



**Understanding Your Child's Progress:
A Guide for
Kindergarten Parents
2025-2026**



CHARACTERISTICS OF A SUCCESSFUL LEARNER

Exhibit trustworthiness

In CCISD, successful learners act with honesty, integrity, and loyalty. "Exhibit trustworthiness" means each student understands the importance of telling the truth, being reliable, and honoring commitments to self and others.

Demonstrate respect for others

In CCISD, successful learners use kind words, listen with an open mind, resolve conflict peacefully, and value diversity. "Demonstrate respect for others" means each student understands the importance of unconditional acceptance of self and others.

Demonstrate self-direction and responsibility

In CCISD, successful learners come prepared, participate, and accept personal ownership of their actions. "Demonstrate self-direction and responsibility" means each student understands the impact of personal choices and actions on self and others.

Display fairness and cooperation

In CCISD, successful learners play by the rules and share with others. "Display fairness and cooperation" means each student understands the importance of considering the feelings and needs of others and being inclusive of all.

Care for others

In CCISD successful learners help others, show empathy, and display tolerance. "Care for others" means each student understands the importance of kindness and empathy toward self and others.

Demonstrate citizenship

In CCISD, successful learners contribute to the well-being of their home, school, community, and country. "Demonstrate citizenship" means each student understands the importance of volunteerism and collaboration in achieving personal and communal goals.



EXPLANATION OF THE SYSTEM

A standards-based report card communicates a learner's proficiency level as he/she progresses toward meeting state and district standards. Learning standards are the academic skills your child should know or be able to do by the end of the school year. Standards-based grading is one way for CCISD to ensure that learners are prepared for the next grade level. Standards-based report cards give a grade for each learning goal, so learners receive multiple grades in each subject area. Behavior and work habits, referred to as "Characteristics of a Successful Learner," are graded separately to provide an accurate picture of your child's academic achievement.

CCISD has moved to the standards-based grading system in an effort to give students and parents more information about the areas in need of improvement. The traditional grading system combines many elements – test scores, quizzes, completed homework, classroom participation, extra credit – and averages the grading period's work into a percentage that correlates to a letter grade. The CCISD standards-based learning system is designed to identify specific learning gaps and academic needs, allowing learners, teachers, and parent time to work together to enable progress.

On the CCISD report card, there is a scale with descriptors to denote levels of achievement:

- 1 – Developing proficiency
- 2 – Approaching grade level standard
- 3 – Meets grade level standard
- 4 – Exceeds grade level standard

For each nine weeks you will see *district targets* and your child's progress. The ***district target*** lets you know at what level students are expected to be performing. The nine-week columns let you know exactly where ***your*** child is performing on that standard. If the district target and student progress are the same, your child is performing exactly as they should. If your student's progress is slightly lower, learning progression information in this Guide will be used to help identify specific areas in which to work. Each teacher will also be reviewing these progressions with the same goal in mind. If your child's progress is higher than the district target, your child is performing "above level" for that standard.

Student ownership of learning is very important in CCISD. This system allows each learner to make choices, set goals, and drive their own learning, with a constant focus on the grade level standards. By the end of the school year, level 3 - meets grade level standard - is the target for every learning standard.



