THE NEW YORK STATE KINDERGARTEN LEARNING STANDARDS:

A RESOURCE FOR SCHOOL SUCCESS

NEW YORK STATE EDUCATION DEPARTMENT 2019

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Introduction

The New York State Kindergarten Learning Standards: A Resource for School Success consolidates all kindergarten learning standards into one document. This resource follows the New York State Prekindergarten Learning Standards: A Resource for School Success which is the updated version of the New York State Prekindergarten Foundation for the Common Core Learning Standards, published in 2012.

Purpose of this Document

This resource was developed by the New York State Education Department's offices of Early Learning and Curriculum and Instruction. It is intended to be used as a reference tool by teachers, specialists, and administrators responsible for designing programs for kindergarten students. This resource also provides a uniform format for learning standards in all content areas to make it easier for users to read and understand. However, users are encouraged to review the full articulations of the New York State Learning Standards where links are provided since they offer a higher level of detail, additional introductory statements, and illustrate learning progressions to upper grades.

From a planning perspective, this document highlights the importance of addressing young children's development and learning across all developmental domains. However, the New York State Kindergarten Learning Standards (NYSKLS) Resource is not a curriculum, assessment, or set of teaching strategies.

> *Rather than prescribe a lockstep progression of lessons or curricula for all children in all settings, the standards serve to articulate the expectations of what children can learn and do as a result of instruction that is not standardized, but personalized, differentiated, adapted, culturally and linguistically relevant, and context-based. While we may have the same learning objectives for all children, our means for meeting these objectives are highly responsive to the individual child.*[1]

It is with these end-of-year expectations that local programs and schools can design, deliver, modify, and adapt curricula and instruction that meet the needs of children based on where they are developmentally, linguistically, culturally, and experientially. The NYSKLS Resource provides:

- a framework for all kindergarten children regardless of abilities, language, background, or diverse needs;
- a resource for planning professional learning opportunities; and
- a tool for focusing discussions on early learning by educators, policy makers, families, and community members.

[1] New York State Education Department. (2016). Introduction to the NYS Next Generation Early Learning Standards. By Zoila Morell in partnership with the New York State Education Department. Albany, NY. http://www.nysed.gov/common/nysed/files/introduction-to-the-nys-early-learning-standards.pdf

Guiding Principles

The learning standards provided in this document serve as a resource for planning interdisciplinary curriculum and are guided by the following principles:

1. All children are capable of learning, achieving, and making developmental progress. These standards are intended for all children regardless of economic, linguistic, and cultural differences or physical, learning, social-emotional and communication abilities. Children develop at different rates and each child is unique in their own development, growth, and acquisition of skills. Appropriate and reasonable accommodations, including home language, trauma, behavior, and instructional supports, must be provided to empower all children to succeed.
2. Children are active learners. A primary approach to learning is through purposeful play. Intentional planning promotes rich learning experiences that encourage participation, involve multiple contexts, and engage the senses that help children explore their environment.
3. Early development and learning are multi-dimensional. Children's learning is integrated and occurs simultaneously across all domains, which are interrelated and interactive with one another.
4. Children learn in the context of interactions and relationships with family members, caregivers, educators, and other children in their immediate environment and in their community.
5. Family is a significant contributor to children's lifelong development and learning. Actively engaging caregivers in the early education of their children is essential to children's success in the elementary classroom and later learning.
6. These learning standards may be used as tools to empower families, educators, and caregivers to better support and enhance young children's development and learning.
7. These learning standards acknowledge, respect, and embrace children's diverse backgrounds, their heritage, cultures, and linguistic experiences.
8. These learning standards are guided by research, stakeholder feedback, and effective practice to strengthen instruction and educational experiences across all settings. They are systemically aligned with all of the New York State PK-12 Learning Standards.

The NYSKLS Resource is **not**:

- Intended to be used as a curriculum
- Intended to mandate specific teaching practices or materials
- Meant to stifle the creativity of children, educators, or parents
- Intended to be used as a checklist, but can inform the development or selection of screening and progress monitoring tools
- Intended to be used as an assessment tool
- Meant to bar children from entry to first grade
- Meant to replace kindergarten students with disabilities' individualized education program (IEP) goals and objectives

Students with Disabilities

Kindergarten students with disabilities and their typically developing peers are all capable of learning, achieving, and making developmental progress. Kindergarten students with disabilities may need specially designed instruction and/or related services to address their needs and support their participation in activities with typically-developing peers. Each kindergarten student with a disability has an IEP which documents their individual goals, supports, and services as determined by their strengths and needs. For all domain areas, kindergarten students with disabilities may have goals outlined in their IEP which should align with New York State's learning standards. For more information about special education programs and services for students with disabilities, visit NYSED's Office of Special Education webpage at http://www.p12.nysed.gov/specialed/. Additional information can also be found in NYSED's Resource to Special Education Support Services (http://www.p12.nysed.gov/earlylearning/documents/AResourcetoSpecialEducationSupportServices.pdf).

Multilingual Learners

A command of the English language is not a precondition to meeting every standard. Children can demonstrate mastery of many of the skills outlined in the standards bilingually or by using their home language(s). Children can, for example, *demonstrate they are building background knowledge* (K.AC.2) in their home language. Rather than hinder progress towards the standards, the home language is an invaluable resource to advance learning. Intentional, strategic use of children's home languages in the kindergarten classroom can, for example, enhance student engagement, scaffold comprehension, support authentic assessment, and promote parental involvement[2]. "Research highlights many lifelong advantages associated with bilingualism. The ultimate purpose of the learning standards would be to develop children's potential, so they garner and sustain every possible advantage into adulthood. Promoting bilingualism and multilingualism as children develop proficiency in the English language is in keeping with that purpose."[3] For more information, see NYSED's English Language Learner/Multilingual Learner Educator Tools and Best Practices (http://www.nysed.gov/bilingual-ed/english-language-learnermultilingual-learner-educator-tools-and-best-practices).

Understanding Kindergarten as a Unique Grade Level

Kindergarten is unique for a number of reasons. The age-eligibility requirement means that some entering students may be four years old while others are on the cusp of turning six. It may be the first formal learning experience away from home for some children, while others may have already participated in a formal program. Kindergarten serves as the gateway into school for children and their families, whether they are coming directly from a home environment or a formal preschool program. It is critically important that school leaders pave the way for kindergarten teachers to create a caring community of learners and ensure a sense of belonging, to use teaching approaches that support children's development and learning, to plan meaningful and integrated learning experiences within the curriculum, to use authentic formative assessment across domains to inform instruction, to value the students' cultures and languages, and to develop relationships with families (adapted from What Does a High-Quality Kindergarten Look Like? https://www.naeyc.org/our-work/families/what-does-high-quality-program-for-kindergarten-look-like).

[2] Adapted from the New York State Education Department's New York State Next Generation Standards Early Learning Introduction.

[3] Callahan, R.M., Gandara, P. (2014). The bilingual advantage: Language, literacy and the U.S. labor market. London: Multilingual Matters

Key Terms and Concepts

Below is a list of key terms and concepts with definitions. These terms and general concepts are emphasized to ensure a common understanding among readers of the Resource.

Communicate, Communication, and Language	Throughout the standards and indicator statements, the terms communicate, communication and language mean that children can use any language or means of expression, including home language(s), combination of home language(s) and English, sign language, or use of alternative methods.
Continuum and progression	The NYSKLS Resource should be understood as a set of learning progressions. The kindergarten learning standards described in this document represent reasonable expectations for the end of a full year of quality instruction. All children learn at different rates; therefore, children's learning is not uniform. Educators might need to look at related standards below or above the kindergarten level to guide instructional approaches.
Emergent Reader, Early Reader	An emergent reader, including an emergent multilingual reader, is on the path to fluent literacy, before conventional reading and writing skills are developed. An emergent reader is one who begins to recognize letter sounds, familiar sight words, or symbolic representations of words. An early reader has moved beyond the emergent reader stage and is able to apply some reading strategies to interact with texts. An early reader begins to monitor their own reading and self correct.
Domain	Domain refers to specific aspects of growth and change. When looking at child development, several domains or developmental areas are considered. These include approaches to learning; physical development and health; social and emotional learning; communication, language, and literacy; and cognition and knowledge of the world.
Learning Standards	Learning standards are goals for New York State students. Learning standards should be considered the destination; learning ideally intended to be accomplished by the end of an instructional year.
Indicators	Indicators are observable and demonstrative and can be accomplished through play and active engagement. They are examples of how students might demonstrate they are moving towards or achieving the respective standard. The lists of indicators are not exhaustive; they are samples of observable behaviors children may exhibit. Some standards do not provide indicators while other have several. The indicators are not in a specific order, nor should they be used as a check-off list. Not all children will demonstrate how they are moving toward the standard the same way.
Curriculum	Curriculum is the content, concepts, and skills students will learn. Curriculum addresses all domains of learning and all types of learners.
Instruction	Instruction includes the ways (approaches, strategies, environments, materials, interactions, scaffolds) educators choose to teach the curriculum, based on the needs of their students.
Assessment	Assessment includes the processes used to learn more about student learning and progress. Assessment guides and informs teaching and allows students to reflect on their own learning.
Text	The word "text" encompasses far more than printed material. Text may also refer to speech, graphics, visual art, digital representations, video, and other visual and audio depictions of ideas, concepts, and experiences.

