

Language Arts Continuum of Standards/Parent Guide

| Standard | | Young Fives | Kindergarten Common Core State Standards |
|------------------------|--|---|--|
| Language Arts | | | |
| Listening and Speaking | | Students communicate using clear and coherent sentences. | Participates in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups. |
| | | Students understand and follow one and two-step oral directions with prompts as needed. | Understands and follows one and two-step oral directions. |
| | | Speak clearly enough to be understood by both familiar and unfamiliar adults 90% of the time. | Speak clearly enough to be understood by both familiar and unfamiliar adults 100% of the time. |
| | | Students follow agreed-upon rules for discussions and maintain turn-taking with prompts and support and needed. | Follows agreed-upon rules for discussions and maintains turn-taking. |
| | | Students can clearly tell about an experience. | With prompting and support, retell familiar stories, including key details. |

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| Vocabulary | | Students describe people. Places and things (e.g. size, color, shape), positional location and actions. | Describes familiar people, places, things and events and, with prompting and support, provide additional detail. |
| | | Students use words to describe familiar and unfamiliar categories of objects. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. |
| | | Students will use a variety of vocabulary in a daily language. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts. |
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| Writing | | Students stabilize paper and use appropriate pencil grasp and posture. | |
| | | Students use letters to represent words. | Uses combination of drawing, dictating, and writing to compose opinion, informative or narrative pieces. |
| | | Students draw, dictate and/or label drawings to express ideas. | Uses combination of drawing, dictating, and writing to compose opinion, informative or narrative pieces. |
| | | Students write any letter starting at the top. | |

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| | Students copy words from the environment using a variety of medium or supplies. | |
| | Students write by moving left to right. | |
| Concepts of Print | Students understand how a book works. | Demonstrates understanding of the organization and basic features of print. |
| | Students understand the words and the pictures tell the story. | Recognizes that spoken words are represented in written language by specific sequences of letters. |
| | Students recognize all upper and lower case letters of their first name. | Recognizes and names all upper and lower case letters of the alphabet. |
| Phonological Awareness | Students orally blend simple CVC words. | Blends two to three phonemes into recognizable words. |
| | Students independently recite and recognize onset and rime. | Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words. |
| | Students recognize and produce rhyming words with visual or verbal prompts. | Recognize and produce rhyming words. |

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| | | Students separate orally stated words into beginning sounds. Students track and count words auditory. | Adds or substitutes individual sounds in simple, one-syllable words. Count, pronounce, blend and segment syllables in spoken words. |
| | | Students recognize high frequency words. | Read simple CVC words and common high-frequency words by sight. |
| | | | |
| Comprehension | | Students answer open ended questions about a story or event. | Ask and answer questions about key details in a text. |
| | | Students make predictions and connections with informational text or stories. | Identify basic similarities in and differences between two texts on the same topic. |
| | | Actively engage in group reading activities with purpose and understanding. | Actively engage in group reading activities with purpose and understanding. |
| | | Use props and creative dramatics to engage in story extension. | Actively engage in group reading activities with purpose and understanding. |

| Social Studies and Science/Parent Guide | | | |
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| Standard | | Young Fives | Kindergarten Common Core State Standards |
| Social Studies | | | |
| | | Students follow rules and understand the consequences if broken. Students will have a basic understanding of school wide values. | Students understand that being a good citizen involves acting in certain ways. |
| | | Students will have a basic understanding of national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty. | Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty. |
| | | Students will have a basic understanding on community workers and the jobs that they do. | Students match simple descriptions of work that people do and the names of related jobs at the school, the local community, and from historical accounts. |
| | | Students will have a basic understanding of environmental symbols, map and globes. | Students compare and contrast the locations of people, places, and environments and describe their characteristics. Use environmental directions or positional words. |
| | | Students will have a basic understanding of the calendar. | Students understand that history relates to events, people, and places of other times. |
| | | Students will develop a basic understanding of current and historical events. | Students understand that history relates to events, people, and places of other times. |

