

**Missouri State University  
Greenwood Laboratory School  
2026-2027 School Year  
Kindergarten Course Policy Statement**

**Purpose:** The kindergarten curriculum is designed to assist in the development of an educated person who is an independent learner, possesses a body of knowledge, thinks critically, sets challenging goals for him/herself, develops an attitude of social responsibility, respects diversity, and most importantly has a respect for oneself and others.

Greenwood kindergarten students must begin to build a solid foundation of factual knowledge and basic skills in the traditional content areas. Students in kindergarten will demonstrate mastery of factual knowledge, skills, and utilization of strategies as prescribed in the *Missouri Learning Standards*.

**English Language Arts Standards - Reading**

**Develop and apply skills to the reading process**

**1. Comprehension**

With assistance, develop and demonstrate reading skills in response to read-alouds by:

- a. predicting what might happen next in a text based on the cover, title, and illustrations
- b. asking and responding to questions about texts read aloud
- c. retelling main events or important facts from a read-aloud or familiar story
- d. connecting the information and events of a text to experiences
- e. recognizing beginning, middle, and end

**2. Vocabulary**

With assistance, develop and understanding of vocabulary by:

- a. identifying and sorting pictures of objects into conceptual categories
- b. demonstrating and understanding of opposites
- c. distinguishing meaning between verbs describing the same action
- d. using a picture dictionary to find words

With assistance, develop an understanding of vocabulary by:

- a. identifying and sorting pictures of objects into conceptual categories
- b. demonstrating understanding of opposites (antonyms)
- c. distinguishing meaning between verbs describing the same action
- d. using a picture dictionary to find words
- e. using words and phrases acquired through conversations, reading and being read to, and responding to text

### **Making Connections**

With assistance, determine the connection between:

- a. text to self (text ideas and own experiences)
- b. text to text (text ideas including similarities and differences in fiction and nonfiction)

### **Independent Text**

Read independently for sustained periods of time by:

- a. engaging with text as developmentally appropriate

**2. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.**

### **Fiction**

With assistance, read, infer, and draw conclusions to:

- a. identify elements of a story, including setting, character, and key events
- b. retell a main event from a story read aloud and familiar stories
- c. recognize sensory details and recurring phrases
- d. recognize different types of texts
- e. name author and illustrator of a story and describe how each is telling the story
- f. compare and contrast adventures of characters in familiar stories
- g. ask and answer questions about unknown words in text

### **Poetry**

With assistance, read, infer, and draw conclusions to:

a. respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds  
Integration of Knowledge and Ideas

### **Drama**

With assistance, read, infer, and draw conclusions to:

a. identify characters in a puppet play or performance by actors

### **Text Features**

With assistance, read, infer, and draw conclusions to:

a. identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations

b. use titles and illustrations to make predictions about text

c. identify text features

d. identify the meaning of environmental print

### **Literary Techniques**

With assistance, read, infer, and draw conclusions to:

a. respond to examples of sensory details

### **Text Structures**

With assistance, read, infer, and draw conclusions to:

a. ask and answer questions to clarify meaning

b. identify basic similarities and differences between two texts on the same topic

c. name the main topic and recall key details of the text

d. ask and answer questions about unknown words in a text

**3. Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.**

### **Digital and Media Literacy**

With assistance, develop an awareness of media literacy by:

a. identifying different forms of media

- b. identifying techniques used in media

### **English Language Arts Standards - Reading Foundations**

#### **1. Understand how English is written and read.**

##### **Print Awareness**

Develop print awareness in the reading process by:

- a. identifying all upper- and lowercase letters
- b. sequencing the letters of the alphabet
- c. demonstrating that books are read left to right, top to bottom
- d. demonstrating that written words are made up of different letters
- e. knowing that a sentence is comprised of a group of words separated by spaces
- f. demonstrating one-to-one correspondence between spoken words and written words

##### **Phonemic Awareness**

Develop phonemic awareness in the reading process by:

- a. identifying sounds in spoken words
- b. producing rhymes in response to spoken words
- c. distinguishing orally presented rhyming pairs of words from nonrhyming pairs
- d. recognizing spoken alliteration or groups of words that begin with the same onset or initial sound
- e. blending spoken onsets and rimes to form simple words
- f. blending spoken phonemes to form one-syllable words
- g. isolating the initial, medial, and final sounds in spoken words
- h. segmenting spoken words into two or three phonemes

