

FLORIDA READING AND LANGUAGE ARTS STANDARDS: KINDERGARTEN

INSTRUCTIONS: At the end of your final 180 days of teaching, complete this checklist indicating a **mastered skill** with an “**M**” and a **skill you are working on** with a “**W**”. If you find a **skill you are not ready to tackle**, indicate that with a “**NA**”. Submit this checklist with a completed a Private School Covering Semester Report available at <http://www.mycca.org/updates.htm>. Completed checklists for subjects that students are taking through CCA group classes are not required.

READING PROCESS

Concepts of Print Standard - The student demonstrates knowledge of the concept of print and how it is organized and read. The student will:

- locate a printed word on a page;
- distinguish letters from words;
- identify the separate sounds in a spoken sentence;
- match print to speech;
- identify parts of a book (e.g., front cover, back cover, title page);
- move top to bottom and left to right on the printed page; and
- name all upper and lower case letters of the alphabet.

Phonological Awareness Standard - The student demonstrates phonological awareness. The student will:

- auditory segment sentences into the correct number of words;
- identify, blend, and segment syllables in words;
- recognize and produce words that rhyme; and
- identify, blend, and segment onset and rime.

Phonemic Awareness Standard - The student demonstrates phonemic awareness. The student will:

- identify initial, final, and medial phonemes (sounds) in consonant/vowel/consonant (CVC) words (e.g., “sat”);
- blend and segment individual phonemes in simple, one-syllable words; and
- manipulate individual phonemes in CVC words through addition, deletion, and substitution.

Phonics/Word Analysis Standard - The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text. The student will:

- recognize and recall the one to one correspondence between most letters and sounds; and
- decode simple words in isolation and in context.

Vocabulary Development Standard - The student uses multiple strategies to develop grade appropriate vocabulary. The student will:

- use new vocabulary that is introduced and taught directly;
- listen to and discuss both familiar and conceptually challenging text;
- describe common objects and events in both general and specific language;
- identify and sort common words into basic categories (e.g., colors, shapes, food);
- use language correctly to express spatial and temporal relationships (e.g., up/down, before/after); and
- relate new vocabulary to prior knowledge.

Reading Comprehension Standard - The student uses a variety of strategies to comprehend grade level text. The student will:

- make predictions about text content using pictures, background knowledge, and text features (e.g., title, sub-heading, captions, illustrations);
- use background knowledge, supporting details from text, or another source to determine whether a reading selection is fact or fiction;
- retell the main idea or essential message, identifying supporting details (e.g., who, what, when, where, why, how), and arranging events in sequence; and
- identify the author’s purpose as stated in the text.

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LITERARY ANALYSIS

Fiction Standard - The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. The student will:

- ___ identify familiar literary forms (e.g., fairy tales, tall tales, nursery rhymes, fables);
- ___ retell the main events (e.g., beginning, middle, end) of a story, and describe characters and setting;
- ___ identify a regular beat and similarities of sounds in words when responding to rhythm and rhyme in nursery rhymes and others rhyming selections;
- ___ select materials to read for pleasure; and
- ___ participate in a group response to various literary selections (e.g., nursery rhymes, fairy tales, picture books), identifying the character(s), setting, and sequence of events and connecting text to self (personal connection) and text to world (social connection).

Nonfiction Standard -The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented. The student will:

- ___ identify the purpose of nonfictional text;
- ___ retell important facts from a text heard or read; and
- ___ select nonfiction material to read for pleasure.

WRITING PROCESS

Prewriting Standard - The student will use prewriting strategies to generate ideas and formulate a plan. The student will prewrite by:

- ___ connecting thoughts and oral language to generate ideas; and
- ___ drawing a picture about ideas from stories read aloud or generated through class discussion.

Drafting Standard - The student will write a draft appropriate to the topic, audience, and purpose. The student will draft writing by:

- ___ drawing, telling, or writing about a familiar experience, topic or text; and
- ___ creating a group draft, scripted by the teacher.

Revising Standard - The student will revise and refine the draft for clarity and effectiveness. The student will:

- ___ revise the draft by adding additional details to the draft and checking for logical thinking with prompting.

Editing for Language Conventions Standard - The student will edit and correct the draft for standard language conventions. The student will edit for correct use of:

- ___ knowledge of letter/sound relationships to spell simple words;
- ___ capital letters to begin "important words;" and
- ___ end punctuation, including periods, question marks, and exclamation points.

