



## **YONKERS PUBLIC SCHOOLS**

**English Language Arts • Mathematics • Social Studies • Science**  
**Conceptual Understandings | Key Ideas | Required Skills**

**KINDERGARTEN**

## **Power Standards for Academic Success Committee**

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The **Power Standards for Academic Success- Blueprint for Leveraging Grade Level Standards** for grades kindergarten through eight provide structures for teaching and learning in the Yonkers Public Schools for the 2020-2021 school year. This blueprint will evolve with ongoing data-driven review and input from District practitioners.



**To Yonkers Public Schools Educators,**

The **Power Standards for Academic Success- Blueprint for Leveraging Grade Level Standards** for grades kindergarten through eight provide structures for teaching and learning in the Yonkers Public Schools for the 2020-2021 school year. Our collective experience with Distance Learning and social isolation from March through June 2020 helps guide our work moving forward. Technology driven flexible instruction is the “new” normal for education moving forward.

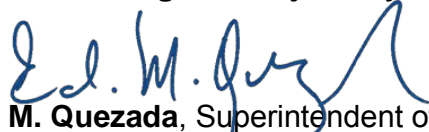
As the school district reopens following this extended school closure, it is evident that school leaders and teachers will need to devote time during the school day to address Social Emotional Learning (SEL) as well as learning gaps. In the upcoming school year teachers and students must focus on the most critical skills, in tandem with the full curriculum, when engaging in teaching and learning to mitigate the potential long-term learning gap impact. Therefore, in collaboration with school leaders, teachers and content directors, the District developed the **Power Standards for Academic Success** that is a plan to access grade level standards emphasizing depth over breadth in English language arts, math, science and social studies.

The Next Generation Learning Standards, the New York State P-12 Science Learning Standards, the New York State K-12 Social Studies Framework, and other New York State Education Department Office of Curriculum and Instruction guidelines *are still in place*. The **Power Standards** are not to be used as the full curriculum; school leaders and teachers must continue to consult State learning standards in their instruction. The Power Standards are to be used in conjunction with data-informed teaching and learning to adjust pacing of instruction and scaffold using a Multi-Tiered System of Supports to bridge learning from the previous school year.

The **Power Standards for Academic Success** are structured by grade level and content area as follows:

- ❖ **Conceptual Understanding**, or broad concepts for the grade level, communicate the big picture,
  - **Key Ideas** support that Conceptual Understanding,
    - **Required Skills** communicate what students should know and be able to do to succeed in the next grade level.

**With a collective, focused and relentless commitment we can, we must, reverse the impact COVID-19 has wielded on our students achievement and wellbeing. The 2020-2021 school year offers magnificent opportunities for creative innovative teaching and learning. I look forward to working with you as we navigate this journey for our students.**

  
Dr. Edwin M. Quezada, Superintendent of Schools



## Blueprint for Leveraging Grade Level Standards English Language Arts, Math, Science, and Social Studies

<b>Grade Kindergarten</b>	<b>English Language Arts</b>
<b>Conceptual Understanding: Elements of Oral and Written Language</b>	
<b>Key Idea:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	
<b>Required Skills:</b> Phonological Awareness <ol style="list-style-type: none"> <li>a. Blend and segment syllables in spoken words</li> <li>b. Blend and segment individual sounds (phonemes) in spoken one-syllable words</li> <li>c. Create new words by manipulating the phonemes orally in one-syllable words</li> </ol>	
<b>Key Idea:</b> Demonstrate understanding of the organization and basic features of print	
<b>Required Skills:</b> Foundational Reading Skills <ol style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, page by page, as well as attributes of a book (e.g., identify the front cover, back cover, and title page of a book)</li> <li>b. Recognize that spoken words are represented in written language and understand that words are separated by spaces in print</li> <li>c. Recognize and name all upper and lowercase letters of the alphabet</li> </ol>	
<b>Key Idea:</b> Know and apply phonics and word analysis skills in decoding of words	
<b>Required Skills:</b> Phonics and Word Recognition <ol style="list-style-type: none"> <li>a. Demonstrate, with dictation, one-to-one letter sound correspondence by producing the primary sound or most frequent sound for each consonant</li> <li>b. Read common high-frequency words by sight as well as some regularly spelled one syllable words with three of the words being short vowel sounds with common spelling</li> <li>c. Recognize first and last name</li> </ol>	
<b>Key Idea:</b> Demonstrate command of the conventions of academic English grammar and usage when writing and speaking	
<b>Required Skills:</b> Core Convention Skills <ol style="list-style-type: none"> <li>a. Print upper and lowercase letters in their name</li> <li>b. Use nouns (person, place, and thing)</li> <li>c. Form and use regular plural nouns (e.g., dog, dogs; wish, wishes)</li> <li>d. Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump)</li> <li>e. Understand and use interrogatives (e.g., who, what where, when, why, how)</li> <li>f. Form and complete simple sentences (e.g., I saw a cat, I am a boy)</li> <li>g. Use verbs</li> </ol>	

