



**Kindergarten**  
**1/2 day program**  
**CCSS Pacing Guide**

Grade Level Expectations  
to transition with the CCSS

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# What your children will be taught in Kindergarten

This guide provides teachers, curriculum specialists, and families with an overview of the concepts and skills children will be taught in Language Arts, Mathematics, Social Studies, Science, Art, Information Center, Music, Health and Physical Education over the course of the school year. This is intended to be a guide for ½ day programs that are implementing the Common Core State Standards (CCSS). The CCSS are written for full day programs K-12. This document guides instructional pacing decisions for partial day enrollment. As early childhood & elementary teachers, we recognize that all children develop at different rates socially, emotionally and academically. We recommend teachers differentiate instruction and incorporate developmentally appropriate strategies that will excite, motivate and challenge all students to achieve their greatest potential. We encourage primary education programs to support and nurture, while simultaneously exposing students to varied learning experiences to achieve the *Essentials of Learning*.

## LANGUAGE ARTS

This Language Arts program is based on the foundation that children learn through rich, meaningful, and developmentally appropriate experiences. Children will be immersed in a literate environment with opportunities to explore and develop skills in reading, writing, listening, speaking and viewing. The kindergarten literacy program fosters an appreciation of literature by providing a print rich environment to engage youngsters. It is in this manner that we hope to create proficient learners in the very earliest years of the school experience.

### Reading Foundations, Viewing

Recognizes alphabet and names all upper and lowercase letters of the alphabet

Develops letter-sound associations

Identifies rhyming words – recognizes rhyming pairs and can produce rhyming words

Understands that print contains a message

Reads pattern books from memory

Begins to develop strategies for reading simple, predictable text using picture clues, phonics, and context clues

Becomes familiar with environmental print

Demonstrates an understanding of the organization of print – left to right, top to bottom, page by page.

Understands that words are separated by spaces in print

Demonstrates command of Standard English grammar such as capitalization, punctuation and spelling when writing

Sight Word Vocabulary – the, of, to, you, she, my, is, are, do, does

CVC- Distinguish between similarly spelled words by identifying the sounds of the letters that differ

Develops comprehension strategies

- Makes predictions about stories
- Becomes familiar with character and setting
- Retells story or parts of story from memory with key details
- Draws conclusions and makes judgments about stories
- Explores a variety of authors, illustrators, and genres

With prompting and support

- ask and answer questions about key details in a text
- describe the connection between two individuals events, ideas, or pieces of information in a text
- ask and answer questions about unknown words in a text
- identify the reasons an author gives to support points in a text
- identify basic similarities in and differences between two texts on the same topic

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.  
Actively engage in group reading activities with purpose and understanding.  
Know and apply grade-level phonics and word analysis skills in decoding words  
Read emergent-reader texts with purpose and understanding.

### **Written Expression**

Draws pictures to express ideas  
Draws familiar people, place, things and events and with prompting provides additional detail  
Expresses ideas through dictation  
Combines pictures, letters, and words  
Uses developmental spelling  
Practices letter formation and directional/spatial conventions of print  
Using a combination of drawing, dictating and writing

- Narrate a single event or several loosely linked events, tell the events in the order in which they occurred, and provide a reaction to what happened.
- Compose an opinion piece in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book. *My favorite book is \_\_\_\_\_*
- Compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

### **Listening and Speaking**

Listens and speaks at appropriate times  
Responds appropriately  
Speaks in sentences to express ideas  
Participates in collaborative conversation with diverse partners  
Continues conversation through multiple exchanges using agreed upon rules for discussions  
Participates in dramatic play  
Demonstrates awareness of rhyme and rhythm in language through songs, stories, and poetry  
Listens attentively to stories  
Isolate and pronounce initial, medial, vowel and final sounds in three phoneme cvc words  
Add or substitute individual sounds in simple, one-syllable words to make new words.  
Participates in storytelling and interpretation of stories  
Listens to and follows oral directions  
Describes objects and pictures  
Participates in large and small group discussion  
Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  
Speaks audibly and expresses thoughts, feelings and ideas clearly.  
With guidance from adults, explore word relationships and nuances in word meanings such as shades of meaning among verbs describing the same general action by acting out the meanings (*walk, march, strut, prance*).