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| Standard | | Young Fives | Kindergarten Common Core State Standards |
| Science | | | |
| | | Students will explore their world using their five senses. | |
| Physical Science | | Students will learn about objects and their physical properties. | Properties of materials can be observed, measured, and predicted. |
| Life Sciences | | Students will learn about plants and animals and their structures. | Different types of plants and animals inhabit the Earth. |
| Earth Sciences | | Students will learn about land forms, weather, and resources on Earth. | Earth is composed of land, air, and water. |
| Investigations and Experimentation | | Students will explore the scientific process and be able to describe observations orally and/or with drawings and with support as needed. | Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. |

| Social/Emotional Development/Parent Guide | | | |
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| Standard | Preschool | Young Fives | Kindergarten Common Core State Standards |
| Self | | | |
| Self Awareness | Describe their physical characteristics, behavior, and abilities positively. | Students compare their physical and social/emotional (thoughts and feelings) characteristics with those of others. | Describe their own physical characteristics. Name ways in which people are similar and ways in which they are different. |
| Self-Regulation | Need adult guidance in managing their attention, feelings, and impulses and show some effort at self control. | Students regulate their attention, thoughts, feelings, and impulses with increasing independence. | Show how to express personal needs and wants appropriately. Express emotions appropriately. |
| Social and Emotional Understanding | Seek to understand people's feelings and behavior, notice diversity in human characteristics, and are interested in how people are similar and different. | Students notice ways in which people are similar and ways in which they are different and are able to identify a variety of emotions. | Name ways in which people are similar and ways in which they are different. Identify a variety of emotions. |
| Empathy and Caring | Demonstrate concern for the needs of others and people in distress. | Students are able to respond in positive ways to show care, consideration, and concern for others. | Describe positive ways to show care, consideration and concern for others. |
| Initiative in Learning | Enjoy learning and dare confident in their abilities to make new discoveries although may not persist at solving difficult problems. | Students try new things and persist in trying to figure things out and solve problems. | |

| Social/Emotional Development/Parent Guide | | | |
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| Standard | Preschool | Young Fives | Kindergarten Common Core State Standards |
| Social Interaction | | | |
| Interactions with Familiar Adults | Interact with familiar adults comfortably and competently, especially in familiar settings. | Students participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction. | |
| Interactions with Peers | Interact easily with peers in shared activities that occasionally become cooperative efforts. | Students more actively and intentionally cooperate with each other. | Describe school rules about getting along with others |
| | Participate in simple sequences of pretend play. | Students create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation. | |
| | Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression. | Students negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. | |
| Initiative in Learning | Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems. | Students try new things and persist in trying to figure things out and solve problems. | |
| Group Participation | | | |
| | Participate in group activities and are beginning to understand and cooperate with social expectations group rules, and roles. | Students participate positively and cooperatively as group members. | Cooperate and share with others. |
| Cooperation and Responsibility | Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset. | Students try new things and persist in trying to figure things out and solve problems. | |

| Social/Emotional Development/Parent Guide | | | |
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| Relationships | | | |
| | After experience with out-of-home care, manage departures and separations from primary family attachment figures with the teacher's assistance. | Students are able to comfortably depart and separate from their care giver without assistance. | |
| | Seek security and support from their primary teachers. | Students show increasing initiative in asking for help. | Demonstrate how to ask trusted adults for help. |
| | Contribute to maintaining positive relationships with their primary teachers. | Students will cooperate with peers and adults. | |
| Friendships | Choose to play with one or two special peers whom they identify as friends. | Students' friendships and interactions are more reciprocal. | |

| Fine and Gross Motor Development/Parent Guide | | | |
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| Standard | Preschool | Young Fives | Kindergarten Common Core State Standards |
| Fine Motor-Grasp | | Students use tripod/three-finger grasp crayon or pencil correctly with preferred hand. | |
| Fine Motor-Bilateral Coordination | Adjust grasp and body position for increased control in drawing and writing. | Students stabilize paper with non-dominant hand while writing, coloring and cutting. | |
| Fine-Motor-Drawing/Coloring | | Students draw simple shapes and a variety of lines. | |
| | | Students use a variety of media with appropriate pressure. | |
| | | Students are able to color within the lines. | |
| Fine Motor-Writing | Writes letters or letter-like shapes to represent words and ideas. | Students write any letter starting at the top. | |
| | | Students write by moving left to right. | |
| | Writes first name neatly and correctly. | Students write letters neatly and correctly. | |
| | | Students write or draw from the environment using a variety of media. | |
| Fine Motor-Scissor Skills | | Students hold scissors correctly with dominant hand. | |
| | | Students cut a straight line, curved line, zigzag line. | |
| | | Students cut simple geometric shapes with increasing accuracy. | |