**Power Standards** in this Blueprint do not represent the total curriculum. The Power Standards, reflected as required skills in this document, are essential learning outcomes for students that provide direction for detailed instructional work plans in schools and District departments. For specific examples, please reference State learning standards.



## Blueprint for Leveraging Grade Level Standards English Language Arts, Math, Science, and Social Studies

Grade Kindergarten	English Language Arts
<b>Conceptual Understanding: Retelling of Stories and Genre Identification Lead to Text Comprehension</b>	
<b>Key Idea:</b> Key ideas and details	
<b>Required Skills:</b> Retell stories and share one to two details from a text	
<b>Key Idea:</b> Craft and structure	
<b>Required Skills:</b> Identify one to two pieces of literary and informational text	
<b>Key Idea:</b> Integration of knowledge and ideas	
<b>Required Skills:</b> Identify one to two specific details to support ideas in a text	
<b>Conceptual Understanding: How to Write an Opinion and Narrative Piece of Writing</b>	
<b>Key Idea:</b> Writing	
<b>Required Skills:</b> Use a combination of drawings, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion	

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## Blueprint for Leveraging Grade Level Standards English Language Arts, Math, Science, and Social Studies

<b>Grade Kindergarten</b>	<b>Math</b>
<b>Conceptual Understanding: Counting and Cardinality</b>	
<b>Key Idea:</b> Know number names and the count sequence	
<p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>a. Count to 100 by ones and tens</li> <li>b. Count forward starting at a given number</li> <li>c. Write numbers from 0 to 20</li> <li>d. Write a number for a group of 0 to 20 objects</li> </ul>	
<b>Key Idea:</b> Count to tell the number of objects	
<p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>a. Put numbers in order</li> <li>b. Name a group of objects by using a number</li> <li>c. Understand that the last object counted tells the number of objects in a group</li> <li>d. Understand that the number of objects in a group can be rearranged and the number will be the same</li> <li>e. Understand that adding an object to a group will make the total number one bigger</li> <li>f. Count to tell how many</li> <li>g. Count out a number of objects between 1 and 20</li> </ul>	
<b>Key Idea:</b> Compare numbers	
<p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>a. Tell if a group of objects in one group is greater than, less than or equal to a group of objects in another group</li> <li>b. Compare two written numbers between 1 and 10</li> </ul>	
<b>Conceptual Understanding: Operations and Algebraic Thinking</b>	
<b>Key Idea:</b> Understand addition as putting together and adding to and understand subtraction as taking apart and taking from	
<p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>a. Use objects, fingers and pictures to show addition and subtraction applications</li> <li>b. Solve addition and subtraction word problems within 10</li> <li>c. Decompose (take apart) numbers less than or equal to 10</li> <li>d. Find the number that is added to 1 through 9 to make 10</li> <li>e. Use objects or drawings to represent an answer</li> <li>f. Add and subtract within 5</li> </ul>	

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## Blueprint for Leveraging Grade Level Standards English Language Arts, Math, Science, and Social Studies

