

LANGUAGE ARTS

**Reading Habits (and Processes)**

- Read two or more books or stories daily.
- Begin to choose books and extend the amount of time they read.
- Read different kinds of writing (signs, charts, labels, books, etc.).
- Discuss books they read.
- Hold books properly (right side up, reading text from left to right).

**Reading Comprehension**

- Use different strategies to gain meaning (picture clues, prediction, and punctuation).
- Make connections between the text and themselves, other stories, and the world around them.
- Respond or react to literature (“I didn’t like it, it was funny”).

**Print/Sound Code**

- Recognize own name and some common words in print.
- Identify letters of the alphabet by their letter name and sounds.
- Explore different sounds together to make words.
- Recognize and make rhyming words.
- Use strategies to figure words out (beginning sounds, ending sounds).

**Writing Habits**

- Form letters correctly.
- Write daily.
- Write left to right and top to bottom.
- Reread own writing.
- Use words from the environment in writing.
- Leave space between words.
- Use developmentally appropriate forms of writing (scribbles, drawing, letter strings).

**Writing Purposes**

- Write for many reasons (tell a story, relay information, provide an opinion).
- Think about who will be reading their writing.
- Develop and explore writing in the following areas:
  - \*Narrative: stories, fictional or autobiographical
  - \*Nonfiction: reports, lists, charts
  - \*Functional: signs, instructions, labels, recipes, directions
  - \*Produce and Respond to Literature: poems, reactions to books, songs, drama

**Written Language and Conventions**

- Develop complete sentences.
- Use letters that form the best spellings of words (inventive spelling).
- Write about events in the order they happened.
- Begin to use punctuation marks (question mark, period) and capital letters.
- Can print first and last name.

**Listening and Speaking**

- Express thoughts clearly.
- Listen to others read.
- Share writing, ideas, information, and opinions with others.
- Use new words.
- Takes turns speaking.
- Follows directions and asks questions if unclear.



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City School District  
of  
New Rochelle

Grade Level Learning Outcomes  
*Kindergarten*

September 2009

Dear Families,

Teachers and administrators in the City School District of New Rochelle have focused much attention in recent years on strengthening the alignment of our instructional program with the New York State learning standards. These standards indicate what students are expected “to know and be able to do” at various points along the academic path from Kindergarten to Grade 12. In order to codify this process of curriculum alignment, we have developed local learning outcomes for each of the elementary grades. They are intended to provide teachers with even greater clarity about what students are expected to accomplish each year.

This brochure summarizes the major concepts and skills in Language Arts, Math, Science and Social Studies that are included in the Kindergarten curriculum. These items are not designed to be a checklist, but rather are offered to parents as an overview of the instructional program presented to students in Kindergarten. Since curriculum development is an ongoing process in our district, we will continue to solicit and gather feedback from staff in order to make these learning outcomes documents more comprehensive. Any revisions made in the document for teachers will be reflected in updated editions of this brochure.

Again this year, the State Education Department will be administering student assessments in Grades 3, 4 and 5 that are intended to measure how well children demonstrate proficiency on the State learning standards and comply with the federal No Child Left Behind law that requires annual testing of all elementary and middle school students. As a district, we will continue to evaluate our Grade 2 instructional program and the performance of second grade children through the use of locally-developed English Language Arts and Math assessments, which are specifically designed to parallel the format and content of the State exams. Finally, based on the suggestions received from teachers and parents, we will be making ongoing refinements in our elementary school report cards in order to better inform parents about student progress in relation to these local learning outcomes.

I welcome any comments that you wish to offer about this brochure.

Dr. Jeffrey Korostoff  
Assistant Superintendent

## *SOCIAL STUDIES*

Students will develop awareness of themselves and others as unique individuals in relation to their families and peers. They will explore similarities and differences in ideas, customs, traditions, and the wants and needs of their community through folktales, legends, music, and oral histories. Students will learn social interaction skills, rules, laws, and their roles as citizens.

### **Myself and Others**

- Recognize, compare, and contrast physical and social similarities and differences in people.
- Identify people's needs, wants, and talents.
- Discuss how people are codependent.
- Read folktales, legends, music and oral histories as vehicles to learn values, ideas, and traditions.

