



# Kinder Standards, & Benchmarks



The standards and benchmarks outlined below are what our teachers use to plan student centers and activities. They use the standards and benchmarks in cooperation with the emergent curriculum activities and ideas that are brought out in the class on a daily basis. These standards and benchmarks are also used for assessment purposes in both portfolios and progress reports.

## Social and Emotional Skills

Social and emotional skills include interacting with others, developing an understanding and appreciation for community, work habits, and self-help skills. Children need daily opportunities to choose activities and materials as well as more in depth projects to develop these skills.

<p><b>Standard 1: The student will exhibit traits of a good community member.</b></p> <ul style="list-style-type: none"><li>a. Work and play cooperatively in a variety of settings (e.g., in large and small groups, learning centers).</li><li>b. Exhibit behavior that demonstrates an understanding of school and classroom guidelines (e.g., rules, routines, schedules, procedures).</li><li>c. Listen to others while in large and small groups.</li><li>d. Show respect for others and their property.</li></ul>
<p><b>Standard 2: The student develops the skills necessary for work and interacting with others.</b></p> <ul style="list-style-type: none"><li>a. Work independently and/or cooperatively to solve problems in a variety of different ways.</li><li>b. Choose a variety of materials and activities from learning centers.</li><li>c. Select and complete a task while working at a learning center.</li><li>d. Recognizes and expresses own feelings and responds appropriately.</li><li>e. Plays dramatically/cooperatively with peers in a variety of settings or roles.</li></ul>
<p><b>Standard 3: The student demonstrates positive attitudes, habits, and learning styles.</b></p> <ul style="list-style-type: none"><li>a. Demonstrates an eagerness and interest in learning.</li><li>b. Participates actively and appropriately in group activities.</li><li>c. Manages transitions effectively, adapts to new situations successfully, and understands, accepts, and follows rules and routines.</li></ul>

## Creative Abilities

Creative abilities are developed by engaging children in activities with music and movement, art, stories, blocks, dramatic play, sensory materials, and a variety of other materials.

<p><b>Standard 1: The student will be encouraged to participate in activities that foster individual creativity.</b></p> <ul style="list-style-type: none"><li>a. Demonstrates interest and interest in a variety of creative activities (singing, finger plays, games, and performances).</li><li>b. Express thoughts and ideas about work and play.</li><li>c. Develop and verbalize solutions to simple problems.</li><li>d. Think of new uses for familiar materials.</li></ul>
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# Language and Literacy

Young children begin to develop language arts skills through the context of shared reading with quality children's literature, shared writing, language experience, reading and writing centers.

## **Standard 1: Listening - The student will listen for information and for pleasure.**

- a. Hear and repeat sounds in a sequence. (e.g., hand rhythms, vocal sounds, numbers in a sequence, letters in a sequence, five sounds in a sequence)
- b. Listen with interest to stories read aloud.
- c. Follow two- and three-step directions.

## **Standard 2: Speaking & Articulation - The student will clearly express ideas or opinions in group or individual settings.**

- a. Share information and ideas speaking in clear, complete, coherent sentences. (4-5 words or more)
- b. Recite short poems, rhymes and songs.
- c. Uses basic language structures of the English language in everyday speech (nouns, pronouns, articles, plurals, past tense, adjectives, verbs, and negative forms of speech).
- d. Shares simple personal narrative.
- e. Communicates with applicable intonation and pronunciation.

## **Standard 3: Print Awareness - The student will understand the characteristics of written language.**

- a. Demonstrate correct book orientation by holding book correctly (right side up) and indicating where to begin (e.g., front to back, top to bottom, left to right).
- b. Identify the front cover, back cover, title page of a book and title and author.
- c. Follow words from left to right and from top to bottom on the printed page.
- d. Understand that printed materials provide information.
- e. Recognize that sentences in print are made up of separate words.
- f. Distinguish letters from words.
- g. Recognize and name all capital and lowercase letters of the alphabet.
- h. Develops growing understanding of the different functions of forms of print (e.g., signs, letters, newspapers, lists, messages, and menus).