Organizational Structure

DOMAIN 1: Approaches to Learning

How children become involved in learning and acquiring knowledge

DOMAIN 2: Physical Development and Health

Children's physical health and ability to engage in daily activities, both outdoors and inside

DOMAIN 3: Social and Emotional Learning

The emotional competence and ability to form positive relationships that give meaning to children's experiences in the home, school, and larger community

DOMAIN 4: Communication, Language, and Literacy Part A and Part B

How children understand, create, and communicate meaning

DOMAIN 5: Cognition and Knowledge of the World (Mathematics, Science, Social Studies, Arts)

What children need to know and understand about their world and how they apply what they know

In this document, each of the above key domains of learning is introduced with a brief context statement or set of considerations to help with planning curriculum, instruction, and assessment. Following the brief context, links and notes to original standards documents are provided. These domains are further categorized into topics. Following each topic are learning standards, and in some cases, a set of indicators for the standard. Each kindergarten learning standard in this document uses a numbering system that includes K, an abbreviation of the kindergarten domain of learning name and an assigned number. For example, K.ELAL.1. In some cases, an additional reference code is provided in brackets. This reference code is the number code used in the full articulation of the standards. For example, K.ELAL.1 [KRF1]. This allows users to quickly refer to fully articulated standards documents and see how they exist within a continuum across age-ranges and grades.

The illustration on the following page provides an explanation of the structure.

Figure 1: Explanation of the Structure of the Standards Resource

DOMAIN: COMMUNICATION, LANGUAGE, AND LITERACY
PART B: ENGLISH LANGUAGE ARTS AND LITERACY (ELAL)

Kindergartners are at varying stages of development as word readers and text comprehenders. Reading stages vary from emergent readers to independent readers. Kindergartners should experience a balance of literature and informational texts in the context of instruction designed to create opportunities to engage with a variety of topics, texts, and discussions that support language development and knowledge building. Creating this learning environment for emergent and early readers can take a variety of formats, including read-alouds, shared readings, pretend readings, paired readings, learning activities, and play that incorporates literacy materials, talking, experimenting with written materials, and other literacy activities. We refer to these instructional events as "reading or literacy experiences" because the focus is on using texts, printed and visual, to develop emergent readers' concepts of how meaning is conveyed through reading and writing while building their language and background knowledge within responsive units of study.
For more information on New York State's Next Generation ELA Learning Standards, including introductory statements, visit http://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-english-language-arts-learning-standards.

To further support the implementation of the NYS Next Generation ELA Learning Standards, additional guidance is provided through a series of topic briefs produced for NYSED by Nonie K. Lesaux, Ph.D. and Emily Phillips Galloway, Ed.D. (http://www.nysed.gov/bilingual-ed/linguistically-diverse-learners-and-nys-next-generation-p-12-learning-standards).

READING FOUNDATIONS

Print Concepts

K.ELAL.1. [KRF.1.] **Demonstrates understanding of the organization and basic features of print**

K.ELAL.1. Indicators:

a. Follows words from left to right, top to bottom, and page by page
b. Recognizes that spoken words are represented in written language by specific sequences of letters
c. Understands that words are separated by spaces in print
d. Recognizes and names all upper- and lowercase letters of the alphabet
e. Identifies the front cover, back cover, and title page of a book

Kindergarten domain of learning

Learning domain context and considerations

Links and notes to full articulation of standards, if applicable

Kindergarten code includes K for grade level, letters to indicate the learning domain, and a chronological number

Reference code from full articulation of standards document, if applicable

Learning Standard

Indicator(s)

Domain 1: Approaches to Learning

DOMAIN: APPROACHES TO LEARNING (AL)

Approaches to Learning contains key skill areas for 21st Century learners to be integrated throughout the daily curriculum and embedded within instructional practices. This domain area provides specific learning expectations that support the changing demands of the workforce from rote functions to an emphasis on working with new information and on solving unstructured problems. The skills outlined by these learning standards emphasize metacognitive thinking and are the result of the overall learning environment and culture, interactions, language, and instructional practices within classrooms. For example, educators can support these skill areas by ensuring a classroom environment that fosters risk-taking, imaginative thinking, oral language development, idea generation, collaboration, persistence, etc. Educators can plan daily opportunities for planned and unplanned play, responsive activities, and projects that create opportunities for children to practice these skills independently and with peers while being supported by adults, regardless of the content being taught. Multilingual Learners can demonstrate knowledge in English, their home language(s), or both for all content areas.

PLAY AND ENGAGEMENT IN LEARNING

K.AL.1. Actively engages in play as a means of exploration and learning

K.AL.1. Indicators:

a. Collaborates and negotiates play with two or more children (e.g., who will go first, roles each will play)
b. Cooperates successfully in play and works well with others with little prompting (e.g., listening and responding to others, helping)
c. Uses "trial and error" method to figure out a task, problem, etc.
d. Demonstrates awareness of connections between prior and new knowledge

K.AL.2. Actively engages in problem solving

K.AL.2 Indicators:

a. Identifies increasingly complex problems and strategies for solving them (e.g., experimentation, reasoning, research)
b. Formulates and tests ideas, guesses, makes inferences, and draws connections to previous experiences and information
c. Communicates and engages with peers and adults to solve problems

CREATIVITY AND IMAGINATION

K.AL.3. Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences

K.AL.3 Indicators:

a. Uses materials/props in novel ways to represent ideas, characters, and objects
b. Describes or represents the difference between fantasy situations and reality
c. Seeks additional clarity to further understanding

The Practices

Throughout the New York State PK-12 Learning Standards, our practices represent the overarching approaches to learning expected of our students throughout their educational career and beyond. These include:

Lifelong Practices of Readers and Writers: http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf#page=8

Science and Engineering Practices: http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nysscienceintro.pdf#page=4

Social Studies Practices: http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-12-intro.pdf#page=10

Standards for Mathematical Practice: http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-mathematics-p-12-standards.pdf#page=7

CURIOSITY AND INITIATIVE

K.AL.4. Exhibits curiosity, interest, and willingness to learn new things and have new experiences

K.AL.4. Indicators:

a. Attempts a wide range of new experiences (e.g., materials, tasks, academic or physical skills), independently and with peers
b. Attempts new experiences, sensory and otherwise (e.g., explores, examines, and experiments with materials, construction, nature)

PERSISTENCE

K.AL.5. Demonstrates persistence

K.AL.5. Indicators:

a. Resists distraction and maintains attention to a task or activity (e.g., teacher instruction, activities) with minimal redirection
b. Continues with or returns to activities despite distractions or interruptions
c. Persists despite frustration or disappointment

K.AL.6. Demonstrates organizational skills

K.AL.6. Indicators:

a. Organizes materials appropriately (e.g., puts things away when finished, organizes materials by category)
b. Carries out organized routines (e.g., gathers personal belongings at the end of the day)
c. Describes and implements multiple steps to be followed for an activity or project

Domain 2: Physical Development and Health

DOMAIN: PHYSICAL DEVELOPMENT AND HEALTH (PDH)

Many educators are concerned about ensuring adequate physical development and health opportunities without sacrificing cognitive and academic learning time. The good news is that research has shown strong links between healthy eating, physical activity, and improved academic achievement. Multiple opportunities are to be built into the daily curriculum and routines to foster physical development and health. In addition to a daily schedule that provides ample time for planned physical activities and outings, educators can integrate physical development and health with other domains of learning. For example, they can incorporate opportunities for large and small muscle movement through games, music, dance, and art; promote healthy habits in authentic ways through learning centers and socio-dramatic play; and build a sense of well-being through routines, integrated curriculum design, and instructional strategies.

To view the most recent NYS Learning Standards for Physical Education, visit http://www.nysed.gov/curriculum-instruction/physical-education/.