Scan the QR
code if you
want to learn
more about
literacy in
CCISD

LANGUAGE ARTS

Using Vocabulary and Metacognitive Skills to Deepen Comprehension

Target	Expected Progress	TEKS	Kinder Priority Topic 1: Using Vocabulary and Metacognitive Skills to Deepen Comprehension
4.0			Exceeds grade level standard for the skills listed on the 3.0 target.
3.0 	3rd or 4 th Nine Weeks	K.3B K.5E K.5F K.5G K.5H	Meets grade level standard for the skills listed below: The student is able to use newly acquired vocabulary and metacognitive skills and to interact with texts read, heard, or viewed in meaningful ways to develop and deepen comprehension of increasingly complex texts (<i>read, heard, or viewed</i>) by: • using illustrations and texts, the student is able to read and hear to learn or clarify word meanings • making inferences and using evidence to support understanding with adult assistance • evaluating details read to determine what is most important with adult assistance • synthesizing information to create new understanding with adult assistance • making connections to personal experiences, ideas in other texts, and society with adult assistance
2.5			<i>Showing growth towards the 3.0 Target</i>
2.0	2 nd Nine Weeks		Approaching the grade level standard for the skills listed on the 3.0 target.
1.0	1 st Nine Weeks		Developing proficiency for the skills listed on the 3.0 target.
0.5			With help, demonstrate a partial understanding of the 1.0 content.

Questions to Ask Your Child at Home:

- What do you think _____ means from the story?
- Has this ever happened to you?
- What connection do you have to the story?
- Why do you think _____ happened? How do you know?
- What is your reading goal?

KINDER PRIORITY TOPIC: Using Vocabulary and Metacognitive Skills to Deepen Comprehension				
The student is able to use newly acquired vocabulary and metacognitive skills and to interact with texts read, heard, or viewed in meaningful ways to develop and deepen comprehension of increasingly complex texts (read, heard, or viewed) by:				
DEVELOPING (1.0)	APPROACHING (2.0)	(2.5)	MEETS (3.0)	EXCEEDS (4.0)
Making Connections <i>The student is <u>able</u> with adult support:</i> * make connections	Making Connections <i>The student is <u>often able</u> with adult support:</i> *make connections between: - texts and self (personal experiences) - two or more texts	Showing Growth toward 3.0 Target	Making Connections <i>The student is <u>able</u> with adult support:</i> *make connections between: - texts and self (personal experiences) - two or more texts	Making Connections <i>The student is <u>independently able</u> to:</i> *make connections between: - texts and self (personal experiences) - two or more texts
	Inferencing <i>The student is <u>often able</u> with adult support:</i> *makes inferences using: - schema (background knowledge) - personal experiences as evidence to support understanding - but not text evidence		Inferencing <i>The student is <u>able</u> with adult support:</i> *makes inferences using: - schema - personal experiences - text evidence	Inferencing <i>The student is <u>independently able</u> to:</i> *makes inferences using: - schema - personal experiences - text evidence
	Context Clues <i>The student is <u>often able</u> with adult support:</i> *Uses pictures and text to discover meanings of unknown words		Context Clues <i>The student is <u>able</u> with adult support:</i> *Uses pictures and text to discover meanings of unknown words	Context Clues <i>The student is <u>independently able</u> to:</i> *Uses pictures and text to discover meanings of unknown words
	Evaluate <i>The student is <u>often able</u> with adult support:</i> *evaluates details to determine what is most important with adult assistance		Evaluate <i>The student is <u>able</u> with adult support:</i> *consistently evaluates details to determine what is most important	Evaluate <i>The student is <u>independently able</u> to:</i> *consistently evaluates details to determine what is most important
	Synthesize <i>The student is <u>often able</u> with adult support:</i> *use details from the text to: - determine key ideas - make inferences - generate new ideas		Synthesize <i>The student is <u>able</u> with adult support:</i> *use details from the text to: - determine key ideas - make inferences - generate new ideas	Synthesize <i>The student is <u>independently able</u> to:</i> *use details from the text to: - determine key ideas - make inferences - generate new ideas
SUCCESS CRITERIA FOR USING VOCABULARY AND METACOGNITIVE SKILLS TO DEEPEN COMPREHENSION <i>The student can use newly acquired vocabulary and metacognitive skills and to interact with texts read, heard, or viewed in meaningful ways to develop, and deepen comprehension by:</i> - using illustrations and texts to learn or clarify word meanings - make inferences using evidence to support understanding with adult assistance - evaluate details read to determine what is most important with adult assistance - synthesize information to create new understanding with adult assistance - make connections to personal experiences, ideas in other texts, and society with adult assistance				