## **Standard 4: Phonemic/Phonological Awareness – The student will demonstrate the ability to hear, identify, and manipulate large parts of spoken language and individual sounds in spoken words.**

- a. Identify and produce simple rhyming pairs. (e.g., bat/cat)
- b. Identify and count syllables in spoken words.
- c. Distinguish beginning sound(s) and ending groups in one-syllable words (e.g., Beginning Sound - /b/ in bat) (e.g., Ending Group – at in bat)
- d. Recognize ending sounds in spoken words. (e.g., /t/ in bat)
- e. Recognize the same sounds in different words. (e.g., /b/ in ball, big, and bun) (e.g., /p/ in tap, rip, and mop)
- f. Begin to blend phonemes to form a word. (e.g., /b/ /a/ /t/ = bat)
- g. Begin to segment phonemes of one syllable words. (e.g., bat = /b/ /a/ /t/)

# Language and Literacy

**Standard 6: Phonics/Decoding (Letter Knowledge and Early Word Recognition) - The student will demonstrate the ability to apply sound-symbol relationships.**

- Identify both uppercase and lowercase alphabet letters by name.
- Identify both uppercase and lowercase alphabet sounds.

**Standard 7: Vocabulary - The child will develop and expand knowledge of words and word meanings to increase vocabulary.**

- Increase personal vocabulary by listening to a variety of text and literature.
- Use new vocabulary and language in own speech and writing.

**Standard 8: Fluency – The student will demonstrate the ability to identify words in text.**

- Recognizes first and last name in print.
- “Read” familiar texts emergently, not necessarily verbatim from the print alone.
- Recognize some common words including those highlighted below. Sight words not highlighted will also be introduced.

## Kinder Sight Words (highlighted) and Extended Sight Word List

a	it	good	please	but
am	do	his	play	be
an	my	Dad	ran	up
to	me	did	run	under
and	we	look	said	for
at	go	Mom	get	will
you	see	from	say	want
are	in	eat	come	went
the	I	here	stop	was
she	have	not	saw	with
has	he	on	that	yes
is	no	of	there	came
can	her	our	they	as
like	all	out	this	

## ? Question Words ?

who	what	where	when	why	how
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## Color Words

white	red	orange	yellow	green
black	blue	purple	pink	brown

## Number Words

zero	one	two
three	four	five
six	seven	eight
nine	ten	

# Language and Literacy

**Standard 8: Comprehension – The student will associate meaning and understanding with reading.**

- a. Use prereading skills (e.g., connecting prior knowledge to text, making predictions about text and using picture clues).
- b. Retell, reenact or dramatize a story read to the student or by the student.
- c. Make predictions and confirm after reading or listening to text.
- d. Tell what is happening in a picture.

**Standard 10: Literature – The student will read to construct meaning and respond to a wide variety of literary forms both verbally and in project form.**

- a. Distinguish between fiction and nonfiction.
- b. Place events in sequential order by telling the beginning, middle and ending. (e.g., read and retell a story orally or by illustrating the beginning, middle and ending)
- c. Summarize main points and events of a simple story.
- d. Recognize cause and effect relationships.
- e. Begin to identify the appropriate source needed to gather information (e.g., fiction book, nonfiction book, newspaper, map, resource person)

**Standard 9: Writing Process & Basic Structures of Language - The student will use the “writing process” to write coherently and demonstrate appropriate practices in writing by applying basic structures of the English language.**

- a. Participate in frequent writing opportunities. (e.g., modeled writing, shared writing, journal writing, and interactive writing)
- b. Dictate a story about an event or experience. (e.g., Dictate a story about an exciting event.)
- c. Read his or her own writing to the group, teacher and/or parent. (e.g., may be pictures, attempts at letters, initial consonants, words or phrases)
- d. Recognize that letters have different sounds
- e. Recognize and record some beginning and ending sounds in words.
- f. Generate developmental spelling using letters, particularly to represent initial and ending consonant sounds.
- g. Trace, copy and generate letters. Children may still be reversing some letters.
- h. Print his/her first and last name.