PHYSICAL DEVELOPMENT

K.PDH.1. Uses senses to assist and guide learning
K.PDH.1. Indicators:
a. Identifies sights, smells, sounds, tastes, and textures
b. Compares and contrasts different sights, smells, sounds, tastes, and textures
c. Communicates to discuss sights, smells, sounds, tastes, and textures

K.PDH.2. Uses sensory information to plan and carry out movements
K.PDH.2. Indicators:
a. Demonstrates appropriate body awareness when moving in different spaces (i.e., aware of their own body)
b. Exhibits appropriate body movements when carrying out a task
c. Demonstrates awareness of spatial boundaries and the ability to work within them (i.e., aware of the things around them)

K.PDH.3. Demonstrates coordination and control of large muscles
K.PDH.3. Indicators:
a. Displays an upright posture when standing or seated
b. Maintains balance during sitting, standing, and movement activities
c. Runs, jumps, walks in a straight line, and hops on one foot
d. Navigates stairs using alternating feet
e. Puts on age appropriate clothing items, such as shirts, jackets, pants, shoes, etc.

K.PDH.4. Combines a sequence of large motor skills with and without the use of equipment
K.PDH.4. Indicators:
a. Navigates age appropriate playground equipment
b. Explores, practices, and performs skill sets (e.g., throwing, pushing, pulling, catching, balancing, etc.)
c. Participates in a series of large motor movements or activities (e.g., dancing, pedaling, following the leader, participating in games/sports)

K.PDH.5. Demonstrates eye-hand coordination and fine motor skills

K.PDH.5. Indicators:

a. Demonstrates ability to use fine motor skills (e.g., engages in finger plays, uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively)
b. Manipulates small objects with ease (e.g., fits objects into holes, strings wooden beads, stacks mini blocks, uses geo boards, etc.)
c. Uses buttons, zippers, snaps, hooks, and tape successfully

PHYSICAL FITNESS

K.PDH.6. Engages in a variety of physical fitness activities

K.PDH.6. Indicators:

a. Engages in rigorous large motor activities (e.g., marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops
b. Participates in activities designed to strengthen major muscle groups
c. Participates in activities to promote balance and flexibility

PHYSICAL HEALTH AND WELL-BEING

K.PDH.7. Demonstrates personal care and hygiene skills

K.PDH.7. Indicators:

a. Sets a personal physical activity goal and tracks progress toward its achievement

K.PDH.8. Demonstrates awareness and understanding of healthy habits

K.PDH.8. Indicators:

a. Recognizes the importance of good nutrition, water, rest, and sleep to be healthy
b. Demonstrates ways to self-soothe during times of stress
c. Talks about food choices in relationship to personal allergies and overall health
d. Relates healthy behaviors to good personal health (e.g., eating a balanced diet, exercising)

PHYSICAL SAFETY

K.PDH.9. Demonstrates awareness and understanding of safety rules

K.PDH.9. Indicators:

a. Verbalizes and demonstrates safety rules (e.g., bus safety, holding an adult's hand when walking on sidewalks or near a street)
b. Understands and communicates that some practices could be unsafe (e.g., playing with matches, playing near a busy street, not wearing a bike helmet)
c. Participates in fire evacuation drills, understands what the alarm bell is and the need to go to a safe location, etc.

RESOURCE MANAGEMENT

K.PDH.10. Demonstrates awareness and understanding of community resources

K.PDH.10. Indicators:

a. Explains how to get help in emergency situations (e.g., communicates their guardian's name and phone number)
b. Identifies resources available at home and in the community to promote physical fitness and health
c. Describes how one's family influences one's physical activity

Domain 3: Social and Emotional Learning

DOMAIN: SOCIAL AND EMOTIONAL LEARNING (SEL)

All children learn within social contexts and relationships. Learning through social context and relationships is especially important for young children, making the social and emotional domain a key lever to support children's learning across all domains. Extensive research indicates that effective mastery of social emotional competencies is associated with greater well-being and better school performance. It also supports the brain's ability to hold onto and work with information, concentrate, filter distractions, and adapt. This domain area has become increasingly important across all age and grade spans, not only to support academic achievement, but also for overall well-being through adulthood. Children require ample opportunities to develop and practice social and emotional skills, observe and experience positive behavior models, and establish and reinforce positive relationships with caring adults and peers.

NYSED developed student learning benchmarks to support social and emotional development for Grades K-12. The K-12 benchmarks are organized by grade bands. The benchmarks are banded across grades Kindergarten-Grade 3. To see the NYS Social Emotional Learning Benchmarks, visit http://www.p12.nysed.gov/sss/documents/NYSSELBenchmarks.pdf.

SELF-AWARENESS AND SELF-MANAGEMENT SKILLS

K.SEL.1. Identifies and manages emotions and behavior

K.SEL.1 Indicators:

a. Recognizes and describes emotions and how they are linked to behavior [1A.1a]
b. Demonstrates control of impulsive behavior [1A.1b]

K.SEL.2. Recognizes personal qualities and external supports

K.SEL.2. Indicators:

a. Describes likes, dislikes, needs, wants, strengths, challenges, and opinions [1B.1a]
b. Demonstrates positive relationships and seeks assistance from significant adults (e.g., teachers, family members, community members)
c. Exhibits confidence and pride in home language(s), culture(s), and abilities

K.SEL.3. Demonstrates skills related to achieving personal and academic goals

K.SEL.3. Indicators:

a. Describes self, using several different characteristics
b. Identifies self as being part of a family and identifies being connected to at least one significant adult
c. Demonstrates knowledge of own uniqueness and abilities (e.g., talents, interests, preferences, etc.)
d. Exhibits self-confidence by attempting new tasks independent of prompting or reinforcement
e. Identifies likes and dislikes, needs and wants, strengths and challenges

SOCIAL AWARENESS AND RELATIONSHIPS WITH OTHERS

K.SEL.4. Recognizes the feelings and perspectives of others

K.SEL.4. Indicators:

a. Identifies the range of feelings one experiences over time and recognizes that feelings change
b. Offers support to another child or shows concern when a peer appears distressed
c. Recognizes that others may experience situations differently from oneself [2A.1a]
d. Uses listening skills to identify the feelings and perspectives of others [2A.1b]

Note: In a culturally and linguistically responsive environment, students demonstrate progress toward this goal in various ways.

K.SEL.5. Develops positive relationships with their peers

K.SEL.5. Indicators:

a. Interacts with other children (e.g., in play, conversation, activities, etc.)
b. Shares materials and toys with other children
c. Sustains interactions by cooperating, helping, and suggesting new ideas for play

K.SEL.6. Recognizes individual and group similarities and differences

K.SEL.6. Indicators:

a. Describes positive qualities in others [2B.1b]
b. Recognizes and embraces peers' similarities and differences

K.SEL.7. Uses communication and social skills to interact effectively with others

K.SEL.7. Indicators:

a. Identifies ways to work and play well with others [2C.1a]
b. Demonstrates adaptability and appropriate social behavior at school [2C.1b]

K.SEL.8. Demonstrates the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways

K.SEL.8. Indicators:

a. Identifies problems and conflicts commonly experienced by peers [2D.1a]
b. Identifies approaches to resolving conflicts constructively [2D.1b]
c. Demonstrates pro-social problem-solving skills in social interactions

DECISION-MAKING SKILLS

K.SEL.9. Considers ethical, safety, and societal factors in making decisions

K.SEL.9. Indicators:

a. Understands and follows routines and rules
b. Explains why acts that hurt others are wrong [3A.1a]
c. Identifies social norms and safety considerations that guide behavior [3A.1b]

K.SEL.10. Applies decision-making skills to deal responsibly with daily academic and social situations

K.SEL.10. Indicators:

a. Participates in classroom decision-making
b. Makes positive choices when interacting with classmates [3B.1b]

K.SEL.11. Contributes to the well-being of one's school and community

K.SEL.11. Indicators:

a. Identifies and performs roles that contribute to one's classroom [3C.1a]
b. Identifies and performs roles appropriate to one's culture and community

ADAPTABILITY

K.SEL.12. Adapts to change
K.SEL.12. Indicators:

a. Easily separates themselves from their parent or caregiver
b. Transitions, with minimal support, between routine activities and new/unexpected outcomes
c. When appropriate, adjusts behavior for different settings and/or events
d. Uses multiple adaptive strategies to cope with change

Domain 4A: Communication, Language, and Literacy

DOMAIN: COMMUNICATION, LANGUAGE, AND LITERACY
PART A: APPROACHES TO COMMUNICATION (AC)

Building a strong foundation of oral language in English and/or the child's home language(s) contributes to learning to read. Young children need to hear a lot of conversation and practice talking with adults and peers to strengthen communication skills. When children hear and use a lot of language substantially within instructional frameworks, spontaneous interactions, and play, they learn new concepts, build background knowledge, and gain meaning from print. Familiarity with conversation and speech lays the groundwork for reading comprehension.

