Kindergarten students will receive instruction in Common Core Georgia Performance Standards (CCGPS) for ELA and Math. Science, Social Studies, Music, Health and Physical Education instruction will be based on the Georgia Performance Standards (GPS.) The CCGPS and GPS standards can be found at [www.ga.doe.org](http://www.ga.doe.org). By the end of Kindergarten students will:

### CCGPS Reading Standards for Literature and Informational Text

<table>
<thead>
<tr>
<th>Literature</th>
<th>Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>With prompting and support, ask and answer questions about key details in a text.</td>
<td>With prompting and support, ask and answer questions about key details in a text.</td>
</tr>
<tr>
<td>With prompting and support, retell familiar stories, including key details.</td>
<td>With prompting and support, identify the main topic and retell key details of a text.</td>
</tr>
<tr>
<td>With prompting and support, identify characters, settings, and major events in a story.</td>
<td>With prompting &amp; support, describe the connection between two individuals, events, ideas, or information in a text.</td>
</tr>
<tr>
<td>Ask and answer questions about unknown words in a text.</td>
<td>With prompting and support, ask and answer questions about unknown words in a text.</td>
</tr>
<tr>
<td>Recognize common types of texts (e.g., storybooks, poems).</td>
<td>Identify the front cover, back cover, and title page of a book.</td>
</tr>
<tr>
<td>With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</td>
<td>Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</td>
</tr>
<tr>
<td>With prompting and support, describe the relationship between illustrations and the story in which they appear.</td>
<td>With prompting and support, describe the relationship between illustrations and the text in which they appear.</td>
</tr>
<tr>
<td>(Not applicable to literature)</td>
<td>With prompting and support, identify the reasons an author gives to support points in a text.</td>
</tr>
<tr>
<td>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</td>
<td>With prompting and support, identify basic similarities in and differences between two texts on the same topic.</td>
</tr>
<tr>
<td>Actively engage in group reading activities with purpose and understanding.</td>
<td>Actively engage in group reading activities with purpose and understanding.</td>
</tr>
</tbody>
</table>

### CCGPS Reading Standards: Foundational Skills

- Demonstrate understanding of the organization and basic features of print.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read emergent-reader texts with purpose and understanding.

### CCGPS Writing Standards

- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
DeKalb County School District
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Kindergarten

- Participate in shared research and writing projects.
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCGPS Speaking and Listening Standards
- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- Add drawings or other visual displays to descriptions as desired to provide additional detail.
- Speak audibly and express thoughts, feelings, and ideas clearly.

CCGPS Language Standards
- Demonstrate command of the conventions of English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on K reading and content.
- With guidance and support from adults, explore word relationships and nuances in word meanings.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

CCGPS Math Standards
- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.
- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
- Work with numbers 11–19 to gain foundations for place value.
- Describe and compare measurable attributes.
- Classify objects and count the number of objects in categories.
- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

GPS for Science
- Describes time patterns and objects in sky during those times.
- Describes physical attributes of rocks and soils
- Describes objects by materials by physical properties
- Sorts by & describes various types of motions
- Communicates the effects of gravity on objects
- Sorts living & non-living objects by physical attributes
- Compares & contrasts differences in organisms

GPS for Social Studies
- Describes purpose of various national holidays
- Explains & identifies important American symbols
- Explains change & chronology using correct terms
- Describes purpose of community and family celebrations & customs.
- Compares and contrasts a map and globe
- Demonstrates knowledge of personal information
- Demonstrates good citizenship
- Retells stories to demonstrate positive character traits
DeKalb County School District

Elementary Standards & Grading Procedures

Kindergarten

- Describes a variety of professions.
- Explains how people earn income
- Explains how money is used
- Explains making choices about purchases

GPS for Music
- Singing, alone and with others, a varied repertoire of music
- Performing on instruments, alone and with others, a varied repertoire of music
- Reading and notating music
- Improvising melodies, variations, and accompaniments
- Composing and arranging music within specified guidelines
- Listening to, analyzing, and describing music
- Evaluating music and music performances
- Understanding relationships between music, the other arts, and disciplines outside the arts
- Understanding music in relation to history and culture
- Moving, alone and with others, to a varied repertoire of music

GPS for Health
- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Demonstrate the ability to access valid information and products and services to enhance health.
- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Demonstrate the ability to use decision-making skills to enhance health.
- Demonstrate the ability to use goal-setting skills to enhance health.
- Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Demonstrate the ability to advocate for personal, family, and community health.