Grade Kindergarten	Math
<b>Conceptual Understanding:</b> Number and Operations in Base Ten	
<b>Key Idea:</b> Work with numbers 11-19 to gain foundations for place value	
<b>Required Skills:</b> <ul style="list-style-type: none"><li>a. Compose (put together) and decompose (take apart) numbers from 11 to 19 by naming the tens and ones</li><li>b. Use objects, drawings or equations to show tens and ones</li></ul>	

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## Blueprint for Leveraging Grade Level Standards English Language Arts, Math, Science, and Social Studies

Grade Kindergarten	Science
<b>Conceptual Understanding: Variables that can Influence the Behavior of Matter</b>	
<b>Key Idea:</b> Observe and describe how matter behaves when exposed to temperature	
<b>Required Skills:</b>	
a. Plan and conduct an investigation to test the claim that different kinds of matter exist as either a solid or liquid, depending on temperature	
b. Analyze data to conclude the outcome of an investigation (e.g., What temperature does ice melt? What temperature does ice freeze?)	
<b>Key Idea:</b> Observe and describe how matter behaves when exposed to different forces	
<b>Required Skills:</b> Plan and conduct an investigation to compare the effects of different structures or different directions of pushes and pulls on the motion of an object	
<b>Key Idea:</b> Analyze data from textual readings about an object or tool to determine if it worked as intended	
<b>Required Skills:</b> Determine if a design solution works as intended to change the speed or direction of an object with a push or a pull	
<b>Conceptual Understanding: Independent Relationships of Ecological Systems: Animals, Plants their Environment</b>	
<b>Key Idea:</b> Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions	
<b>Required Skills:</b> Use observations to describe patterns of what plants and animals (including humans) need to survive	
<b>Key Idea:</b> Construct an argument with evidence to support a claim	
<b>Required Skills:</b> Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs	
<b>Key Idea:</b> Use a model to represent relationships in the natural world	
<b>Required Skills:</b> Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live	
<b>Key Idea:</b> Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas	
<b>Required Skills:</b> Communicate solutions that will reduce the impact of humans on living organisms and non-living things in the local environment	

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## Blueprint for Leveraging Grade Level Standards English Language Arts, Math, Science, and Social Studies

Grade Kindergarten	Science
<b>Conceptual Understanding: Weather and Climate</b>	
<b>Key Idea:</b> Constructing explanations and designing solutions	
<b>Required Skills:</b> Use and share observations of local weather conditions to describe patterns over time	
<b>Key Idea:</b> Asking questions and defining problems	
<b>Required Skills:</b> Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather	
<b>Key Idea:</b> Obtaining, evaluating, and communicating information	
<b>Required Skills:</b> Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather	
<b>Key Idea:</b> Planning and carrying out investigations	
<b>Required Skills:</b> Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area	

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## Blueprint for Leveraging Grade Level Standards English Language Arts, Math, Science, and Social Studies

Grade Kindergarten	Social Studies
<b>Conceptual Understanding: The Past, Present, and Future: Examining and Understanding Events</b>	
<b>Key Idea:</b> Specific words and phrases related to chronology and time should be used when recounting events and experiences	
<b>Required Skills:</b> Use words related to chronology and time when recounting events and experiences (e.g. first, next, last, long ago, before, after, yesterday, today, tomorrow, present, past, future tenses of verbs)	
<b>Key Idea:</b> People use folktales, legends, oral histories, and music to teach values, ideas, traditions, important events from the past	
<b>Required Skills:</b> Retell a story and explain the value, idea, tradition, or important event that it expressed	
<b>Conceptual Understanding: People have Economic Needs and Wants</b>	
<b>Key Idea:</b> A need is something that a person must have for health and survival, a want is something that a person would like to have	
<b>Required Skills:</b>	
a. Identify basic needs (e.g., food, clothing, shelter)	
b. Distinguish between a need and a want	
<b>Key Idea:</b> Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs	
<b>Required Skills:</b> Students will be able to identify examples of scarcity	

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2020-2021