Communication is a gateway for children to express themselves, regulate behavior, feel understood, and connect with others. Children should be encouraged to use the language(s) they are most comfortable with, especially when describing events, retelling stories, and playing. Approaches to Communication is not an isolated instructional event and is integrated throughout the curriculum.

New York State's Next Generation English Language Arts (ELA) Learning Standards do not include Approaches to Communication, however, these areas are vital through 2nd grade. To further support the implementation of these standards, additional guidance is provided through a series of topic briefs produced for NYSED by Nonie K. Lesaux, Ph.D. and Emily Phillips Galloway, Ed.D. (http://www.nysed.gov/bilingual-ed/linguistically-diverse-learners-and-nys-next-generation-p-12-learning-standards).

MOTIVATION

K.AC.1. Demonstrates motivation to communicate
K.AC.1. Indicators:

a. Experiments and plays with language
b. Participates in language activities in large group, small group, or independently (e.g., story-telling, dramatic play, singing, or finger plays)
c. Asks questions to gain knowledge
d. Listens attentively for a variety of purposes (e.g., enjoyment, to gain information, to perform a task, to learn what happened, to follow directions)
e. Initiates conversations, both verbally and nonverbally
f. Makes choices about how to communicate the ideas they want to share (e.g., gestures, drawing, writing, home language, sign language, speaking)

Note: Multilingual Learners may demonstrate this skill in English, their home language(s), or both.

BACKGROUND KNOWLEDGE

K.AC.2. Builds background knowledge through communication

K.AC.2. Indicators:

a. Asks questions related to a particular item, event, or experience
b. Correctly identifies meanings of words in read-alouds, in conversation, and in descriptions of everyday items in the world around them
c. Attempts to use new vocabulary correctly
d. Makes comparisons to words and concepts

VIEWING

K.AC.3 Demonstrates understanding of what is observed

K.AC.3. Indicators:

a. Accurately describes what is seen
b. Asks questions related to visual text and observations
c. Makes inferences or draws conclusions based on information from visuals, including observation of situations, peers, and adults (e.g., sees another child crying and says, "he is sad")
d. Reflects on documentation of progress in learning

VOCABULARY

K.AC.4. Demonstrates a growing receptive vocabulary across all domains

K.AC.4. Indicators:

a. Understands and follows spoken directions
b. Identifies pictures related to words (e.g., points to the correct picture in book if prompted)
c. Responds/reacts to questions/comments indicating meaning is understood (e.g., body language, gestures, facial expressions, and words, including home language use)
d. Expresses understanding of words used in read-alouds, in conversations, and in descriptions of everyday items in the world

K.AC.5. Demonstrates a growing expressive vocabulary across all domains

K.AC.5. Indicators:

a. Uses facial expressions, body language, gestures, home language(s), and/or sign language to engage in reciprocal conversations
b. Increasingly uses more complex words in conversations
c. Makes use of new and rare words introduced by adults or peers
d. Uses appropriate volume and speed so spoken message is understood
e. Initiates conversations about a book, situation, event, or print in the environment

REPRESENTING

K.AC.6. Demonstrates their ability to represent ideas using a variety of methods

K.AC.6. Indicators:

a. Uses facial expressions, body language, gestures, or sign language to express ideas
b. Uses existing objects to represent desired or imagined objects in play or other purposeful way
c. Uses visual media to represent an actual experience
d. Reviews and reflects on their own representations
e. Writes and/or draws to communicate meaning with peers and adults during play

Domain 4B: Communication, Language, and Literacy

DOMAIN: COMMUNICATION, LANGUAGE, AND LITERACY
PART B: ENGLISH LANGUAGE ARTS AND LITERACY (ELAL)

Kindergartners are at varying stages of development as word readers and text comprehenders. Reading stages vary from emergent readers to independent readers. Kindergartners should experience a balance of literature and informational texts in the context of instruction designed to create opportunities to engage with a variety of topics, texts, and discussions that support language development and knowledge building. Creating this learning environment for emergent and early readers can take a variety of formats, including read-alouds, shared readings, pretend readings, paired readings, learning activities, and play that incorporates literacy materials, talking, experimenting with written materials, and other literacy activities. We refer to these instructional events as "reading or literacy experiences" because the focus is on using texts, printed and visual, to develop emergent readers' concepts of how meaning is conveyed through reading and writing while building their language and background knowledge within responsive units of study.

For more information on New York State's Next Generation ELA Learning Standards, including introductory statements, visit http://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-english-language-arts-learning-standards.

To further support the implementation of the NYS Next Generation ELA Learning Standards, additional guidance is provided through a series of topic briefs produced for NYSED by Nonie K. Lesaux, Ph.D. and Emily Phillips Galloway, Ed.D. (http://www.nysed.gov/bilingual-ed/linguistically-diverse-learners-and-nys-next-generation-p-12-learning-standards).

READING FOUNDATIONS

Print Concepts

K.ELAL.1. [KRF.1] **Demonstrates understanding of the organization and basic features of print**
K.ELAL.1. Indicators:

a. Follows words from left to right, top to bottom, and page by page
b. Recognizes that spoken words are represented in written language by specific sequences of letters
c. Understands that words are separated by spaces in print
d. Recognizes and names all upper- and lowercase letters of the alphabet
e. Identifies the front cover, back cover, and title page of a book

Note: Multilingual Learners can demonstrate this standard when they recognize the organization and basic feature of print in English and/or their home language(s), even if it does not follow a left to right, top to bottom format.

Phonological Awareness

K.ELAL.2. [KRF.2] **Demonstrates an emerging understanding of spoken words, syllables, and sounds (phonemes)**

K.ELA.2. Indicators:

a. Recognizes and produces spoken rhyming words
b. Blends and segments syllables in spoken words
c. Blends and segments onsets and rimes of spoken words

Phonics and Word Recognition

K.ELAL.3. [KRF.3] **Knows and applies phonics and word analysis skills in decoding words**

KRF.3. Indicators:

a. Demonstrates one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant
b. Decodes short vowel sounds with common spellings
c. Decodes some regularly spelled one-syllable words
d. Reads common high-frequency words by sight

Note: Multilingual Learners can demonstrate this standard when they recognize that letters have similar and different sounds in English and their home language(s).

Fluency

K.ELAL.4. [KRF.4] **Engages with emergent level texts and read-alouds to demonstrate comprehension**

Note: The word "text" encompasses far more than printed material. Text may also refer to speech, graphics, visual art, digital representations, video, and other visual and audio depictions of ideas, concepts, and experiences.

READING

Key Ideas and Details

K.ELAL.5. [KR.1] **Develops and answers questions about a text**

K.ELAL.6. [KR.2] **Retells stories or shares key details from a text**

Note: Non-verbal students can retell using sign language or a storyboard or by alternative methods. Multilingual learners can also use a storyboard or retell in English, their home language(s), or both.

K.ELAL.7. [KR.3] **Identifies characters, settings, major events in a story, or pieces of information in a text**

Craft and Structure

K.ELAL.8. [KR.4] **Identifies specific words that express feelings and senses**

K.ELAL.9. [KR.5] **Identifies literary and informational texts**

Note: The following are examples of literature and informational text types.

LITERATURE: picture books, stories, drama, poetry, fiction, fairytales, nursery rhymes, folk tales, tall tales, and other literary texts

INFORMATIONAL TEXTS: picture books, nonfiction, biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps, in both print and digital sources

K.ELAL.10. [KR.6] **Names the author and illustrator and defines the role of each in presenting the ideas in a text**

Integration of Knowledge and Ideas

K.ELAL.11. [KR.7] **Describes the relationship between illustrations and the text**

K.ELAL.12. [KR.8] **Identifies specific information to support ideas in a text**

K.ELAL.13. [KR.9] **Makes connections between self, text, and the world**

WRITING

Note: Multilingual Learners may demonstrate writing skills in English, their home language(s), or both.

K.ELAL.14 [KW.1] **Uses a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and states a reason to support that opinion**

K.ELAL.15. [KW.2] **Uses a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information**

K.ELAL.16. [KW.3] **Uses a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence**

K.ELAL.17. [KW.4] **Creates a response to a text, author, or personal experience (e.g., dramatization, art work, or poem)**

K.ELAL. 18. [KW.6] **Develops questions and participates in shared research and exploration to answer questions and to build and share knowledge**

K.ELAL. 19. [KW.7] **Recalls and represents relevant information from experiences or gathers information from provided sources to answer a question in a variety of ways (e.g., drawing, oral expression, and/or emergent writing)**

SPEAKING AND LISTENING

Note: Multilingual Learners may demonstrate writing skills in English, their home language(s), or both.