Publishing Standard - The student will write a final product for the intended audience. The student will:

- ___ produce, illustrate and share a finished piece of writing.

WRITING APPLICATIONS

Creative Standard - The student develops and demonstrates creative writing. The student will:

- ___ create narratives by drawing, dictating, and/or using emergent writing; and
- ___ participate in writing simple stories, poems, rhymes, or song lyrics.

Informative Standard - The student develops and demonstrates informative writing that provides information related to real-world tasks. The student will:

- ___ participate in creating a variety of informational/expository forms (e.g., labels, lists, graphs, observations, summaries) through drawing or writing;
- ___ participate in creating simple summaries from informational/expository text (e.g., graphs, tables, maps);

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- ___ participate in a group setting to identify the topic as expressed in informational/expository text, and discuss related details;
- ___ communications with teacher as scribe, including friendly letters and thank-you notes; and
- ___ draw a simple map of the classroom.

Persuasive Standard - The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader. The student will:

- ___ draw a picture and use it to explain why this item (food, pet, person) is their favorite.

COMMUNICATION

Penmanship Standard - The student engages in the writing process and writes to communicate ideas and experiences. The student will:

- ___ print many uppercase and lowercase letters of the alphabet and recognize the difference between the two;
- ___ write from left to right and top to bottom of page;
- ___ recognize spacing between letters and words;
- ___ print own first and last name; and
- ___ understand the concept of writing and identifying numerals.

Listening and Speaking Standard - The student effectively applies listening and speaking strategies. The student will:

- ___ listen carefully and understand directions for performing tasks (e.g., three or four-step oral directions);
- ___ listen attentively to fiction and nonfiction read-alouds and demonstrate understanding;
- ___ repeat auditory sequences (e.g., letters, words, numbers, rhythmic patterns);
- ___ recite short poems, rhymes, songs, and stories with repeated patterns;
- ___ communicate effectively when relating experiences and retelling stories heard; and
- ___ use complete sentences when speaking.

INFORMATION AND MEDIA LITERACY

Informational Text Standard - The student comprehends the wide array of informational text that is part of our day to day experiences. The student will:

- ___ identify the purpose of informational text and distinguish between informational text (e.g., signs, directions) and text read for pleasure (e.g., stories, poems).

Research Process Standard - The student uses a systematic process for the collection, processing, and presentation of information. The student will:

- ___ ask questions and recognize the library media specialist or teacher as an information source;
- ___ use simple reference resources to locate and obtain information through knowledge of alphabetical order, use of pictures, and environmental print (e.g., signs, billboards);
- ___ participate in creating a simple class report where the teacher is the scribe; and
- ___ recognize that authors, illustrators, and composers create informational sources.

Media Literacy Standard - The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making. The student will:

- ___ recognize print and nonprint media; and
- ___ state the main idea after viewing print media.

Technology Standard - The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes. The student will:

- ___ use technology (e.g., drawing tools, writing tools) resources to support learning.

FLORIDA MATHEMATICS STANDARDS: KINDERGARTEN

ALGEBRA

Big Idea 1 - Represent, compare, and order whole numbers and join and separate sets.

- ___ Represent quantities with numbers up to 20, verbally, in writing, and with manipulatives.
- ___ Solve problems including those involving sets by counting, by using cardinal and ordinal numbers, by comparing, by ordering, and by creating sets up to 20.
- ___ Solve word problems involving simple joining and separating situations.

Supporting Idea

- ___ Identify and duplicate simple number and non-numeric repeating and growing patterns.

GEOMETRY AND MEASUREMENT

Big Idea 2 - Describe shapes and space.

- ___ Describe, sort and re-sort objects using a variety of attributes such as shape, size, and position.
- ___ Identify, name, describe and sort basic two-dimensional shapes such as squares, triangles, circles, rectangles, hexagons, and trapezoids.
- ___ Identify, name, describe, and sort three-dimensional shapes such as spheres, cubes and cylinders.
- ___ Interpret the physical world with geometric shapes and describe it with corresponding vocabulary.
- ___ Use basic shapes, spatial reasoning, and manipulatives to model objects in the environment and to construct more complex shapes.

Big Idea 3 – Order objects by measurable attributes.

- ___ Compare and order objects indirectly or directly using measurable attributes such as length, height, and weight.

Supporting Idea

- ___ Demonstrate an understanding of the concept of time using identifiers such as morning, afternoon, day, week, month, year, before/after, and shorter/longer.