## **MATHEMATICS**

Many mathematical concepts are introduced in kindergarten. They are related in concrete ways to actual life experiences. While introduced in kindergarten, these concepts may not be completely internalized until later. The children work with concrete objects first, then move to semi-abstract (picture drawing), and finally to abstract symbols (0, 1, 2, 3, 4). The children become actively involved with concrete materials and make discoveries using a variety of manipulatives.

### **Number Sense & Operations (Counting and Cardinality)**

Counts to 100 by ones and tens  
Count forward beginning from a given number within the known sequence (instead of having to begin at 1).  
Recognizes whole numbers 0 to 20

Places numbers in sequential order from 0 to 20  
Writes numbers from 0 - 20  
Demonstrates one to one correspondence - represent a number of objects with a written numeral 0 - 20  
Count to answer “how many” questions  
Understands number meanings (understands each successive number refers to quantity that is one larger)  
Explores ordinal numbers  
Compare two numbers between 1 and 10 presented as written numerals.  
Explores place value through counting and tally marks  
Combines and subtracts two simple sets using manipulatives  
Compares numbers  
Explores operations for problem solving  
Sequences a variety of objects to explore numbers through 20 or beyond  
Explores greater than, less than, and equal to the number of objects in another group by matching or counting  
Understands the concept of sets  
Works with numbers 11 – 19 to gain foundations for place value  
Compose and decompose numbers from 11-19 into ten ones and some further ones by using objects or drawings

## **Measurement**

Develops a sense of time: day, month, year, yesterday, today, tomorrow, days of the week, & seasons  
Demonstrates awareness of size  
Orders objects according to length, weight, and capacity  
Describe several measurable attributes of a single object  
Directly compare two objects with a measurable attribute in common to see which has “more of/less of” an attribute and describe the difference. *Describe the heights of two children and describe one as taller/shorter.*  
Explores basic coins and bills

## **Algebra**

Recognizes, extends, and creates patterns that repeat  
Describes patterns  
Uses manipulatives to create patterns with color, size, shape, objects, sounds (e.g. claps), expression and equations  
Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions or equations  
Solve addition and subtraction word problems; add and subtract within 10 by using objects or drawings to represent the problem  
For any number 1 to 9, find the number that makes 10 when added to the given number, by using objects or drawings and record the answer with a drawing or equation.  
Decompose numbers less than or equal to 10 into pairs in more than one way by using objects, drawings, and record each decomposition by a drawing or equation (e.g.,  $5=2+3$  and  $5=4+1$ ).  
Fluently add and subtract within 5.

## **Geometry**

Recognizes basic shapes  
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres).  
Uses concrete materials to show spatial relationships  
Uses terms such as above, beside, over, under, below, next to, in front of and between  
Correctly name shapes regardless of their orientation or overall size  
Sorts and compares objects according to attributes  
Explores vertical and horizontal orientation of objects  
Identify shapes as two-dimensional (lying in a plane) or three-dimensional (*flat/solid*)  
Analyze and compare two-and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes.  
Models shapes in the world by building shapes from components (blocks, sticks, clay) and drawing shapes  
Compose simple shapes to form larger shapes

## **Statistics and Probability**

Begins to develop a variety of estimation skills and strategies  
Discusses the certainty and uncertainty of simple events - predictions  
Represents data using manipulatives  
Sorts and organizes objects by two attributes  
Creates pictograph for quantities up to 10

## **SOCIAL STUDIES**

The Social Studies program at the kindergarten level is primarily focused on the individual child and how the child relates and responds to his/her family, school and community. Children's relationships with others in the classroom and school become sources for social studies learning. Social interaction and skills are integral to the kindergarten program. Children also begin to learn about their roles as citizens by accepting rights and responsibilities in the classroom and by learning about rules and laws.

### **Identity**

#### *Myself and Others*

Develops multicultural awareness  
Understands needs, wants, talents, abilities, and feelings of self and others  
Understands similarities and uniqueness among people

#### *My Family and Other Families*

Explores traditions and cultures  
Explores uniqueness of family unit

#### *My School, Community and Careers*

Appreciates rules  
Appreciates roles of community helpers  
Around The Town – People of my community & geographic region (Ex: Seacoast – Fisherman, Mountains-Loggers)

### **Citizenship**

#### *Symbols of Citizenship*

Has knowledge and respect for the flag  
Recognizes symbols including State and National flags, The White House, bald eagle, purple finch, lilac flower and Liberty Bell

#### *Roles of Citizenship*

Develops and understands rights and responsibilities  
Practices socialization with peers and adults (working and playing cooperatively)  
Demonstrates respect for the classroom, school, and community  
Examines school and home rules and the importance of having them  
Makes and changes rules and laws to promote and provide safety for all  
Contributes to a classroom community