Comprehension and Collaboration

K.ELAL.20. [KSL.1] **Participates in collaborative conversations with diverse peers and adults in small and large groups and during play**

K.ELAL.20. Indicators:

a. Follows agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic
b. Participates in conversations through multiple exchanges
c. Considers individual differences when communicating with others

K.ELAL.21. [KSL.2] **Participates in a conversation about features of diverse texts and formats**

K.ELAL.22. [KSL.3] **Develops and answers questions to clarify what the speaker says**

Presentation of Knowledge and Ideas

K.ELAL.23. [KSL.4] **Describes familiar people, places, things, and events with detail**

K.ELAL.24. [KSL.5] **Creates and/or utilizes existing visual displays to support descriptions**

K.ELAL.25. [KSL.6] **Expresses thoughts, feelings, and ideas**

LANGUAGE

Conventions of Academic English/Language for Learning

K.ELAL.26. [KL.1] **Demonstrates command of the conventions of academic English grammar and usage when writing or speaking** *Organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use these skills by the end of 2nd grade.

K.ELAL.27. [KL.2] **Demonstrates command of the conventions of academic English capitalization, punctuation, and spelling when writing** *Organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use these skills by the end of 2nd grade.

Vocabulary Acquisition and Use

K.ELAL.28. [KL.4] **Explores and uses new vocabulary and multiple-meaning words and phrases in authentic experiences (including but not limited to the indicators below)**
K.ELAL.28. Indicators:

a. Identifies new meanings for familiar words and applies them accurately (e.g., knowing duck is a bird and learning the verb to duck)
b. Uses the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word

K.ELAL.29. [KL.5] **Explores and discusses word relationships and word meanings**
K.ELAL.29. Indicators:

a. Sorts common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent
b. Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)
c. Uses words to identify and describe the world, making connections between words and their use (e.g., places at home that are *colorful*)
d. Explores variations among verbs that describe the same general action (e.g., *walk*, *march*, *gallop*) by acting out the meanings

K.ELAL.30. [KL.6] **Uses words and phrases acquired through conversations, reading and being read to, and responding to texts**

Domain 5A: Cognition and Knowledge of the World: Mathematics

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD
MATHEMATICS (MATH)

Mathematical learning in kindergarten focuses on the exploration of concepts. Instructional time in kindergarten focuses on developing number sense including representing and comparing numbers, and recognizing and describing shapes and using spatial relations. More learning time in kindergarten is to be devoted to developing number sense than to any other topic.

Manipulatives such as physical models of tens and ones, and visual models such as number bonds, are important parts of the kindergarten classroom. Mathematical thinking and vocabulary is integrated across the curriculum, connecting manipulatives and visual models to written symbols and mathematical methods.

For more information on New York State's Next Generation Mathematics Learning Standards, including introductory statements, suggestions for connecting the Standards for Mathematical Practice to mathematical content, within-grade connections, and coherence progressions, visit http://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-mathematics-learning-standards.

For additional information regarding learning progressions in mathematics, visit The University of Arizona, Institute for Mathematics and Education Progression Documents (http://ime.math.arizona.edu/progressions/).

COUNTING AND CARDINALITY

Know number names and the count sequence

K.MATH.1. [NY-K.CC.1.] **Counts to 100 by ones and by tens**

Note: Multilingual Learners may demonstrate this skill by counting in their home language(s).

K.MATH.2. [NY-K.CC.2.] **Counts to 100 by ones beginning from any given number (instead of beginning at 1)**

K.MATH.3. [NY-K.CC.3.] **Writes numbers from 0 to 20; represents a number of objects with a written numeral 0-20 (with 0 representing a count of no objects)**
Note: When writing, it is common for students to reverse numbers at this stage. (e.g., writing E for 3).

Counts to tell the number of objects

K.MATH.4. [NY-K.CC.4.] **Understands the relationship between numbers and quantities up to 20; connects counting to cardinality**

K.MATH.5. [NY-K.CC.4a.] **When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (1:1 correspondence)**

K. MATH.6. [NY-K.CC.4b.] **Understands that the last number name said tells the number of objects counted (cardinality); the number of objects is the same regardless of their arrangement or the order in which they were counted**

K.MATH.7. [NY-K.CC.4c.] **Understands the concept that each successive number name refers to a quantity that is one larger**

K.MATH.8. [NY-K.CC.4d.] **Understands the concept of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers**

K.MATH.9. [NY-K.CC.5a.] **Answers counting questions using as many as 20 objects arranged in a line, a rectangular array, and a circle; answers counting questions using as many as 10 objects in a scattered configuration** (e.g., "How many _____ are there?")

> **Note:** Non-verbal students may demonstrate this skill by using an answer card, objects, computer program, or their fingers.

K.MATH.10. [NY-K.CC.5b] **Given a number from 1-20, counts out that many objects**

Compares numbers

K.MATH.11. [NY-K.CC.6.] **Identifies whether the number of objects in one group is greater than (more than), less than (fewer than), or equal to (the same as) the number of objects in another group** (e.g., using matching and counting strategies)
Note: Includes groups with up to ten objects.

K.MATH.12. [NY-K.CC.7.] **Compares two numbers between 1 and 10 presented as written numerals** (e.g., 6 is greater than 2)

OPERATIONS AND ALGEBRAIC THINKING

Understands addition as putting together and adding to, and understands subtraction as taking apart and taking from

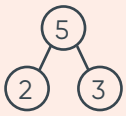
K.MATH.13. [NY-K.OA.1.] **Represents addition and subtraction using objects, fingers, pennies, drawings, sounds, acting out situations, verbal explanations, expressions, equations, or other strategies**
Note: Drawings need not show details, but should show the mathematics in the problem.

K.MATH.14. [NY-K.OA.2a.] **Adds and subtracts within 10** (e.g., using objects or drawings to represent the problem)

K.MATH.15. [NY-K.OA.2b.] **Solves addition and subtraction word problems within 10** (e.g., using objects or drawings to represent the problem)

K.MATH.16. [NY-K.OA.3.] **Decomposes numbers less than or equal to 10 into pairs in more than one way; records each decomposition with a drawing or equation**

(e.g., using objects or drawings; e.g., 5 = 2 + 3 and 5 = 4 + 1, or



K.MATH.17. [NY-K.OA.4.] **Finds the number that makes 10 when given a number from 1 to 9; records the answer with a drawing or an equation** (e.g., using objects or drawings)

K.MATH.18. [NY-K.OA.5.] **Fluently adds and subtracts within 5**
Note: *Fluently* adding and subtracting within 5 in kindergarten means students can find sums and differences within 5 reasonably quickly, and say or write it. Some students may still need to use fingers or make drawings. For more information on fluency, see Grade K–5, Counting and Cardinality and Operations and Algebraic Thinking, pp. 18-19 and Adding it Up, pp. 182-195.

Understands simple patterns

K.MATH.19. [NY-K.OA.6.] **Duplicates, extends, and creates simple patterns using concrete objects**

NUMBERS AND OPERATIONS IN BASE TEN

Works with numbers 11-19 to gain foundations for place value

K.MATH.20. [NY-K.NBT.1.] **Composes and decomposes the numbers from 11 to 19 into ten ones and one, two, three, four, five, six, seven, eight, or nine ones** (e.g., using objects or drawings)
Note: Ten frames, strips with ten ones, and some loose ones, and math drawings can be helpful for this work.

MEASUREMENT AND DATA

Describes and compares measurable attributes

K.MATH.21. [NY-K.MD.1.] **Describes measurable attributes of an object(s), such as length or weight, using appropriate vocabulary** (e.g., small, big, short, tall, empty, full, heavy, light)

K.MATH.22. [NY-K.MD.2.] **Directly compares two objects with a common measurable attribute and describes the difference**

Classifies objects and counts the number of objects in each category

K.MATH.23. [NY-K.MD.3.] **Classifies objects into given categories; counts the objects in each category and sorts the categories by count**
Note: Limit category counts to be less than or equal to 10

K.MATH.24. [NY-K.MD.4.] **Explores coins (pennies, nickels, dimes, and quarters) and begins to identify pennies and dimes**
Note: "Explores" indicates that the topic is an important concept that builds the foundation for progression toward mastery in later grades. Repeated experiences with these concepts, with immersion in the concrete, are vital.

