



Mathematics

The mathematics standards in the elementary years focus on number and operations. Ideas from measurement and geometry help students learn about numbers and quantities. In each grade, students make sense of problems, explain their thinking, and describe their world with mathematics.

Expectations for Kindergarten Students:

- **Number and Quantity:** Fluently (consistently) write numerals and count items up to 20.
- **Algebra and Functions:** Understand addition as putting together and subtraction as taking apart for numbers up to 10.
- **Data, Statistics, and Probability:** Sort objects into groups by comparing attributes such as color, size, and shape.
- **Geometry:** Name shapes regardless of size or position (a triangle is still a triangle even when pointing down).

Throughout Kindergarten You May Find Students:

- Playing counting games to help focus on one-to-one counting (touching one object and saying one number name).
- Quickly seeing groups of two or three objects without counting.
- Recognizing multiple finger patterns for the numbers 1 to 10.
- Writing numerals.
- Acting out addition and subtraction word problems.
- Creating pictures to show how numbers were joined or broken apart.
- Making comparisons (“I have more crayons” “His pencil is shorter than mine”).
- Describing the basic location of objects (next to, under, over, inside).
- Naming and drawing shapes.
- Creating pictures by combining shapes (a house drawing created with a square and triangle).



Music

The music standards in the elementary years focus on general music knowledge and skills to ensure a solid foundation for the opportunity for more specialized musical study in later years. In each elementary grade, students investigate and perform various music styles and genres, examine the language of music through identifying and writing simple music notation, consider simple musical composition processes, and develop the ability to describe their own musical preferences as well as critique the music of others.

Expectations for Kindergarten Students:

- **Expression of Music (Perform/Present):** Respond to musical opposites, perform simple songs, and respond to teacher feedback to improve musical skills.
- **Creation of Music (Create):** Create music to add to stories or poems.
- **Theory of Music (Know/Comprehend):** Recognize a wide variety of sounds and sound sources (voice, instruments); describe and respond to musical elements such as beat (rhythm), tone, speed of music; identify musical opposites-loud/soft, high/low, long/short.
- **Aesthetic Valuation of Music (Appreciate and Understand):** Express feelings experienced when performing or listening to music; recognize music in daily life.

Throughout Kindergarten You May Find Students:

- Reacting to different types of music rhythms and patterns through clapping, moving, and playing; demonstrating musical awareness by moving freely and creatively.
- Speaking, chanting, and singing expressively; participating in singing games.
- Experimenting with a variety of instruments (maracas, rhythm sticks, bells, tambourines, drums, sand blocks, and shakers).
- Listening to music from diverse genres (Popular, Blues, Folk, Patriotic); describing music and sources of sound (drums, stringed instruments).
- Discussing or describing connections between music and feelings; discussing music heard in different places (cars, homes, and stores).



Physical Education

The physical education standards in the elementary years focus on enhancing movement concepts and skills, understanding basic health-related components and skill-related components of fitness and how it relates to personal fitness, demonstrating respect, and the ability to follow directions. In each grade, students demonstrate various movement concepts; assess personal behaviors; connect fitness development to body systems; demonstrate respect for self, others, and various physical activity environments; and utilize safety procedures during physical activities.

Expectations for Kindergarten Students:

- **Movement Competence and Understanding:** Demonstrate body and spatial awareness through movement; locate and move major parts of the body.
- **Physical and Personal Wellness:** Understand that physical activity increases the heart rate, making the heart stronger.
- **Social and Emotional Wellness:** Demonstrate respect for self, others, and equipment; demonstrate the ability to follow directions.
- **Prevention and Risk Management:** Apply safe practices, rules, and procedures.

Throughout Kindergarten You May Find Students:

- Demonstrating contrasts between slow and fast speeds while using locomotor skills.
- Traveling in straight, curved, and zigzag pathways.
- Creating shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations.
- Moving specific body parts in response to a variety of sensory cues such as auditory or visual.
- Identifying activities that will increase the heart rate.
- Sustaining physical activity for short periods of time.
- Demonstrating the characteristics of sharing and playing without interfering with others.
- Following a simple series of instructions for an activity.
- Participating in activity without colliding into other students, objects, and surroundings.



Reading, Writing, and Communicating

The reading, writing, and communicating standards move from developing skills in reading, writing, and communicating to applying these literacy skills to more complex texts through the elementary years. Standards at each grade emphasize skills related to speaking and collaborating with others as students work with literature and informational readings and participate in individual and group research projects.

Expectations for Kindergarten Students:

- **Oral Expression and Listening:** Use effective oral language (vocabulary and grammar) and non-verbal communication skills (gestures, expressions); use their voice to show phonemic awareness (knowledge of the sounds of language, such as long and short vowel sounds, consonants); show how vocal sounds produce words (the word “cat” has three sounds – /k/-/a/-/t/).
- **Reading for All Purposes:** Demonstrate knowledge of all the letters of the alphabet; use letter sounds to decode (sound out and pronounce) words on the printed page; show understanding of the “concept of print” (read from left to right, letters make words, words make sentences, books have a front and back cover).
- **Writing and Composition:** Share ideas in their writing; demonstrate knowledge of different types of writing that people do and why people write (to tell stories, to provide information, to try to explain the world around them, to express opinions, likes, and dislikes); use correct mechanics and conventions (capital letters and end punctuation) in their writing; use a combination of pictures and words to write stories and books.
- **Research and Reasoning:** Use different resources to find information to answer their own questions of interest about a topic; ask good questions to become a better reader and listener.

