

## California State Standards Grade K

### *Highlighted standards can be used in preparation of Dolores Huerta Day*

#### Social Science

#### Learning and Working Now and Long Ago

Students in kindergarten are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.

K.1 Students understand that being a good citizen involves acting in certain ways.

- Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
- Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
- Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions

K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.

K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

- Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.

K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.

K.6 Students understand that history relates to events, people, and places of other times.

**Created By: Dolores Huerta Curriculum Committee**

Contributors: Greenfield, Macrae, De La Rosa, and Garcia. (2019-2020)

Source: California Department of Education



- Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington’s and Lincoln’s Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).
- Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.
- Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).

## English Language Arts Standards (Text)

### Key Ideas and Details

- K.1 With prompting and support, ask and answer questions about key details in a text.
- K.2 With prompting and support, identify the main topic and retell key details of a text.
- K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text

### Craft and Structure

- K.4 With prompting and support, ask and answer questions about unknown words in a text
- K.5 Identify the front cover, back cover, and title page of a book.
- K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

### Integration of Knowledge and Ideas

- K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- K.8 With prompting and support, identify the reasons an author gives to support points in a text
- K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

### Range of Reading and Level of Text Complexity

- K.10 Actively engage in group reading activities with purpose and understanding.

## English Language Arts Standards (Writing)

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### **Text Types and Purposes**

K.1 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.

K.2 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.

K.3 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.

### **Production and Distribution of Writing**

K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

### **Research to Build and Present Knowledge**

K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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