GEOMETRY

Identifies and describes shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)

K.MATH.25. [NY-K.G.1.] **Describes objects in the environment using names of shapes, and describes the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to**

K.MATH.26. [NY-K.G.2.] **Names shapes regardless of their orientation or overall size**

K.MATH.27. [NY-K.G.3.] **Understands the difference between two-dimensional (lying in a plane, "flat") and three-dimensional ("solid") shapes**

Analyzes, compares, sorts, and composes shapes

K.MATH.28. [NY-K.G.4.] **Analyzes, compares, and sorts two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes** (e.g., number of sides, number of vertices/"corners," or having sides of equal length)

K.MATH.29. [NY-K.G.5.] **Models objects in their environment by building and/or drawing shapes** (e.g., using blocks to build a simple representation in the classroom)
Note: Students should be taught to model objects by building *and* drawing shapes; however, when answering a question, students can choose to model the object by building *or* drawing the shape.

K.MATH.30. [NY-K.G.6.] **Compose larger shapes from simple shapes** (e.g., join two triangles to make a rectangle)

Domain 5B: Cognition and Knowledge of the World: Science

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD
SCIENCE (SCI)

Kindergarten students have a sense of wonder about the natural world and are curious about natural phenomena. Educators can foster young learners' natural inclination toward scientific exploration, discovery, and experimentation by planning responsive, integrated units and themes. The inclusion of science topics and scientific inquiry provides children time to develop questions, make and discuss predictions, engage in hands-on experiments and observations, record observations, and compare and describe their ideas.

For additional information on New York State's Science Learning Standards visit http://www.nysed.gov/curriculum-instruction/science-learning-standards.

MATTER AND ITS INTERACTIONS

K.SCI.1. [K-PS1-1.] **Plans and conducts an investigation to test the claim that different kinds of matter exist as either solid or liquid, depending on temperature**

K.SCI.1 Indicators:

a. Observes matter at given temperatures
b. Describes observations qualitatively (e.g., hot, warm, cool)
c. Recognizes solids may be liquid at higher temperatures and liquids may be solid at lower temperatures

FORCES AND INTERACTIONS: PUSHES AND PULLS

K.SCI.2. [K-PS2-1.] **Plans and conducts an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object**

K.SCI.2 Indicators:

a. Compares the effects of different strengths of pushes or pulls on the motion of an object (e.g., a person pushing an object at different strengths, attaching a string to an object and pulling at different strengths)
b. Compares the effects of different directions of pushes or pulls on the motion of an object (e.g., a person stopping a rolling ball from different directions, two objects colliding and pushing on each other)

Note: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.

K.SCI.3. [K-PS2-2.] **Analyzes data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull**

a. Determines if a proposed solution (e.g., using tools such as a ramp to increase the speed of the object or a structure that would cause an object to turn) works to cause a marble or other object to move a certain distance, follow a particular path, and/or knock down other objects

Note: Assessment does not include friction as a mechanism for change in speed.

INTERDEPENDENT RELATIONSHIPS IN ECOSYSTEMS: ANIMALS, PLANTS AND THEIR ENVIRONMENT

K.SCI.4. [K-LS1-1.] **Uses observations to describe patterns of what plants and animals (including humans) need to survive**

a. Observes and describes different animals' need to take in different kinds of food
b. Observes and describes plants' need to have light
c. Observes and describes all living things' need of water and other materials to live, grow, and thrive

K.SCI.5. [K-ESS2-2.] **Constructs an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs**

a. Communicates a claim about plants changing their environment to meet their needs; provides evidence to support the claim (e.g., tree roots break concrete)
b. Communicates a claim about animals changing their environment to meet their needs; provides evidence to support the claim (e.g., a squirrel digs in the ground to hide its food)

Note: Evidence for Kindergartners' claims may include observations and experiences.

K.SCI.6. [K-ESS3-1.] **Uses a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live**

a. Uses a drawing, diagram, or physical model to explain relationships within systems (e.g., deer eat buds and leaves, therefore, they usually live in forested areas; grasses need sunlight, so they often grow in meadows)

Note: Plants, animals, and their surroundings make up a system.

K.SCI.7. [K-ESS3-3.] **Communicates solutions that will reduce the impact of humans on living organisms and non-living things in the local environment**

a. Communicates solutions to decrease our impact on living and non-living things in our environment, including land, water, air, plants, and animals (e.g., reusing paper instead of cutting trees, disposing of trash in a receptacle instead of littering)

WEATHER AND CLIMATE

K.SCI.8. [K-ESS2-1.] **Uses and shares observations of local weather conditions to describe patterns over time**

a. Observes and communicates qualitative weather observations (e.g., sunny, cloudy, rainy, and warm)
b. Observes and communicates quantitative observations (e.g., numbers of sunny, windy, and rainy days in a month)
   Note: Assessment of quantitative observations is limited to whole numbers and relative measures such as warmer/cooler.
c. Describes weather patterns over time (e.g., it is usually cooler in the morning than in the afternoon; the number of sunny days versus cloudy days in different months)

K.SCI.9. [K-ESS3-2.] **Asks questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather**

a. Identifies types of severe weather that may occur locally
b. Asks questions to identify local resources and procedures available to prepare for severe weather

K.SCI.10. [K-PS3-1.] **Makes observations to determine the effect of sunlight on Earth's surface**

a. Observes the effect of sunlight on the temperature of sand, soil, rocks, and/or water

Note: Assessment of temperature is limited to relative measures such as warmer/cooler.

K.SCI.11. [K-PS3-2.] **Designs and builds a structure that will reduce the warming effect of sunlight on an area, using tools and materials**

a. Constructs a structure that reduces the warming effect of sunlight (e.g., umbrellas, canopies, tents)

ENGINEERING DESIGN

Engineering design standards are organized in grade bands. The children are expected to know and be able to use these skills by the end of 2nd grade.

K.SCI.12. [K-2-ETS1-1.] **Asks questions, makes observations, and gathers information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool**

K.SCI.13. [K-2-ETS1-2.] **Develops a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem**
K.SCI.13. Indicators:

a. Draws, invents, and/or constructs a solution to a simple problem (e.g., tape a cardboard ramp to drive a car up to a higher level; sketch a new walkway to the playground)

K.SCI.14. [K-2-ETS1-3.] **Analyzes data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs**

Domain 5C: Cognition and Knowledge of the World: Social Studies

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD
SOCIAL STUDIES (SOC)

Social Studies in kindergarten focuses on children's natural interest in learning about themselves and other people: what they do, what languages they speak, and their roles and responsibilities. Kindergartners are learning about "Self and Others." Kindergartners explore similarities and differences between children, families, and communities. Kindergartners learn about respect for others, and rights and responsibilities of individuals. The Social Studies Practices, especially civic participation (e.g., showing respect in issues involving difference and conflict) and gathering as well as interpreting and using evidence (e.g., identifying opinions expressed by others), should be woven into kindergarten classroom practices.

To learn more about these practices and New York State's K-12 Social Studies Framework, visit http://www.nysed.gov/curriculum-instruction/k-12-social-studies-framework.

INDIVIDUAL DEVELOPMENT AND CULTURAL IDENTITY

Sense of Self

K.SOC.1. [K.1a] **Develops a sense of self through physical and cultural characteristics and through the development of personal likes, dislikes, talents, and skills**

K.SOC.2. [K.1b] **Personal experiences shape sense of self and support understanding of likes, dislikes, talents, and skills, as well as connections to others**
K.SOC.1-2. Indicator:

a. Creates A BOOK ABOUT ME that includes information about their gender, race/ethnicity, family members and/or caregivers, likes and dislikes, talents, and skills

K.SOC.3. [K.2b] **Recognizes unique activities and traditions as important parts of an individual's culture and sense of self**
K.SOC.3. Indicator:
a. Explains how their families, caregivers, or community celebrate birthdays or other special days

Cultural Similarities and Differences

K.SOC.4. [K.2a] **Recognizes each person is unique but also shares common characteristics with other family, school, and/or community members**
K.SOC.4. Indicator:
a. Identifies characteristics of themselves that are similar to their classmates, using specific terms and descriptors such as gender, race or ethnicity, and native language
b. Identifies characteristics of themselves that are unique

K.SOC.5. [K.2c] **Understands children and communities from different cultures all share some common characteristics, but also have specific differences that make them unique**
K.SOC.5. Indicator:
a. Learns about and respects individual differences

Shared Culture and Identity

K.SOC.6. [K.3a] **Recognizes diverse cultural groups within the community and nation embrace unique traditions and beliefs, and celebrate distinct holidays**
K.SOC.6. Indicator:
a. Compares ways diverse cultural groups within the community and nation celebrate distinct holidays

K.SOC.7. [K.3b] **Develops a shared sense of history, community, and culture through the study of American symbols, holidays, and celebrations**
K.SOC.7. Indicators:
a. Explains when and why national holidays such as Labor Day, Constitution Day, Columbus Day, Thanksgiving, Martin Luther King Jr. Day, Presidents' Day, Law Day, and Independence Day are celebrated
b. Identifies American symbols, such as the Liberty Bell and the bald eagle
c. Learns the Pledge of Allegiance
d. Learns the parts of the American flag (stars and stripes) and how to show respect toward the flag
e. Learns patriotic songs, including the national anthem, "America the Beautiful," and "America"