Throughout Kindergarten You May Find Students:

- Showing they understand print concepts; decoding (sounding out and pronouncing) familiar words.
- Asking and answering questions about main ideas and details in readings (understanding what the reading is about); identifying character, setting, and events in a story; identifying main points in informational texts.
- Responding to stories and books by asking questions; sharing understandings with others; using drawings to respond to readings.
- Talking about the pictures and visuals in books and how images connect with words; naming the author and illustrator of a book; comparing and contrasting characters in familiar stories.
- Using drawing, dictating, and writing to tell a story, to explain a topic, or to state an opinion; using resources (watching a science experiment, listening to books read- aloud, watching videos) to answer questions about a topic; talking with others about their writing.



Science

Three-dimensional science standards in the elementary grades lay the foundation for students to work and think like scientists and engineers. In elementary grades students will explore disciplinary core ideas in Physical, Life, and Earth and Space sciences by engaging with phenomena in the world around us. Learners in elementary grades develop and ask testable questions, collect and analyze different types of evidence, and write and communicate our understanding. We also see strong connections to skills students will use to be successful with literacy and mathematics. Mastery of these standards will result in young learners who have a deep understanding of how scientific knowledge can provide solutions to practical problems we see in our world.

Expectations for Kindergarten Students:

- **Physical Science:** Compare the effect of different strengths and directions of push and pull on the speed and motion of an object. Examine how sunlight affects the Earth's surface.
- **Life Science:** Develop an understanding of what plants and animals need to survive, and examine the relationship between their needs and where they live (ex. Deer eat buds and leaves, so they typically live in areas like forests.)
- **Earth Science:** Patterns are observed when measuring the local weather, and these observations can help communities prepare for and respond to severe weather conditions.

Throughout Kindergarten You May Find Students:

- Planning investigations to compare the effect strength and direction have on the motion of an object.
- Using tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.
- Making observations about what animals and plants need to help them live and grow, and also making observations about how animals might change their environments to meet their needs.
- Keeping track of how the weather changes from day to day, and describe the patterns they observe over time.



Social Studies

The social studies standards in the elementary years begin with individuals and families and move from there to explorations of neighborhoods, communities, the state of Colorado, and the United States. In each grade, students investigate historical events, examine geographic features and resources, consider economic decision-making processes, and define civic roles and responsibilities.

Expectations for Kindergarten Students:

- **History:** Ask questions, share information, and discuss ideas about the past; put events in chronological (time) order.
- **Geography:** Identify the basic characteristics of maps and globes and point out their similarities/differences; discuss how people live in different settings and interact with their environment based on location.
- **Economics:** Describe choices individuals make based on wants. **Personal Financial Literacy:** Describe choices people make about how to use the money they earn.
- **Civics:** Explain that groups have rules; interact positively with others; recognize membership in family, neighborhood, school, and team; discuss the characteristics of an active and helpful member of the classroom and school; follow class rules.

Throughout Kindergarten You May Find Students:

- Using words such as past, present, future, to sequence events in the school day; exploring the similarities and differences of children and families long ago and today; talking about changes in their lives over time and discussing important events in their lives (and their families' lives).
- Comparing and contrasting how people live in different settings around the world; discussing different foods, types of clothing, and shelter and how they change with different environments (people living in colder climates wear warmer clothing).
- Discussing the different types of resources in the classroom; reasoning and working through situations with classmates to share those resources.
- Demonstrating positive citizenship skills such as courtesy, honesty, and fairness; working productively in both independent and cooperative learning situations; contributing to making and maintaining a classroom and school community.



Visual Arts

The visual arts standards in the elementary years focus on general art knowledge and skills to help create a foundation for artistic study in later years (drawing, painting, sculpture, graphic design, media arts). In each grade K-5, students explore techniques of various artistic styles, follow developmentally appropriate steps in the creation process, learn how to critique works of art, identify art in the world and daily life, and discover ways that artwork helps people better understand cultures and historical eras.

Expectations for Kindergarten Students:

- **Observe and Learn to Comprehend (Know/Comprehend):** Understand that works of art can represent people, places, and things.
- **Envision and Critique to Reflect (Critique/Evaluate/Refine):** Identify and discuss connections between stories and artwork.
- **Invent and Discover to Create (Create/Present):** Use a range of materials to create artwork.
- **Relate and Connect to Transfer (Connect/Apply/Transfer):** Identify art in daily life; understand that artists have an important role in communities.

Throughout Kindergarten You May Find Students:

- Identifying feelings and emotions connected with pictures (in books); listing the possible feelings an artist might be trying to create (in an illustration in a book).
- Identifying the most important character/person in an image; identifying the setting shown in an image.
- Answering questions about stories in artwork images; pointing at pictures that represent the beginning, middle, and end of a story.
- Making a variety of artworks using different materials.
- Identifying art in their life.



English Language Proficiency (ELP) standards are required by Colorado state and federal law. On December 10, 2009, the Colorado State Board of Education voted unanimously to adopt the English Language Development (ELD) standards developed by WIDA as the Colorado English Language Proficiency (CELP) Standards. Grounded in scientific research on best educational practices in general, English as a Second Language (ESL) and bilingual education, WIDA created and adopted its comprehensive ELP standards which address both social and academic English. This site is designed to provide a hub of information regarding the CELP standards, as well as to provide educators with resources to facilitate teaching the CELP standards to support the academic achievement of all Colorado students through teaching academic language. The CELP standards are an essential guide for all educators to help English Learners (ELs) access grade level academic content while learning English.

There are 5 CELP Standards:

1. English Learners communicate for **Social and Instructional** purposes within the school setting.
2. English Learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
3. English Learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.
4. English Learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.
5. English Learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.