# Cognition and Mathematics

Young children begin to develop mathematical and cognitive understanding through experiences with a wide variety of real objects provided in learning centers and practical situations.

## **Standard 1: Patterns - The student will sort and classify objects and analyze simple patterns.**

- a. Sorts and groups objects into a set and explains verbally what the objects have in common (e.g., color, size, shape).
- b. Recognizes both simple and complex patterns, can repeat them, and explain them verbally (red, black, red, black, red, black; ♡☆☆❁, ♡☆☆❁, ♡☆☆❁).

## **Standard 2: Number Sense – The student will understand the relationship between numbers and quantities.**

- a. Compare a group or set to another group, set or numerical quantity and verbally explain which has more, less or equivalent quantities.
- b. Pair and count objects using one-to-one correspondence (e.g., one napkin for each child at snack time).
- c. Count forward to one hundred and backward from ten.
- d. Count objects in a set one-by-one from one through twenty.
- e. Count one-by-one to twenty, starting at a number other than one.
- f. Skip count by 5s and 10s.
- g. Identify and create sets of objects zero through ten.
- h. Identify and write numerals zero through twenty, in and out of sequence. Children may still be reversing some numerals.
- i. Identify the ordinal position (first through tenth) of objects.
- j. Combine and remove objects from sets and verbally describe the result (e.g., (+) adding objects to a set makes the set larger, (-) subtracting objects from a set makes the set smaller).

## **Standard 3: Geometry and Spatial Sense – The student will identify common geometric shapes and explore the relationship of objects in the environment.**

- a. Identify, compare and draw basic two-dimensional geometric shapes (e.g., circle, square, triangle, rectangle, star, heart, rhombus).
- b. Identify and compare basic three-dimensional geometric shapes (e.g., sphere, cube, cylinder)
- c. Model and use words indicating relative position or direction (e.g., students describe the relationships between self and objects in space using on, above, below, besides, under, on top of, behind, and over).

# Cognition and Mathematics

**Standard 4: Measurement – The student will understand and explore the concepts of nonstandard and standard measurement.**

- a. Measure objects using nonstandard units of measurement (e.g., pencil, paper clip, block).
- b. Compare objects according to observable attributes (e.g., long, longer, longest; short, shorter, shortest; big, bigger, biggest; small, smaller, smallest; small, medium, large).
- c. Compare and order objects in graduated order (e.g., shortest to tallest, thinnest to thickest).
- d. Identify the appropriate instrument used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, year, season), and temperature (thermometer).
- e. Tell time on digital and analog clocks to the hour.
- f. Identify the days of the week and months of the year.
- g. Identify the NT\$1, NT\$5, NT\$10, and NT\$50

**Standard 5: Data Analysis – The student will collect and analyze data in a group setting.**

1. Collect and analyze information about objects and events in the environment.
2. Create and verbally explain a data display or graph (e.g., real object graph, pictorial graphs).

## Science

Science is knowledge developed through experiences with real animals including humans, plants, and objects in the classroom and environment.

**Standard 1: Scientific Process – The student will investigate and experiment with objects to discover information.**

- a. Observe, describe, sort and classify objects according to their common properties (e.g., animals, plants, shells, rocks, buttons).
- b. Participate in simple experiments to discover information (e.g., bottles of water or homemade telephone to learn about vibration and sound, simple scale to determine heavy and light).

**Standard 2: Scientific Knowledge – The student will observe, investigate, and communicate basic scientific concepts.**

2. Compare and describe the properties of some objects (e.g., magnetic-nonmagnetic, float-sink, heavy-light, rough-smooth, hard-soft, solid-liquid, wet-dry).
3. Observe and describe how objects move (e.g., slide, turn, twirl, roll).
  - observe, describe, and utilize the five senses to categorize objects
  - observe characteristics of living and nonliving things
  - observe and describe various life cycles (e.g., observe plant growth from seeds)
  - observe and identify seasonal changes
  - observe and identify daily weather and temperature changes
  - describe simple conservation measures used to protect the environment (e.g., careful use of water, recycling)

# Health, Safety, and Physical Development

Young children need the opportunity to develop large and small motor skills through indoor and outdoor activities and games for the benefit of personal fitness and well being.