CIVIC IDEALS AND PRACTICES

Rights and Responsibilities

K.SOC.8. [K.4a] **Understands children have basic universal rights or protections as members of a family, school, community, nation, and the world**
K.SOC.8. Indicator:
a. Identifies children's basic rights (e.g., provision of food, clothing, shelter, and education; protection from abuse, bullying, neglect, exploitation, and discrimination)

K.SOC.9. [K.4b] **Demonstrates ability to be a responsible member of a family, classroom, or community; performs important duties to promote the safety and general welfare of the group**
K.SOC.9. Indicator:
a. Performs duties in the classroom or school community (e.g., cleaning up a center, serving as line leader, straightening up the library, serving as a messenger)

Rules and Safety

K.SOC.10. [K.5a] **Communicates that adults and children must follow rules within the home, school, and community to provide for a safe and orderly environment**
K.SOC.10. Indicators:
a. Discusses rules for fire, water, traffic, school, and home safety
b. Communicates what would happen if rules were not followed

K.SOC.11. [K.5b] **Communicates that people in authority make rules and laws that provide for the health and safety of all**
K.SOC.11. Indicator:
a. Discusses classroom routines and rules (e.g., raise hand to ask or answer a question during circle time, walk quietly in the halls when going to specials)

K.SOC.12. [K.5c] **Understands children and adults have opportunities to contribute to the development of rules and/or laws**
K.SOC.12. Indicator:
a. When given the opportunity, creates new rules, as needed, for class activities

GEOGRAPHY, HUMANS, AND THE ENVIRONMENT

K.SOC.13. [K.6a] **Understands a globe represents Earth, and maps can be used to represent the world as well as local places or specific regions**
K.SOC.13. Indicator:
a. Identifies the differences and similarities between a globe and a map

K.SOC.14. [K.6b] **Locates places and regions on a map or globe, using geographic vocabulary**
K.SOC.14. Indicator:
a. Locates familiar places or buildings in the community on a map (e.g., school, grocery store, train station, hospital)

K.SOC.15. [K.6c] **Locates places, physical features, and man-made structures on a map or globe and describes locations using specific geographic vocabulary**
K.SOC.15. Indicator:
a. Correctly uses words and phrases to indicate location and direction (e.g., up, down, near, far, left, right, straight, back, behind, in front of, next to, between)

Rules and Safety

K.SOC.16. [K.7a] **Demonstrates understanding of how climate, seasonal weather changes, and the physical features associated with the community and region all affect how people live**
K.SOC.16. Indicators:
a. Correctly uses words and phrases to indicate location and direction (e.g., up, down, near, far, left, right, straight, back, behind, in front of, next to, between)
b. Illustrates how weather affects people and communities

TIME, CONTINUITY, AND CHANGE

Past, Present, Future

K.SOC.17. [K.8a] **Uses specific words and phrases related to chronology and time when recounting events and experiences**
K.SOC.17. Indicators:

a. Correctly uses words related to chronology and time when recounting events and experiences (e.g., first, next, last; now, long ago; before, after; morning, afternoon, night; yesterday, today, tomorrow; last or next week, month, year; and present, past, and future tenses of verbs)

K.SOC.18. [K.8a] **Develops an understanding of how people use folktales, legends, oral histories, and music to teach values, ideas, traditions, and important events from the past**
K.SOC.18. Indicators:

a. Retells a story and explains the value, idea, tradition, or important event that is expressed

ECONOMIC SYSTEMS

Needs and Wants

K.SOC.19. [K.9a] **Understands a need is something that a person must have for health and survival, while a want is something that a person would like to have**
K.SOC.19. Indicators:

a. Identifies basic needs (food, clothing, and shelter)
b. Distinguishes between a need and a want

K.SOC.20. [K.9b] **Identifies goods as objects that can satisfy people's needs and wants; identifies services as activities that can satisfy people's needs and wants**
K.SOC.20. Indicators:

a. Identifies examples of goods and services

K.SOC.21. [K.9c] **Recognizes scarcity as the condition of not being able to have all of the goods and services that a person wants or needs**

Domain 5D: Cognition and Knowledge of the World: The Arts

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD
THE ARTS (ARTS)

The Arts develop a variety of children's skills, thought processes, and socio-emotional understandings through dance, music, theater, visual arts, and media arts. The NYS P-12 Arts Standards explore four artistic processes: Create, Present/Perform/Produce, Respond, and Connect. These processes provide an instructional frame to develop children's skills through dance, music, theater, visual and media arts. At the kindergarten level, educators can integrate the Arts by anchoring the artistic processes to interdisciplinary themes or units of study.

The NYS P-12 Arts Standards provide additional instructional notes embedded throughout the indicators. To see the full articulation of the NYS P-12 Arts Standards, visit http://www.nysed.gov/curriculum-instruction/arts. To access glossaries (Dance, Media Arts, Music, Theater, and Visual Arts) and additional resources, visit http://www.nysed.gov/curriculum-instruction/arts-standards-implementation-resources.

DANCE

K.ARTS.1. [DA:Cr1-3.K] **Creates Dance**
K.ARTS.1. Indicators:

a. Explores locomotor and non-locomotor movement-related elements of dance
b. Responds to a series of sensory stimuli (music/sound, text, objects/props, observed dance through video or live performance, etc.) using different elements of dance
c. Expresses an idea, feeling, or image through improvised movement alone or with a partner
d. Identifies and explores production elements (music/sound, props, costumes, etc.) that support performance
e. Improvises a dance that has a clear beginning and end
f. Describes the job of a dancer versus that of a choreographer

K.ARTS.2. [DA:Pr4-6.K] **Performs Dance**
K.ARTS.2. Indicators:

a. Makes still and moving body shapes that show lines (e.g., straight, bent, and curved), change levels, and vary in size; works with others to make a circle formation and change its dimensions
b. Identifies and applies different qualities to movements (e.g., loose/tight, light/heavy, shaky/smooth, fast/slow) in response to verbal cues, expressive qualities of music/sound, tempo, etc.
c. Demonstrates same side, cross-body locomotor and non-locomotor movements, and different spatial relationships
d. Moves safely in general space by starting and stopping on cue while maintaining personal space
e. Applies feedback given during guided improvisational or directed dance experiences
f. Dances for others while maintaining awareness of performance expectations (silence, focus) in both formal and informal settings

K.ARTS.3. [DA:Re7-9.K] **Responds to Dance**
K.ARTS.3. Indicators:
a. Observes movement and describes it using simple dance terminology
b. Identifies a movement that repeats in a dance
c. Selects a movement that was prominent in a dance work or practice and demonstrates that movement; explains what distinguished the movement from the others
d. Demonstrates and describes observed or performed movements originating from diverse dance genres

K.ARTS.4. [DA:Cn10-11.K] **Connects with Dance**
K.ARTS.4. Indicators:
a. Recognizes and identifies an emotion that is experienced when watching, improvising, or performing a dance work or practice and relates it to a personal experience
b. Observes a work of visual art; describes and expresses, through movement, something of interest about the artwork; explores and discusses connections between the movements and the artwork

MEDIA ARTS

We recognize that not all kindergarten programs have the technological supports for all items under the media arts standards. However, simple media arts experiences can be designed with minimal technology, or media technology found in most classrooms. A helpful idea is to think of media arts as "4-D art", which includes the element of time. Some examples include video, animation, a recording of viewer interaction with an artwork that changes its physical qualities over time (e.g., an artwork made of food, which gets eaten over time), a sequence or series of still images that are experienced simultaneously with sound patterns or music, etc.