##### **Phonics**

Develop phonics in the reading process by:

- a. producing and writing letter(s) for most short vowel and consonant sounds
- b. reading high frequency words

c. blending letter sounds to decode simple words

d. recognizing that new words can be created when letters are changed, added, or deleted and using letter sound knowledge to write simple messages and words

### **Fluency**

Read, with support, appropriate texts with purpose and understanding

## **English Language Arts Standards - Writing**

### **1. Apply a writing process to develop a text for audience and purpose.**

#### **Prewriting**

Follow a writing process, with assistance, to generate a writing plan through:

- a. using pictures, oral language or written letters, and/or words

#### **Draft**

Appropriate to genre type, develop a draft from prewriting by:

- a. sequencing the actions or details through letters, words, and pictures

#### **Revise/Edit**

Reread, revise, and edit drafts with assistance from adults/peers to:

- a. respond to questions and suggestions, adding details to strengthen writing
- b. edit by leaving spaces between words in a sentence

#### **Produce/Publish and Share Writing**

With assistance from adults/peers:

- a. explore a variety of conventional/digital tools to produce and publish writing

### **2. Compose well-developed writing texts for audience and purpose.**

#### **Opinion/Argumentative**

With assistance, draw/write opinion texts that:

- a. use a combination of drawing and/or writing to tell an opinion about a topic or text being studied

b. give logical reasons for suggesting that others follow a particular course of action or line of thinking

c. use words that are related to the topic

### **Informative/Explanatory**

With assistance, draw or write informative/ explanatory texts that:

a. use a combination of drawing and/or writing to name and inform about a topic or a text being studied

b. use words that are related to the topic

### **Narrative/Literary**

With assistance, draw and/or write fiction or non-fiction narratives and poems that:

a. use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined

b. tell the reader about a character or personal event

c. place events in the order they occurred

d. use words that are related to the topic

e. provide a reaction to what happened in the events

## **3. Gather, analyze, evaluate, and use information from a variety of sources.**

### **Research Process**

With assistance, apply research process to:

a. generate a list of open-ended questions about topics of class interest

b. decide what sources or people in the classroom, school, library, or home can answer their questions

c. gather evidence from sources

d. use pictures in conjunction with writing when documenting research

## **English Language Arts Standards – Language**

### **1. Communicate using conventions of English language.**

### **Grammar**

In speech and written form, apply standard English grammar to:

- a. identify naming words (nouns) and action words (verbs)
- b. use plural words when speaking
- c. express time and space
- d. demonstrate the use of complete sentences in shared language activities
- e. use question words in sentences

### **Punctuation, Capitalization, and Spelling**

In speech and written form, apply standard English grammar to:

- a. identify naming words (nouns) and action words (verbs)
- b. use plural words when speaking
- c. express time and space
- d. demonstrate the use of complete sentences in shared language activities
- e. use question words in sentences
- f. write and name the printed letters that match the sound
- g. use inventive spelling with beginning, final, and medial sounds
- h. write and name letters for consonant and vowel sounds
- i. use correct spelling of own first and last names

### **English Language Arts Standards – Speaking/Listening**

#### **1. Listening for a purpose.**

#### **Purpose**

Develop and apply effective listening skills and strategies in formal and informal settings by:

- a. following classroom listening rules
- b. continuing a conversation through multiple exchanges
- b. following one-step instructions, according to classroom expectations

#### **2. Listen for entertainment.**

## **Entertainment**

Develop and apply effective listening skills and strategies in formal and informal settings by:

- a. demonstrating active listening, according to classroom expectations

### **3. Speak effectively in collaborative discussions.**

## **Collaborative Discussions**

Speak clearly using conventions of language when presenting individually or with a group by:

- a. taking turns speaking, according to classroom expectations
- b. continuing a conversation through multiple exchanges
- c. confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media

### **4. Speak effectively when presenting.**

## **Presenting**

Speak clearly and audibly, using conventions of language when presenting individually or with a group by:

- a. describing personal experiences using a prop, picture, or other visual aid
- b. speaking in complete sentences

## **Math Standards – Number Sense**

### **1. Know the number names and the count sequence.**

- a. Count to 100 by ones and tens
- b. Count forward beginning from a given number between 1 and 20.
- c. Count backward from a given number between 10 and 1
- d. Read and write numerals and represent a number of objects from 0 to 20.

