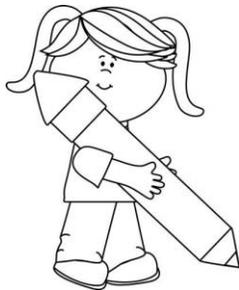
Ask and answer questions about text

With prompting, identify difference and similarities in different types of texts

With prompting and support, describe the relationship between illustrations and the story

With prompting and support, compare and contrast the adventures and experiences in a story

Actively engage in group reading activities with purpose and understanding



## **Writing**

### **Understand writing has a purpose to communicate**

With adults and peers, use the writing process to improve writing

Participate in shared writing, including research (led by teacher)

Attempt to tell oral stories through print

### **The meaning and development of the message**

### **The mechanical correctness of the piece**

## **Appropriate letter fluency development**

### **Language**

#### **Spell correctly according to grade level expectations**

Write a letter of letters for most consonant and short vowel sounds

Spell simple words phonetically

#### **Build vocabulary through word structures and exposure**

Use question words (who, what, where, when, why, how)

Produce and expand complete sentences in shared language activities

Determine the meaning of multiple-meaning words in shared experiences

Use the common inflections and affixes (-ed, -s, re-, un-, pre-, -ful, -less, -ing) as a clue to meaning of unknown words

#### **Use mechanics/conventions correctly according to grade level targets**

Form plural nouns orally by added -s or -es

Capitalize first word in sentence and the pronoun I

## **Speaking and Listening**

### **Uses grade appropriate strategies for speaking and listening**

Participates in discussions by using rules, building on others

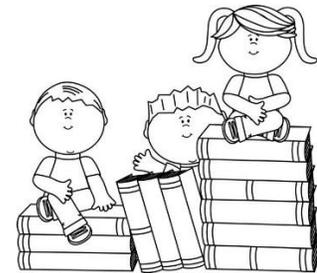
Recount and describe key ideas or details from a material presented orally (text, media, etc.)

Ask and answer questions

Produce complete sentences

Produce complete sentences

Retell stories and events



## **Mathematics**

### **Mastery/precision: Number sense, properties and operations**

Know number names to 20

Count to 100 by ones

Count to 100 by tens

Count forward beginning from a given number

Write numbers 0-20

Represent number of objects with written number to 20

Compare two numbers between 1 and 10 presented as written numerals  
Identify small groups of objects less than 5 without counting

With prompting and support, use number bonds to concretely represent addition to 10

Fluent add and subtract within 5

Identify all coins by name

Exposure to ordinal numbers to 5

### **Mastery/Precision: Shape, Dimension, and Geometric Relationships**

Identify and name shapes: square, circle, triangle, rectangle, hexagon

Identify and name shapes: cube, cone, cylinder, sphere

Describe position words: above, beside, below

Identify a shape as two dimensional

Analyze and compare two and three dimensional shapes

Model shapes in the world by building shapes from components

Compose simple shapes to form larger shapes

Measure in non-standard units equal to a whole number (cubes, paperclips, etc.)

Directly compare two objects with a measurable attribute in common to see which object as “more of/less of” the attribute and describe the difference

Exposure to  $\frac{1}{2}$  and equal proportions (fair)

Read an analog clock to the hour

### **Mastery/Precision: Data Analysis, Statistics and Probability**

Organize, represent, and interpret data with up to two categories (bar graph)

### **Mastery/Precision: Patterns, Functions, and Algebraic Structures**

Create and extend a given growing and repeating pattern

### **Communication: Describe and represent foundational skills orally, visually and kinesthetically**

Ask and answer questions

### **Problem-Solving/Reasoning-Visually and kinesthetically organize information to reach a solution**

### **Confidence-Persistent and take risks in math work**



## **Social Studies**

### **Have modeled and practice the critical processing skill: Question and Pose Problems**

Ask questions when do not understand

### **Have modeled and practice the critical processing skill: Think Creatively and Innovatively**

### **Experience and bring language to concepts related to History: Long Ago/Today**

Past/present, future, days, weeks, months, years, first, next, last, before, after, because

Experience and bring language to: then and now (how children lived long ago compared to today)

### **Experience and bring language to concepts related to Economics: Needs and Wants**

Experience and bring language to: needs and wants

Experience and bring language to: ownership and sharing

### **Experience and bring language to essential concepts of Civics: Working Together**

Experience and bring language to: classroom rules

Experience and bring language to: resolving conflict

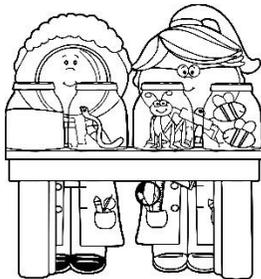
**Experience and bring language to essential concepts related to Geography: People and Places**

Distinguish between a map and globe as ways to show places people live and other physical features

**Experience and bring language to Culture: People and Places**

Bring language to comparing and contrasting how people live in different settings around the world

Bring language to: describing the food, clothing, and shelter in different environments



**Science**

**Demonstrate curiosity and have a positive attitude toward science**

**Recognize value of science in everyday life**

**Utilize science process skills to ask questions and recognize and solve problems locally and globally**

**Communicate science understandings in a variety of ways including: gathering**

**and interpreting data, using scientific reasoning to define and defend a position, exchanging information, questions, and ideas while recognizing the perspectives of others**

**Experience and bring language to concepts related to Physical Science: Physical Properties**

Observe, investigate, and describe how different objects move

Describe the motion an object including speed and direction

Observe, investigate, and describe how objects can be sorted using their physical properties

**Experience and bring language to concepts related to Life Science: Sorting living organisms**

Sort a group of items based on observable characteristics

Communicate and justify an evidence based scientific rationale for sorting organisms into categories

**Experience and bring language to concepts related to Earth Science: Sun**

Investigate, explain, and describe that the sun provides heat and light to Earth

Analyze and interpret temperature data between day (when the sun shines on our area) and night (when the sun does not shine on our area)

Investigate and communicate findings about what happens when the sun's light is blocked

Investigate and communicate the effect of varying heat and light on the growth of plants through a scientific study (led by the teacher)