### **Interdependence**

Develops an understanding that people rely on one another for goods and services  
Examines the differences between needs and wants  
Explores economic choices and decisions

### **Geography**

Locates home, school, neighborhood, and community  
Understands the difference between land and water (regional exploration of landforms and water sources)  
Learns that places can be found on maps and globes

## **History**

Explores holidays and celebrations

Understands that people use folktales, music, legends, and oral histories to teach values, ideas, and traditions

Explores current and past events

## **SCIENCE**

The Science program in kindergarten introduces life and physical sciences through sensory experiences. Children are guided to develop the skills of observing, comparing, classifying, defining problems, predicting, seeking alternatives, drawing conclusions, problem solving, and communicating.

### **Plants**

Identify the basic parts of a plant and what plants need for survival

### **The Five Senses**

Identify the five senses and how they assist in interacting with the world around us

### **Nutrition**

Investigates the basics of proper nutrition and how eating healthy results in healthy growth

### **Life Cycle**

Discover how living things grow, change and have survival needs through their life cycle

### **Animals**

Compare and contrast what animals need for survival and how they adapt to their habitats

### **Human Interaction with Environment**

Explore the impact of human beings on the environment and what can be done to protect the planet and our natural resources

### **Living vs. Non-Living**

Identify and compare the characteristics of living and non-living things and explore what all living things need for survival

### **Seasons/Weather**

Observe the changes in weather on a daily, monthly and seasonal basis

### **Transportation/Locomotion**

Investigate types, access and application to different types of transportation and how moving from place to place matters for different goals and tasks.

The following subjects are presented differently depending on the current kindergarten programming. In the Full Day Kindergarten curriculum, children typically participate with a certified teacher in the following content areas. Using a weekly schedule, these teachers function as specialists who provide a grade level experience typically in an environment that is designed to facilitate their specific topics. Many children refer to this as their daily “special”. In ½ day programs the decision to schedule with a specialist is made at the district and building level. In all cases children are guided to develop identified skills through intended instruction.

## **HEALTH**

- Practice the importance of healthy personal hygiene habits and explore personal growth and change
- Practice and participate in daily movement, physical activity and when possible exercise

- Participate in Dental Health Awareness, Nutrition Awareness and Heart Awareness events
- Bus Safety
- Stranger Safety
- Outdoor Sun exposure safety
- Cold weather exposure safety
- Bicycle and pedestrian safety (as appropriate)

## **ART**

- Develops and builds self-esteem through positive, successful art experiences
- Explores principles and elements of art on its most basic levels
- Uses a variety of materials and tools appropriately to develop motor skills
- Explores authors and artists through the art room

## **INFORMATION CENTER**

- Recognizes various literary forms Biography, Fairy Tales, Folk Tales
- Examines nonfiction features Index, Table of Contents, Glossary
- Demonstrates listening and viewing skills
- Introduces correct terminology for parts of the book
- Introduction of cultural diversity through literature
- Exhibits proper Library/Media Center behavior

Proper care and responsibility for materials, equipment and facility is taught, modeled and monitored.

## **INSTRUCTIONAL TECHNOLOGY**

- Students are introduced to the basic parts of a computer and learn to use the mouse and keyboard
- Exposure to subject related multimedia software (*e.g. Starfall, United Streaming, SmartBoard*)
- Uses software for study, practice and individualized instruction (*e.g. Millie's Math House, Bailey's Book House, Sammy's Science House, Trudy's Time & Place*)
- Uses drawing software to communicate Language, Mathematics, Social Studies, or Science concepts (*e.g. KidPix Studio*)

## **MUSIC**

- Explores and improvises locomotor movement
- Explores fast, slow, long, and short movements
- Explores simple rhythm patterns
- Recognizes vocal tone color
- Hears a variety of musical genres
- Recognizes loud and soft
- Explores high and low
- Explores a steady beat
- Plays simple, varied rhythm instruments
- Explores musical and vocal sounds
- Sings unaccompanied, accompanied, and in unison

## **PHYSICAL EDUCATION**

- Demonstrates knowledge and understanding of safety and rules
- Develops basic listening skills and the ability to successfully follow directions
- Develops fundamental motor skills and movement concepts
- Develops fundamental body and spatial awareness
- Develops awareness of basic social and cooperative skills