### **2. Understand the relationship between numbers and quantities; connect counting to cardinality.**

- a. Say the number names when counting objects, in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

- b. Demonstrate that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted.
- c. Demonstrate that each successive number name refers to a quantity that is one larger than the previous number.
  
- d. Recognize, without counting, the quantity of groups up to 5 objects arranged in common patterns.
- e. Demonstrate that a number can be used to represent “how many” are in a set.

**3. Compare numbers.**

- a. Compare two or more sets of objects and identify which set is equal to, more than or less than the other.
- b. Compare two numerals, between 1 and 10, and determine which is more than or less than the other.

**Math Standards – Number Sense and Operations in Base Ten**

**1. Work with numbers 11 – 19 to gain foundations for place value.**

- a. Compose and decompose numbers from 11 to 19 into sets of tens with additional ones.

**Math Standards – Relationships and Algebraic Thinking**

**1. Understand addition as putting together or adding to, and understand subtraction as taking apart or taking from.**

- a. Represent addition and subtraction within 10
- b. Demonstrate fluency for addition and subtraction within 5.
- c. Decompose numbers less than or equal to 10 in more than one way.
- d. Make 10 for any number from 1 to 9.

**Math Standards – Geometry and Measurement**

**1. Reason with shapes and their attributes.**

- a. Describe several measurable attributes of objects.
- b. Compare the measurable attributes of two objects.

**2. Work with time and money.**

- a. Demonstrate an understanding of concepts of time and devices that measure time.
  - b. Name the days of the week.
  - c. Identify pennies, nickels, dimes and quarters.
3. **Analyze squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres.**
- a. Identify shapes and describe objects in the environment using names of shapes, recognizing the name stays the same regardless of orientation or size.
  - b. Describe the relative positions of objects in space.
  - c. Identify and describe the attribute of shapes, and use the attributes to sort a collection of shapes.
  - d. Draw or model simple two-dimensional shapes.
  - e. Compose simple shapes to form larger shapes using manipulatives.

#### **Math Standards – Data and Statistics**

1. **Classify objects and count the number of objects in each category.**
- a. Classify objects into given categories; count the number of objects in each category.
  - b. Compare category counts using appropriate language.

#### **Social Studies Standards**

1. **Knowledge of the principles expressed in documents shaping constitutional democracy in the United States**

##### **Purposes and Principles of the Constitution**

- a. Identify reasons of making rules within the school.

##### **Purposes and Principles of the Bill of Rights**

- a. Discuss the concept of individual rights.

##### **Character Traits and Attitudes of Significant Individuals**

- a. Describe the character traits of role models within your family or school.

## **Knowledge of the Symbols of Our State and Nation**

- a. Identify our flag as a symbol of our nation.
- b. Recite the Pledge of Allegiance.

## **2. Knowledge of principles and processes of governance systems**

### **Process of governmental systems in decision making.**

- a. Describe why groups need to make decisions and how those decisions are made in families and classrooms.

### **Functions of governmental systems.**

- a. Describe roles and responsibilities of people in authority in families and in groups.

## **3. Knowledge of continuity and change in the history of Missouri and the United States**

### **Historical Perspective/Thinking/ Passage of Time**

- a. Create a personal history.
- b. Compare your family's life in the past and present.

## **Knowledge of the Contributions of Significant Persons in the U.S. History**

- a. Describe the contributions of people typically studied in K-5 programs associated with national holidays.

## **4. Knowledge of economic concepts and principles.**

### **Knowledge of basic economic concepts.**

- a. Describe examples of scarcity within your family or school.
- b. Describe examples of opportunity costs within your family or school.
- c. Describe examples of needs and wants within your family or school.

## **Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment.**

### **1. Reading and constructing maps.**

- a. Identify maps as representations of real places.