GPS for Physical Education
- Demonstrates competency in motor skills and movement patterns needed to perform a variety of activities.
- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Participates regularly in physical activity.
- Achieves and maintains a health enhancing level of physical fitness.
- Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Core Instructional Materials and Resources (Textbook/Publisher/web links):

<table>
<thead>
<tr>
<th>Subject</th>
<th>Publisher</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>Houghton Mifflin Harcourt</td>
<td>www-k6.thinkcentral.com</td>
</tr>
<tr>
<td>Science</td>
<td>Harcourt Wild About Science</td>
<td><a href="http://www.hspscience.com">www.hspscience.com</a></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Houghton Mifflin Social Studies: Georgia</td>
<td><a href="http://www.eduplace.com">www.eduplace.com</a></td>
</tr>
</tbody>
</table>

Kindergarten Assessment
The Georgia Kindergarten Inventory of Developing Skills (GKIDS) is the state-wide assessment used in all public K classrooms. The primary purpose of GKIDS is to provide ongoing diagnostic information about kindergarten students’ developing skills in language arts, math, science, social studies, social/emotional development, and approaches to learning. The goal of the assessment program is to provide teachers with information about the level of instructional support needed by individual students entering kindergarten and first grade. Information about GKIDS can be found at: www.gadoe.org/ci_testing.aspx

General Web Links for Parental Support
Compass Learning & Odyssey                                   www.compasslearning.com
DeKalb County School District

Elementary Standards & Grading Procedures

Kindergarten

NetTrekker classic & Nettrekker DI (Differentiated Instruction)  www.nettrekker.com

Information on standards-based education  edinformatics.com/parents.htm

Resources, research tools, and grade-specific activities  lighten.com

Educational games for students and advice for parents  school.discovery.com

PBS Kids  pbskids.org/

Primary Games  www.primarygames.com/

**English language arts Web Links for Parental Support**

Discovery School.com  school.discovery.com

Family Education  school.familyeducation.com/reading/activity/34563.html

Web English Teacher  www.webenglishteacher.com/readingmain.html

Starfall Learning  www.starfall.com/

Reading Rockets  www.readingrockets.org

We Read: Literacy and Education for Life  www.weread.org

**Mathematics Web Links for Parental Support:**

U.S. Dept. of ED.  ed.gov/pubs/parents/Math/index.html

Bi-Lingual Math Ed.  www.aamath.com/

Math Education  www.math.com/parents.html

Online Math Games  www.coolmath4kids.com/

**Science Web Links for Parental Support**

Harcourt Science  www.thinkcentral.com

Ask-a-scientist.  www.madsci.org/

**Social Studies Web Links for Parental Support**

Social Studies Sites for Elementary Students  www.ortegaelementary.org/socialstudiesites.htm

National Geographic  www.nationalgeographic.com/kids/


Learn about habits and customs from various cultures  www.netlaputa.ne.jp/~tokyo3/e/

**Physical Education and Health Web Links for Parental Support**

CDC Physical Activity Topics  www.cdc.gov/NCCDPHP/DNPA/physical

Physical Activity in your daily life  www.americanheart.org/presenter.jhtml?identifier=2155

Increase your family’s physical fitness  www.healthatoz.com/healhto/fit/star/kfphyact.jsp

PE Central  www.pecentral.org/


**Grading Scale:**

**Key to Academic Achievement of Performance Standards**

3 - Meets Standard  2 – Progressing  1 - Emerging or Not Yet Demonstrated

**Key to Initiative and Work Standards**

S = SUCCESSFUL - Displays appropriate behaviors  P = PROGRESSING - Improving, but not yet satisfactory

N = NEEDS IMPROVEMENT - Behaviors do not lead to successful learning

**Homework Times for Grade K:**

Kindergarten students should receive between 15 minutes to 30 minutes of content area homework per night and reading for practice and/or pleasure can be beyond this time.