Genre Characteristics: Literary

Target	Expected Progress	TEKS	Kinder Priority Topics 2: Genre Characteristics: Literary
4.0			Exceeds grade level standards for the skills listed on the 3.0 target.
3.0 	3rd or 4 th Nine Weeks	K.6B K.6C K.7B K.7C K.9A	Meets grade level standards for the skills listed below: The student is able to recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts by: - describing the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance - identifying and describe the main character(s) - discussing with adult assistance the author's purpose for writing a text - providing an oral, pictorial, or written response to a text - using text evidence to support an appropriate response
2.5			<i>Showing growth towards the 3.0 Target</i>
2.0	2 nd Nine Weeks		Approaching the grade level standard for the skills listed on the 3.0 target.
1.0	1 st Nine Weeks		Developing proficiency for the skills listed on the 3.0 target.
0.5			With help, demonstrate a partial understanding of the 1.0 content

Questions to Ask Your Child at Home:

- Who is the story about? Where did the story take place?
 - What happened in the story?
 - What was the big problem? How was it solved?
 - Why do you think the author wrote this text? What do they want us to understand?
- *Follow up to each question—Where in the story does it tell you that? How do you know?
- What is your reading goal?

KINDER PRIORITY TOPIC: Genre Characteristics: Literary

The student will be able to recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. **Evidence learning for this progression is collected from assigned literary texts that have been heard, listened to, or viewed.**

DEVELOPING (1.0)	APPROACHING (2.0)	(2.5)	MEETS (3.0)	EXCEEDS (4.0)
Characters and Plot: <i>With adult assistance, the student:</i> * Identifies characters in the story The student identifies some plot elements of a story read aloud, possibly referring to the pictures, including: • Characters	Characters and Plot: <i>With adult assistance, the student:</i> *Identifies the main character(s) in the story * Describes them The student identifies and describes some plot elements of a story read aloud, possibly referring to the pictures, including: • Characters (using character names) • Main events	Showing Growth toward 3.0 Target	Characters and Plot: <i>With little or no adult assistance, the student:</i> * Identifies the main character(s) in the story * Describes them (looks, personality, feelings, actions, etc.) The student describes most plot elements in a story read aloud in order, possibly referring to the pictures, including: • Character • Setting • Problem • Resolution	Characters and Plot: <i>Without adult assistance, the student:</i> *Identifies the main character in the story *Describes them *Explains the reason behind their actions. In a text read aloud and independently, retells most plot elements in a story read aloud, possibly referring to the pictures, including: • Characters • Setting • Main Events • Problem • Resolution • Theme
Responding to Texts: <i>The student independently:</i> *describes, draws, or writes about a story in any order.	Responding to Texts: <i>The student independently:</i> *describes, draws, or writes about a story in a mostly logical manner.		Responding to Texts: <i>The student independently:</i> *describes, draws, or writes about a story in a logical manner.	Responding to Texts: <i>The student independently:</i> *retells, draws, or writes about a story in a logical manner, using transition words in a text read independently.
	Author's Purpose: <i>With adult assistance, the student:</i> * Inconsistently uses a verb to name the author's purpose * Provides one characteristic of literary text (narrative, classic literature, and/or poetry) as text evidence		Author's Purpose: <i>With adult assistance, the student consistently:</i> *Consistently uses a verb to name the author's purpose * Discusses multiple characteristics of literary text (narrative, classic literature, and/or poetry) as text evidence	Author's Purpose: <i>Without adult assistance, the student consistently:</i> *Uses a verb to name the author's purpose * Discusses multiple characteristics of literary text (narrative, classic literature, and/or poetry) as text evidence

SUCCESS CRITERIA FOR LITERARY ELEMENTS

The student can:

- Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance
- Identify and describe the main character(s)
- Provide an oral, pictorial, or written response to a text
- Discuss with adult assistance the author's purpose for writing a text
- Use text evidence to support an appropriate response