- b. With assistance, read, construct, and use maps of familiar places such as the classroom, at home, the bedroom etc.
  - c. Match legend symbols to map features.
- 2. **Understanding the concept of location and making predictions to solve problems.**
  - a. Apply positional words to locations within the classroom.

**Knowledge of relationships to the individuals and groups to institutions and cultural traditions.**

- 1. **Cultural characteristics of all people.**
  - a. Describe cultural characteristics of your family and class members including language, celebrations, customs, holidays, artistic expression, food, dress and traditions.
- 2. **Methods of resolving conflicts.**
  - a. Explain how to resolve disputes peacefully in the classroom and on the playground.
- 3. **Ideas and beliefs of different cultures.**
  - a. Share stories of your family cultural traditions and family lore.
- 4. **Cultural heritage and preservation.**
  - a. Describe how you and your family remember and commemorate your cultural heritage.

**Knowledge and the use of tools of the social science inquiry.**

- 1. **Identify, select, analyze, and evaluate resources to create a product of social science inquiry.**
  - a. Label and analyze different social studies sources with guidance and support from an adult.
  - b. Use artifacts to share information on social studies topics.
- 2. **Use visual tools to communicate information and ideas.**
  - a. Use visual tools to communicate information.
- 3. **Conducting and presenting research with appropriate resources.**

- a. Share findings about a social studies topics.
- 4. **Developing a research plan and identifying resources.**
  - a. Ask questions and find answers, with assistance.

### **Science Standards**

#### **1. Structure and Properties of Matter**

- a. Make qualitative observations of the physical properties of objects (i.e., size, color, shape, mass)

#### **2. Forces and Motion**

- a. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- b. Describe ways to change the motion of an object (i.e., cause an object to go faster/slower, farther, change direction, stop).

#### **3. Energy**

- a. Make observations to determine the effect of sunlight on Earth's surface.
- b. With prompting and support, use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.

#### **4. From Molecules to Organisms: Structure and Processes**

- a. Use observations to describe patterns of what plants and animals (including humans) need to survive.

#### **5. Earth's Place in the Universe**

- a. Make observations during different seasons to relate the amount of daylight to the time of year.

#### **6. Earth's Systems**

- a. Use and share observations of local weather conditions to describe patterns over time.
- b. With prompting and support, construct an argument using evidence for how plants and animals can change the environment to meet their needs.

## **7. Earth and Human Activity**

- a. Use a model to represent the relationship between the needs of different plants or animals and the places they live.
- b. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment

## **8. Engineering Design**

- a. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- b. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps its function as needed to solve a given problem.
- c. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs

## **Health Standards**

### **1. Structure and Function of the Body**

- a. Identify the five senses.
- b. Tell why people have muscles.
- c. Tell why people have bones.
- d. Show the location of the heart.

### **2. Social, Emotional, and Mental Health**

- a. State qualities of a good friend.
- b. Recognize similarities and differences of families.
- c. Recognize different emotions.
- d. Identify appropriate ways of expressing feelings and recognize verbal and nonverbal cues associated with each.

### 3. Personal and Family Health

- a. Identify behaviors that keep a person healthy (e.g., physical activity, sleep, good nutrition, clothing, hygiene).
- b. Recognize that active play makes people strong and healthy.

### 4. Nutrition

- a. Recognize we need a variety of foods each day.
- b. Recognize how germs are spread and apply practices to reduce germs in our community (e.g., handwashing, not eating food off the floor, not touching others' food, wash fruits and vegetables).

### 5. Consumer Health and Safety

- a. Identify community helpers and health professionals

### 6. Life Management Skills

- a. Recognize that people have disagreements and choices on how to resolve them.
- b. Recognize and practice saying “no” to unhealthy actions and behaviors toward them.
- c. Define “private parts” and distinguish between “safe” and “unsafe” touch.

### 7. Disease Prevention and Control

- a. Recognize that germs cause illness.
- b. Model proper handwashing and hygiene.
- c. Identify bodily fluids and how gloves protect us from them.