### **My Family and Other Families**

- Identify similarities and differences in families.

### **My Neighborhood and School Communities**

- Participate in developing rules.
- Explain rules that govern schools, families and the community.
- Demonstrate an understanding of their responsibilities and roles as students (for example: homework, lunch, personal belongings, notes from home, ability to work cooperatively).
- Identify school community and neighborhood on a map.
- Begin to identify land and water masses on maps and globes.
- Create maps (classroom maps, school maps, neighborhood maps).

### **Human Needs**

- Identify people's needs and wants.

### **Citizenship**

- Develop an awareness of national symbols.
- Develop an understanding of the holidays and celebrations of our nation.
- Develop a respect for the flag of the United States of America.
- Demonstrate responsibilities as citizens of the school, family, and neighborhood communities.

## *SCIENCE*

### **Physical Sciences**

- Observe, investigate, describe, sort, and classify objects based on how they look, feel, smell, or sound (using their senses to determine physical properties).
- Observe and describe the position, direction, and motion of objects such as top of, next to, over, under, slide, and roll.

### **Life Sciences**

- Begin to observe and describe characteristics of plants and animals.
- Distinguish between living and nonliving things.
- Begin to observe and describe how specific animal and plant parts enable the plant or animal to survive.

### **Earth and Space Sciences**

- Examine and describe earth materials such as water, rocks, soils, and sands.
- Begin to observe, record, and describe objects in the day and night skies such as the sun, moon, and stars.
- Begin to observe, record, and describe daily seasonal changes in weather.

### **Inquiry**

- Begin to plan and conduct simple experiments and share discoveries.
- Begin to build models to help represent scientific understandings, for example, how changing the ramp angle affects a toy car's speed.

### **Scientific Tools and Technology**

- Use magnifiers and measuring devices. For example, rulers, pan balances (scales) and measuring cups.
- Use nonstandard units of measurement for length, width, height, and volume, for example using paper clips, hands, feet, *Unifix* cubes to measure length.

### **Real-World Application**

- Become aware of and develop appropriate habits, which will lead to good personal health, for example washing hands before eating and brushing teeth.
- Become aware of the importance of science and scientists in their world, for example, how doctors help to keep us healthy.

### **Scientific Communication**

- Begin to acquire information from print and non-print sources, experimentation, and observation.
- Begin to communicate individual and shared scientific ideas through talking, drawing, and simple writing.

## *MATHEMATICS*

### ***Process Standards***

- Explore, examine and make observations about a social problem or mathematical situation.
- Interpret information correctly, identify the problem and generate possible solutions.
- Act out, draw or model with manipulatives, situations involving mathematical content from literature or real life.
- Compare and discuss ideas for solving problems and justify thinking.
- Use counting strategies to solve life problems.
- Investigate use of knowledgeable guessing (predication/estimation) as a mathematical tool.
- Use appropriate mathematical terms, vocabulary and language.

### ***Content Standards***

#### **Number Sense and Operations**

- Verbally count by ones to 20, and backwards from 10.
- Count items in a collection and know the last counting word names how many in the collection.
- Write numbers 1-10 to represent a collection.
- Draw pictures or other informational symbols to represent a number up to 10.
- Use ordinal number names/ first to tenth.
- Compare groups to determine which is more, less or the same.
- Solve and create verbal addition and subtraction problems using materials.

#### **Algebra**

- Use a variety of materials to create patterns using attributes of color, size and shape.
- Recognize, describe, extend and create patterns.

#### **Geometry and Measurement**

- Describe characteristics and relationships of geometric objects.
- Order objects by increasing and decreasing size.
- Manipulate 2-dimensional and 3-dimensional shapes to explore symmetry.
- Understand and use positional vocabulary such as over, under, beside, etc.
- Relate specific times such as morning, afternoon, evening to common activities.

#### **Statistics and Probability**

- Gather data in response to questions discussed in the classroom.
- Participate in creating pictographs for quantities up to ten.
- Sort and organize objects by two attributes (e.g., color, size, shape).
- Represent data using materials.
- Identify more, less and same amount from pictographs or concrete materials.