Genre Characteristics: Informational and Persuasive

Target	Expected Progress	TEKS	Kindergarten Priority Topics 3: Genre Characteristics: Informational and Persuasive
4.0			Exceeds grade level standards for the skills listed on the 3.0 target.
3.0 	3rd or 4th Nine weeks	K.8D(i) K.8E K.6B K.9A K.6C	Meets grade level standards for the skills listed below: The student is able to recognize and analyze characteristics of informational and persuasive texts recognize characteristics and structures of informational text, including: - identifying the central idea and supporting evidence with adult assistance of informational texts - stating what the author is trying to persuade the reader to think or do in persuasive texts with adult assistance - discussing with adult assistance the author's purpose for writing the text - providing an oral, pictorial, or written response to a text - using text evidence to support an appropriate response
2.5			<i>Showing growth towards the 3.0 Target</i>
2.0	2 nd Nine Weeks		Approaching the grade level standard for the skills listed on the 3.0 target.
1.0	1 st Nine Weeks		Developing proficiency for the skills listed on the 3.0 target.
0.5			With help, demonstrate a partial understanding of the 1.0 content.

Questions to Ask Your Child at Home:

- What did you learn from the text? Where did you find it?
- What does the author want us to learn? How do you know?
- Was the author trying to convince us of something? (ex: we should recycle more, save the rainforest, etc.)
- What is your reading goal?

KINDER PRIORITY TOPIC: Genre Characteristics: Informational and Persuasive

The student is able to recognize and analyze characteristics of informational and persuasive texts, recognize characteristics and structures of informational text. Evidence learning for this progression is collected from assigned literary texts that have been heard, listened to, or viewed.

DEVELOPING (1.0)	APPROACHING (2.0)	(2.5)	MEETS (3.0)	EXCEEDS (4.0)
Central Idea and Supporting Details: <i>With adult assistance, the student is able to:</i> * Identify the topic of the text * Details with prompting	Central Idea and Supporting Details: <i>With adult assistance, the student is able to:</i> * Identify the topic or central idea of the text and may refer to text features * Supporting details and may refer to text features	Showing Growth toward 3.0 Target	Central Idea and Supporting Details: <i>With adult assistance, the student is able to:</i> * Identify the central idea of the text and may refer to text features * Supporting details and may refer to text features * Gains information by using titles and simple text features	Central Idea and Supporting Details: <i>Without adult assistance, the student is able to:</i> * Identify the central idea of the text and may refer to text features * Supporting details and may refer to text features * Gains information by using titles and simple text features
	Author's Purpose: <i>With adult assistance, the student:</i> * Sometimes uses a verb to name the author's purpose * Provides one characteristic of informational text (persuasive, literary nonfiction, and nonfiction) as text evidence <i>With adult assistance, the student:</i> * Inconsistently states what the author is trying to persuade them to think or do * Inconstantly or unable to state text evidence		Author's Purpose: <i>With adult assistance, the student:</i> * Consistently uses a verb to name the author's purpose * Discusses multiple characteristics of informational text (persuasive, literary nonfiction, and nonfiction) as text evidence <i>With adult assistance, the student:</i> * Can state what the author is trying to persuade them to think or do * Can state text evidence	Author's Purpose: <i>Without adult assistance, the student consistently:</i> * Uses a verb to name the author's purpose * Discusses multiple characteristics of informational text (persuasive, literary nonfiction, and nonfiction) as text evidence <i>Without adult assistance, the student:</i> * Can state what the author is trying to persuade them to think or do * Can state text evidence
Responding to Text: <i>The student independently:</i> * tells, draws, or writes the key idea in the text.	Responding to Text: <i>The student independently:</i> * retells, draws, or writes most key ideas in the text and uses meaning to maintain order.		Responding to Text: <i>The student independently:</i> * retells, draws, or writes all key ideas in the text and uses meaning to maintain order.	Responding to Text: <i>The student independently:</i> * retells, draws, or writes all key ideas in the text and uses meaning to maintain order in an independently read text.