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| Standard | Preschool | Young Fives | Kindergarten Common Core State Standards |
| Gross Motor-Boday Awareness | | Students move body parts on self and others when instructed. | |
| | | Students are able to adjust their body in relation to the activity, environment and others. | |
| | | Students are able to move sideways, forward, backward with purpose. | Students are able to travel forward and sideways quickly in response to a signal. |
| Gross Motor-Balance | | Students stand on one foot with hands on hips. | Students balance on one to five body parts. |
| | | Students are able to walk on a narrow line. | Students balance while walking forward and sideways on a narrow elevated surface. |
| Gross Motor-Fundamental Movement Skills | | Students use the eight locomotor skills (i.e. walk, run, jump with two feet, hop, gallop, slide, skip, leap) with increasing accuracy. | |
| Gross Motor-Ball Skills | | Students kick rolled ball. | |
| | | Students bounce and catch a ball with two hands. | |
| | | Students throw ball underhand and overhand. | |
| Gross Motor-Equiptment | | Students are able to climb a playground apparatus safely and appropriately. | |

| Mathematics Continuum of Standards/Parent Guide | | | |
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| Standard | | Young Fives | Kindergarten Common Core State Standards |
| Mathematics | | | |
| Counting and Cardinality | | Students will recite numbers to 50 in order by ones and tens with prompts as needed. | Students will recite numbers to 100 by ones and tens. |
| | | Students will recognize, name, order and write number to 10. | Students will recognize. Name, order and write numbers to 20. |
| | | Identify, without counting, the number of objects in a collection of up to five objects. | Count to answer "how many" questions about as many as 20 things arranged in a configuration. Identify whether the number of objects in one group is greater than, less than, or equal to another group. |
| | | Accurately count up to ten objects, using one-to-one correspondence. | When counting objects, say the number names, pairing each object with one and only one number name and each number name with one and only one object. |
| | | Understand, when counting 10 objects, that the number name of the last object counted represents the total number of objects in a group. | Understand, that the last number name said tells the number of objects counted. Understand that each successive number name refers to a quantity that is one larger. |

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| Standard | | Young Fives | Kindergarten Common Core State Standards |
| Operations and Algebraic Thinking | | Compare, by counting or matching, two groups of up to <i>ten</i> objects and communicate "more", "same", or "fewer". | Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. |
| | | Understand that adding one or taking away one changes the number in a small group of objects by exactly one. | Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out, verbal explanations, expressions or equations. |
| | | Understand that putting groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups. | Solve addition and subtraction word problems, and add and subtract with 10 by using objects or drawings to represent the problems. |
| | | Solve simple addition and subtraction problems (up to five) with or without objects. | Decompose numbers less than or equal to 10 into pairs in more than one way, by using objects or drawings and record by drawing or equation. Fluently add and subtract within 5. |
| | | Sort and classify objects by one or more attributes, into two or more groups and count the number of objects in each group to 10. | Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. |
| | | Recognize and duplicate simple repeating patterns. | |

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| Standard | | Young Fives | Kindergarten Common Core State Standards |
| | | Extend and create repeating patterns. | |
| Measurement | | Compare two objects by length, weight, or capacity directly or indirectly using comparative language such as bigger, smaller, more, less, lighter, heavier. | Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. |
| | | Order and label four or more objects by size. | Describe the measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. |
| | | Can identify and recite the days of the week with visual and verbal prompts. | Names the days of the week. |
| | | Can correctly order everyday events. | Identify the time (to the nearest hour) of everyday events. |
| Geometry | | Identify, describe, <i>trace</i> and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes. | Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. Correctly name shapes regardless of their orientations or overall size. |

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| | | Manipulate a shape to match a picture. | Analyze and compare two and three dimensional shapes, in different sizes and orientations, using informal language to describe their similarities and differences, parts and other attributes. |
| | | Identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and in front/behind. | Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. Correctly name shapes regardless of their orientations or overall size. |
| | | | |
| Mathematical Reasoning | | Children expand the use of mathematical thinking to solve problems that arise in their everyday environment using mathematical language. | Follow "Standards for Mathematical Practice" in Common Core Standards. |
| | | Identify and apply a variety of mathematical strategies to solve problems in their environment. | Follow "Standards for Mathematical Practice" in Common Core Standards. |