

KINDERGARTEN STANDARDS

Students' knowledge and skills in relation to these standards are used to determine levels on the grade card each quarter.

READING Quarter 4

Comprehends literature used in a group setting

With prompting and support, ask and answer questions about key details

With prompting and support, identify characters, settings, and major events

With prompting and support, describe the relationship between the illustration and the story in which they appear

Comprehend informational text used in a group setting

Ask and answer questions about key details in the text

With prompting and support, describe the relationship between illustration and the text in which they appear

With prompting and support, identify the reason an author gives to support a point in a text

Demonstrate understanding of the organization and basic features of print

Recognize common types of text (ex. Storybooks, poems)

Name the author and illustrator of a text and define the role of each in presenting the ideas and information about the text

Demonstrate grade-appropriate phonological awareness

Understand spoken words and syllables

Identify the initial sound and final sound in a word

Substitute the first sound in a word with another sound to make a new word

Add a sound to a word to make a new word

Blend the onset and rime to make a word

Know and apply grade-appropriate phonics skills

Know and apply knowledge of letter/sound relationships when decoding words

Decode words that follow a consonant, vowel, or consonant pattern

Decode words by onset the onset and rime

Read grade appropriate high frequency words by sight

Read common high frequency correctly

Read on-grade level text with understanding during small group instruction

Read early reader texts with purpose and understanding

Determine the meaning of grade-appropriate unknown and multiple-meaning words.

Identify new meanings for familiar words

With guidance and support, explore the relationship between words

WRITING

Quarter 4

Use drawing, dictating, and or writing to communicate a message independently

Use a combination of drawing and writing to compose an opinion statement about a topic

With guidance and support, explore digital tools for producing and publishing writing

Use a combination of drawing, dictating, and writing to narrate a signal event

Print upper and lower case letters appropriately

Spells phonetically

Record most consonants and short vowels in words

Spell simple words phonetically

Demonstrate the use of grade-appropriate standard English grammar when writing

Writes using correct capitalization and punctuation

Capitalize the first word in a sentence

Recognize and name final punctuation

SPEAKING AND LISTENING

Quarter 4

Ask and answer questions to get information or provide clarity

Participate in group conversations about Kindergarten topics and texts with peers and adults in small and large groups.

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details for clarification.

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Express thoughts, feelings and ideas clearly

Describe familiar people, places and things providing details

Add drawings to descriptions to provide detail

Speak audibly and express thoughts clearly

Use words or phrases acquired through conversations, reading, and through being read to.

Demonstrate the use of grade-appropriate standard English grammar when speaking

Math – EUREKA
Quarter 4

Counting and Cardinality

Count to 100 by ones.
Count to 100 by tens
Count forward beginning from a given number within a known sequence
Write numbers from 0-20.
Represent a number of objects within a written numeral 0-20.
Understand the relationship between numbers and quantities; connect counting to cardinality.
Count to answer “how many?” questions.

Operations and Algebraic Thinking

Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.
Solve addition and subtraction word problems, and add and subtract within 10
Decompose numbers less than or equal to 10 into pairs in more than one way
For any number from 1 to 9, find the number that makes 10 when added to the given number
Fluently add and subtract within 5

Number and Operations Base Ten

Compose and decompose numbers from 11-19 into ten ones and some further ones by using objects or drawings, and record each composition or decomposition by a drawing or equation; understand that these numbers are composed of ten ones and further ones.

Measurement and Data

Can use an attribute to sort groups and compare groups from least to greatest

Geometry

I can draw shapes. I can build shapes.
can make shapes by using other shapes.

PE
Quarter 4

Motor Skills and Movement Patterns

Toss an object with an underhand throw and an overhand throw and know the difference
Catch a self-bounced or tossed object

Movement and Performance

Differentiates between personal and general space

Physical Activity and Fitness

Actively participates in physical education class

Personal and Social Behavior

Follows instructions and respects others, the equipment, and the learning environment

SCIENCE
Quarter 4

Inquiry

Asks questions, forms hypothesis, makes observations

Data Collection and Analysis

Conducts experiments, draws conclusions, reports results

Personal and Social Behavior

Demonstrates self-control, cooperation, respect, and safety while participating in individual and group settings

MUSIC
Quarter 4

Vocal Skills: Matches pitch alone and with others.

Students can match the pitch from E above middle C to A above middle C.

Rhythm Skills: Demonstrates control of the steady beat.

Students can keep and maintain a steady beat through body percussion or playing of instruments.

Melodic Literacy Skills: Identifies and performs loud/soft.

Students can aurally distinguish between loud and soft and can perform loud and soft sound either vocally or with instruments.

Melodic Literacy Skills: Identifies and performs high/low.

Students can aurally distinguish between high and low pitches and can perform high and low sounds either vocally or with instruments.

Rhythmic Literacy skills: Identify and perform fast/slow.

Students can aurally distinguish between fast and slow and can perform fast and slow either with bodily movement or with instruments.

Rhythmic Literacy skills: Identify and perform long/short.

Students can aurally distinguish between long and short sounds and can perform long and short sounds either vocally, through bodily movements, or with instruments.

Demonstrate self-control, attentive listening, and cooperation while actively participating in individual, partner, and group activities.

