

# Kindergarten COURSE OF STUDY

HAYFIELD COMMUNITY SCHOOLS  
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This brochure is designed to help parents and students understand what students must learn in Hayfield Community Schools. Each subject area lists the essential learning most students have successfully completed at this grade. The curriculum is aligned with national, state and local standards.

In the Hayfield Public Schools, we strive to adjust the curriculum to fit each learner. The student's age, current skill level, personality, interest, and learning style are among considerations when planning learning experiences. These needs are met in the classroom or in conjunction with programs designed for interventions or enrichments. Students at all levels are encouraged to develop the study skills of independent learners, to cooperate with others, to learn to make wise decisions, and to transfer learning within all disciplines.

Teachers measure student progress in a variety of ways, such as teacher observations, portfolios, formal testing, student self-evaluation, anecdotal comments, checklists, narratives, logs, journals, pre/post testing, and student/teacher interviews. The Minnesota Comprehensive Assessments are administered in reading and math to grades 3-6 and in science to grade 5. AIMSweb benchmarks assessments in reading and math are administered in kindergarten through grade 6 in the fall, winter, and spring.

## Language Arts (aligned with MN Language Arts Academic Standards)

### **Reading Benchmarks: Literature**

- With prompting and support, ask and answer questions about key details in text.
- With prompting and support, retell familiar stories, including key details.
- With prompting and support, identify characters, settings, and major events in a story.
- 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.
- 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.
- Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.

### **Reading Benchmarks: Informational Text**

- With prompting and support, ask and answer questions about key details in 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.
- 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.
- 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).
- Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.

### **Reading Benchmarks: Foundational Skills**

- 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.
- 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.
  - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- Know and apply grade-level phonics and word analysis skills in decoding words.
  - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

- Associate the long and short sounds with 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.
- Read emergent-reader texts with purpose and understanding.

### **Writing**

- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of a 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.
- With guidance and support from adults, respond to questions and suggestions from adults and 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.
- 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.

### **Speaking, Viewing, Listening and Media Literacy**

- 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.
  - Continue a conversation through multiple exchanges.
  - Listen to others and name emotions by observing facial expression and other nonverbal cues.
  - Follow basic oral directions.
- Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.
- 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.
- Add drawings or other visual displays to descriptions as desired to provide additional detail.
- Speak audibly and express thoughts, feelings, and ideas clearly, and respond to poems, rhymes, and songs.
- Distinguish among different types of print, digital, and multimodal media.
  - Recognize common signs and logos.
  - Identify commercials or advertisements.
- With prompting and support, create and individual or shared multimedia work for a specific purpose (e.g., to share lived or imagined experiences, to present information, to entertain, or as artistic expression).

### **Language**

- 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/.
- Understand and use question words (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.
  - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- 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 to develop word consciousness.
  - 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 texts.

## Math (aligned with MN Math Academic Standards)

### **Number and Operation**

- understand the relationship between quantities and whole numbers up to 31
- use objects and pictures to represent situations involving combining and separating

#### District Basic Fact Mastery Targets:

Writing numbers 0-31 fluently

### **Algebra**

- recognize, create, complete, and extend patterns

### **Geometry and Measurement**

- recognize and sort basic two- and three-dimensional shapes; use them to model real-world objects
- compare and order objects according to location and measurable attributes

## Science (aligned with MN Science Academic Standards)

### **Nature of Science and Engineering**

- understand that scientific inquiry is a set of interrelated processes used to pose questions about the natural world and investigate phenomena
- understand that some objects occur in nature; others have been designed and processed by people

### **Physical Science**

- understand that objects can be described in terms of the materials they are made of and their physical properties

### **Earth and Space Science**

- understand that weather can be described in measurable quantities and changes from day to day and with the seasons

### **Life Science**

- understand that living things are diverse with many different observable characteristics
- understand that natural systems have many components that interact to maintain the system

## **Social Studies (aligned with MN Social Studies Academic Standards)**

### **Citizenship and Government – Understand that:**

- Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.
- The civic identity of the United States is shaped by historical figures, places and events and by key foundational documents and other symbolically important artifacts.
- The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order.

### **Economics – Understand that:**

- People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.
- Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.

### **Geography – Understand that:**

- People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.
- Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).

### **History – Understand that:**

- Historians generally construct chronological narratives to characterize eras and explain past events and change over time.
- Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.
- The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.

## **Health**

- Bus, Bike and Pedestrian Safety

- Fire Safety
- Germs/Healthy Me

## **Physical Education (aligned with MN Physical Education Academic Standards)**

Note: These are the National Physical Education standards adopted by the State of Minnesota. Each grade level is expected to master the skills at a developmentally appropriate level and within developmentally appropriate activities. Students will participate in fitness testing in the fall and spring each year.

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
- Demonstrates understanding of movement concepts, principals, strategies, and tactics as they apply to the learning and performance of physical activities
- Participates regularly in physical activity
- Achieves and maintains a health-enhancing level of physical fitness
- Exhibits responsible personal and social behavior that respects self and others in physical activity settings
- Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

## **Music**

- Perform beat
- Read beat with icons
- Differentiate between beat and no beat
- Differentiate between fast and slow
- Differentiate between loud and soft
- Sing/Play/Learn a variety of songs and rhymes
- Demonstrate proper listening skills
- Demonstrate proper concert performance etiquette
- Demonstrate a working knowledge of singing and matching pitch
- Practice creative musical expression and dramatization