## 8. Injury Prevention and Safety

- a. Identify safe and unsafe practices and conditions at home, school, and in the community.
- b. Recognize warning labels that identify harmful items and substances.
- c. Tell what first aid is and give an example.
- d. Explain how to make emergency phone calls.
- e. Recognize that safety equipment is necessary to protect the body during participation in sports and recreational activities.
- f. Recognize the importance of safety rules in and around water.
- g. Identify specific safe practices in and around water.

## 9. Substance Education

- a. Recognize that there are safe and unsafe substances that can be taken into the body.
- b. Identify ways to stay away from unsafe substances.
- c. Identify that medicine is used to prevent or treat certain health problems, taken under adult supervision.
- d. Recognize that tobacco, alcohol, and other drugs can have dangerous effects on the body.

## 10. Environmental Health

- a. Recognize how the environment affects a person's health.
- b. Identify ways to protect the body from the environment (e.g., sunscreen, insect repellent, sunglasses, goggles, hats).

A. **Absentee Policy:** Good school attendance is critical for student success. Much of the kindergarten curriculum is oral; therefore it is difficult for students to make up work. Absences of more than three percent are excessive. Please refer to the Parent/Student Handbook.

- B. *Plagiarism and Cheating Policy:* Students are expected to be honest and accountable for their own work. If there is a reason to suspect dishonesty appropriate action will be taken. For the first offense there will be a conference involving the teacher and student. The second offense will include a conference with the teacher, student, and parent. The third offense will result in the student redoing the assignment.
- C. *Textbook and Supplies:* A list of textbooks and supplies will be given to each student at the beginning of each school year. Additional materials and supplies may be requested during the year.
- D. *Test Dates:* When possible, advance notice of scheduled tests may be given in student and/or parent communications.
- E. *Examinations:* A variety of formative and summative assessment tools will be utilized to document student progress. Examples include, but are not limited to, portfolios, special projects, teacher observations, and nationally normed tests.
- F. *Grading Scale for Kindergarten, First Grade, Second Grade:*

M = Meets Expectations

P = Progressing

N = Needs Improvement

**Evaluations on Progress Reports will be based on the following:**

Portfolio Assessments

Classroom Participation

Teacher Observation

One-on-one assessments

Any special projects that apply

- G. *Special Projects:* Special projects may be assigned. The teacher will provide expectations to students and parents at the beginning of each assignment.
- H. *Make-up Work:* Much of the kindergarten curriculum is oral; therefore it is difficult to make-up missed work. If there is any work to be made up after a student's absence, the teacher will have it prepared and will send it home upon the students return to school. Make-up work will not be given ahead of time.
- J. *Nondiscrimination Policy:* Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, 417-836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head. Please visit the OED website at [www.missouristate.edu/equity/](http://www.missouristate.edu/equity/).

K. **Policy on Disability Accommodation:** To request academic accommodations for a disability, contact the Director of the Disability Resource Center, Plaster Student Union, Suite 405, 417-836-4192 or 417-836-6792 (TTY), [www.missouristate.edu/disability](http://www.missouristate.edu/disability). Students are required to provide documentation of disability to the Disability Resource Center prior to receiving accommodations. The Disability Resource Center refers some types of accommodation requests to the Learning Diagnostic Clinic, which also provides diagnostic testing for learning and psychological disabilities. For information about testing, contact the Director of the Learning Diagnostic Clinic, 417-836-4787, <http://psychology.missouristate.edu/ldc>.

L. **Cell phone usage:** As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Provost prohibits the use by students of cell phones, pagers, PDAs, or similar communication devices during scheduled classes. All such devices must be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the University's emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a university emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted at the discretion of the instructor. Secondary students are allowed to use the cell phones in between classes. Elementary students are not allowed to use cell phones during the school day.

M. **Emergency response:** At the first class meeting, students should become familiar with a basic emergency response plan through a dialogue with the instructor that includes a review and awareness of exits specific to the classroom and the location of evacuation centers for the building. All instructors are provided this information specific to their classroom and/or lab assignments in an e-mail prior to the beginning of the fall semester from the Office of the Provost and Safety and Transportation. Students with disabilities impacting mobility should discuss the approved accommodations for emergency situations and additional options when applicable with the instructor. For more information go to <http://www.missouristate.edu/safetran/51597.htm> and <http://www.missouristate.edu/safetran/erp.htm>.