K.ARTS.5. [MA:Cr1-3.K] **Creates Media Arts**
K.ARTS.5. Indicators:
a. Discovers and shares ideas for media artwork
b. Forms ideas for media artwork production
c. Captures and experiments with media arts content

K.ARTS.6. [MA:Cr4-6.K] **Produces Media Arts**
K.ARTS.6. Indicators:
a. Recognizes and shares different components (see glossary) of media artwork
b. Explores, practices, and shares how different media arts creation tools work
c. Discusses safe and appropriate media arts interactions

K.ARTS.7. [MA:Re7-9.K] **Responds to Media Arts**
K.ARTS.7. Indicators:
a. Shares observations and reactions to media artworks
b. Recognizes and discusses how media artworks communicate different messages
c. Provides a reason for selecting and/or preferring media artwork

K.ARTS.8. [MA:Cn10-11.K] **Connects with Media Arts**
K.ARTS.8. Indicators:
a. Shares personal experiences that could be used in media artwork
b. Explores and shares ideas that relate media artwork to one's everyday life
c. Identifies media arts inventions and their uses

MUSIC

K.ARTS.9. [MU:Cr1-3.K] **Creates Music**
PK.ARTS.9. Indicators:

a. Explores and experiences music concepts (e.g., beat and melodic contour)
b. Generates or creates short musical ideas (e.g., movements or motifs)
c. Demonstrates, selects, and organizes favorite musical ideas, using iconic notation and/or recording technology
d. Applies feedback in refining musical ideas and demonstrates a final version to peers

K.ARTS.10. [MU:Pr4-6.K] **Performs Music**
K.ARTS.10. Indicators:

a. Explores and demonstrates awareness of music contrasts (e.g., high/low, loud/soft, same/different) and expressive qualities (e.g., voice quality, dynamics, and tempo) in a variety of music selected for performance
b. Uses feedback and suggested strategies in rehearsal to improve the expressive qualities of music selected for performance
c. Responds appropriately to aural and visual clues during rehearsal and performance
d. Performs music appropriately for an audience

K.ARTS.11. [MU:Re7-9.K] **Responds to Music**
K.ARTS.11. Indicators:

a. Lists personal interests and experiences and demonstrates why they prefer some teacher-provided music selections over others
b. Demonstrates how a specific music concept (e.g., beat or melodic direction) is used in musical selections
c. Demonstrates awareness of expressive qualities (e.g., dynamics and tempo) that reflect creators'/performers' expressive intent
d. Applies personal and expressive preferences in the evaluation of music

K.ARTS.12. [MU:Cn10-11.K] **Connects with Music**
K.ARTS.12. Indicators:

a. Explores and imitates sounds found in the environment
b. Imagines and describes places, times, and reasons for making and listening to music
c. Illustrates musical ideas through movements (e.g., dramatizations of books and stories)
d. Explores folk music from a variety of cultures and discusses the music's culture of origin

THEATER

K.ARTS.13. [TH:Cr1-3.K] **Creates Theatrical Arts**
K.ARTS.13. Indicators:

a. Expresses original ideas and invents and inhabits an imaginary elsewhere in dramatic play
b. Employs sounds, movements, and gestures to tell a story in dramatic play
c. Uses non-representational materials to create props, puppets, and costume pieces for dramatic play
d. Asks and answers questions in character, and interacts with peers during dramatic play

K.ARTS.14. [TH:Pr4-6.K] **Performs Theatrical Arts**
K.ARTS.14. Indicators:

a. Identifies characters and setting in dramatic play or in a guided drama experiences
b. Uses body, voice, and movement to communicate emotions in a guided drama experience
c. Explores and experiments with various technical elements (props, costumes, sound, light, etc.) in dramatic play
d. Communicates mood through voice, action, technical elements, etc. in dramatic play

K.ARTS.15. [TH:Re7-9.K] **Responds to Theatrical Arts**
K.ARTS.15. Indicators:
a. Expresses an emotional response to characters in dramatic play
b. Discusses the experiences of characters in dramatic play
c. Identifies preferences in dramatic play
d. Evaluates dramatic play

K.ARTS.16. [TH:Cn10-11.K] **Connects with Theatrical Arts**
K.ARTS.16. Indicators:
a. Identifies similarities between characters and oneself in dramatic play through discussion, picture-making, etc.
b. Applies skills and knowledge acquired elsewhere to dramatic play
c. Identifies stories that are different from one another in dramatic play
d. Tells a short story in dramatic play

VISUAL ARTS

K.ARTS.17. [VA:Cr1-3.K] **Creates Visual Arts**
K.ARTS.17. Indicators:
a. Through exploration, imaginative play and experimentation with materials, builds skills with various media and artmaking approaches (more self-directed)
b. Engages collaboratively in creative artmaking in response to an artistic problem (more teacher-directed)
c. Identifies safe ways to use art materials and tools
d. Reflects on and explains the process of making different kinds of art

K.ARTS.18. [VA:Pr4-6.K] **Presents Visual Arts**
K.ARTS.18. Indicators:
a. Identifies reasons for saving and displaying objects, artifacts, and artwork
b. Explains the purpose of a portfolio or collection
c. Explains what an art museum is and distinguishes how an art museum is different from other buildings

K.ARTS.19. [VA:Re7-9.K] **Responds to Visual Arts**
K.ARTS.19. Indicators:
a. Identifies uses of art within one's personal environment
b. Describes what an image represents
c. Shares observations comparing artworks
d. Explains reasons for selecting a preferred artwork

K.ARTS.20. [VA:Cn10-11.K] **Connects with Visual Arts**
K.ARTS.20. Indicators:
a. Explores the world using descriptive words and artistic work
b. Identifies a variety of forms of art and design
c. Describes what it means to invent and imagines an invention

Domain 5E: Cognition and Knowledge of the World: Technology, Computer Science, and Digital Literacy

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD
TECHNOLOGY, COMPUTER SCIENCE, AND DIGITAL LITERACY

Technology in a kindergarten classroom is used to accomplish specific learning goals. It is not used in place of high-quality adult-child interactions and activities. Technology tools are useful when used in intentional and developmentally appropriate and responsive ways.

For more information about how technology and media might be used in kindergarten classrooms, visit the National Association for the Education of Young Children, https://www.naeyc.org/resources/topics/technology-and-media. The New York State Education Department also offers Guidance on P-12 Keyboarding Instruction (http://www.nysed.gov/edtech/guidance-keyboarding-instruction-0).

Computer Science and Digital Literacy Standards are currently under development at the New York State Education Department.

Planning Curriculum and Instruction

Interdisciplinary Unit of Study – Planning Template

The planning template that follows illustrates one way to plan an interdisciplinary unit of study that aligns with the kindergarten standards. The template leaves room to build on student interest, and can be tailored to meet individual needs. While including traditional components of integrated unit planning, this template also includes space for intentional planning of family and community involvement, outdoor and gross motor activities, as well as connections with special area teachers. This is meant to be a resource for the field, to use if it is helpful, in planning meaningful curricula to best support the learning and development of kindergarten students.

Unit Overview

Unit Topic

Names the topic on which the unit of study focuses.

Essential Question

An essential question is an authentic, child-friendly question that connects the knowledge and skills that children should develop throughout the unit. Essential questions are 'big' questions for which there is no single answer.

Focus Questions

Focus questions represent the major inquiries of the unit. They build over time and require children to make connections across content areas.

Student Outcomes

Student outcomes are the learning targets for children. What are children able to do as a result of instruction?

Academic Vocabulary

Academic vocabulary help children understand the unit focus questions and access complex texts. These words can be supplemented by vocabulary in read alouds.

Foundational and Supporting Texts

Foundational and supporting texts include a combination of literacy and informational texts that can be read throughout the unit. Foundational texts help students interpret and answer the essential/focus question(s); supporting texts support students' understanding of essential/focus questions while also supporting learning centers and the needs/interests of individual students.

Family and Community Engagement

Opportunities for inviting families to share their experiences and knowledge with the class, or for extending learning outside of the classroom.

Culminating Celebration

A culminating celebration is an opportunity to reflect on the unit with the children, as well as to note and celebrate the growth and learning that has occurred.

Learning Standards

Domain 1: Approaches to Learning

Domain 2: Physical Development and Health

Domain 3: Social and Emotional Learning

Domain 4: Communication, Language, and Literacy

Part A: Approaches to Communication

Part B: English Language Arts and Literacy

Domain 5: Cognition and Knowledge of the World

Mathematics

Science

Social Studies

The Arts

Unit Planning Template

Unit Topic:

Essential Question:

	Week 1	Week 2
Focus Question(s)		
Foundational Texts for Read Aloud(s)		
Large Group Instruction		
Small Group Instruction		
Supporting Texts		

Outdoor/Gross-Motor Experience(s):

Unit Reflection

Weekly Planning

Week 3	Week 4	
		Focus Question(s)
		Foundational Texts for Read Aloud(s)
		Large Group Instruction
		Small Group Instruction
		Supporting Texts

Connections with Special Area Teachers.

Planning for Learning Centers

	Week 1	Week 2
Blocks Learning Center		
Math and Manipulatives Learning Center		
Dramatic Play Learning Center		
Creative Arts Learning Center		
Literacy and Writing Learning Center		
Science and Nature Learning Center		

Planning for Learning Centers

Week 3	Week 4	
		Blocks Learning Center
		Math and Manipulatives Learning Center
		Dramatic Play Learning Center
		Creative Arts Learning Center
		Literacy and Writing Learning Center
		Science and Nature Learning Center

References and Resources

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A RESOURCE FOR SCHOOL SUCCESS

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