**Standard 1: Large Motor Skill Development - The student will participate in activities that involve large motor skills.**

- a. Demonstrates basic locomotor movements (e.g., galloping, hopping, jumping, running, skipping, sliding).
- b. Demonstrates nonlocomotory movements (e.g., bending, pulling, pushing, stretching, swaying, swinging, turning, twisting).
- c. Combine various movement patterns to music, but not necessarily in time.
- d. Kick a slowly rolling ball.
- e. Throw with one and two hands. Catch with two hands.
- f. Balance on one foot for approximately five seconds.
- g. Walk and balance on a four-inch line or balance beam.
- h. Coordinate large arm movements (e.g., easel painting, woodworking, climbing, throwing, playing rhythm band instruments, writing on chalkboard, playing with blocks, catching, and tossing).

**Standard 2: Small Motor Skill Development - The student will participate in activities that involve small motor skills.**

- a. Demonstrate increased control of hand and eye coordination while using pegs, beads, pattern blocks, crayons, pencils, paint brushes, finger-paint, scissors, glue, and a variety of puzzles.
- b. Hold and use pencils, crayons, and markers using thumb and two fingers.
- c. Exhibits hand dominance.

**Standard 3: Health Enhancing Activity Development - The child will participate in health-enhancing activities for the development of lifetime health and fitness.**

- a. Associate physical activity with the benefit of maintaining fitness and personal well-being.
- b. Experience sustained moderate physical activity for short periods of time.
- c. Discuss basic health needs of human beings (e.g., dental, hearing and vision care, exercise, nutrition).
- d. Follows basic health and safety rules.

# Computers

Young children benefit from having the opportunity to become familiar with basic computer functions used in daily life.

**Standard 1: The student will develop the skills necessary to complete basic functions on the computer to support classroom activities.**

- a. Open and quit a program.
- b. Hold, move, point, and click a mouse.
- c. Use basic tools in a graphics program (e.g., paintbrush, pencil, eraser).

## Social Studies

Social studies involve both history, geography, and culture. Learning experiences may be provided through learning centers, resource people, projects, and field trips.

**Standard 1: The student will demonstrate knowledge of basic geographic concepts.**

- a. Identify flags and other national symbols.
- b. Locate and describe familiar places (e.g., classroom, home, school).
- c. Begin to develop an understanding of city/town, county, and country.
- d. Identify a map as a drawing of a particular location and assist in creating simple maps of familiar places.
- e. Recognize Taipei & Taiwan on a map.

**Standard 2: The student will understand that history relates to events and people of other times and places.**

- a. Explore through literature examples of past events, and important people in legends and historical accounts.
- b. Standard 3: The student will discuss how children in various communities and cultures are alike and different.
- c. Explore how children within the local community and around the world have needs in common (e.g., food, clothing, shelter).
- d. Explore how children within the local community and around the world are unique as to languages, food, clothing, transportation, and customs.

## The Arts

Art centers and activities help children to develop an appreciation of both individual and group expression.

**Standard 1: The student will participate in various art activities designing and creating meaningful pieces.**

- a. Work with varied drawing media (e.g., such as crayons, pencils, markers, and chalk).
- b. Draw self and others in relation to self.
- c. Use paint to explore and discover color combinations (e.g., use primary colors to produce secondary colors).
- d. Depict an event or personal experience.
- e. Experiment with nontraditional materials (e.g., Q-tips, cardboard, foam, sponges or fingers).
- f. Develop cutting and gluing skills.
- g. Use art materials appropriately and safely.
- h. Manipulate clay and other sculpture media to construct three-dimensional forms.
- i. Learn to fold, bend, and tear paper to create three-dimensional forms.