SUCCESS CRITERIA FOR INFORMATIONAL AND PERSUASIVE TEXTS

The student can:

- Identify the central idea and supporting evidence with adult assistance of informational texts
- State what the author is trying to persuade the reader to think or do in persuasive texts with adult assistance
- Provide an oral, pictorial, or written response to a text
- Discuss with adult assistance the author's purpose for writing the text
- Use text evidence to support an appropriate response

Foundational Skills

Target	Expected Progress	TEKS	Kindergarten Priority Topic 4: Foundational Skills
4.0			Exceeds grade level standards for the skills listed on the 3.0 target.
3.0 	3rd or 4 th Nine Weeks	K.2.C(i)	Meets grade level standards for the skills listed below. The student is able to develop word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell by: • Spelling and reading words with VC, CVC, and CCVC
2.5			<i>Showing growth towards the 3.0 Target</i>
2.0	2 nd Nine Weeks		Approaching the grade level standard for the skills listed on the 3.0 target.
1.0	1 st Nine Weeks		Developing proficiency for the skills listed on the 3.0 target.
.5			With help, demonstrate a partial understanding of the 1.0 content.

Questions to Ask Your Child at Home:

- Practice reading words that have the vowel-consonant (VC) pattern. (ex: at, up, in, it, on, etc.)
- Practice reading words that have the CVC pattern. (ex: cat, bun, fan, hit, pat, etc.)
- Practice reading words that have the CCVC pattern. (ex: flat, trip, spin, stop, etc.)
- To support your child with this work, you can work on phonological awareness skills. This is orally breaking apart sounds in words and putting them back together. You can practice rhyming words, breaking words into syllables, etc.

KINDER PRIORITY TOPIC: FOUNDATIONAL SKILLS The student is able to develop word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell				
DEVELOPING (1.0)	APPROACHING (2.0)	(2.5)	MEETS (3.0)	EXCEEDS (4.0)
<i>Has awareness and begins to apply concepts taught during phonemic awareness, decoding, and spelling lessons for the first nine weeks.</i> Letter Sound Knowledge Awareness of Letters, sounds, and print-learning how to form the letters (Aa-Zz) - The student can say the correct sound of at least 9 letters	<i>Understands and applies all concepts taught during phonemic awareness, decoding, and spelling lessons for the second nine weeks</i> Decoding • VC words • CVC words	<i>Showing Growth Toward 3.0 Target</i>	<i>Understands and applies all concepts taught during phonemic awareness, decoding, and spelling lessons for the third and fourth nine weeks</i> Decoding and Encoding: • VC words • CVC words • CCVC words	<i>Understands and applies all concepts taught during phonemic awareness, decoding, and spelling lessons for the third and fourth nine weeks and extends learning with enrichment beyond the grade level skills</i> Decoding and Encoding: • Closed syllables • Open syllables • VCe syllables • Vowel teams • R-controlled syllables • CCVC • CVCC • Digraphs • trigraphs
SUCCESS CRITERIA FOR FOUNDATIONAL SKILLS The student can: • Spell and read words with VC, CVC, and CCVC				

Writing

Target	Expected Progress	TEKS 5.11	Kinder Grade Priority Topic 5: Writing
4.0			Exceeds grade level standards for the skills listed on the 3.0 target.
3.0 	3rd or 4 th Nine Weeks	K.10A K.10B K.10C K.10D (i), (xi)	Meets grade level standards for the skills listed below: The student is able to recursively use the writing process to compose multiple legible texts, use appropriate conventions, and reflect genre characteristics. • Plan a first draft by generating ideas for writing through class discussions and drawings. • Develop drafts in oral, pictorial, or written form by ◦ organizing ideas • Revise drafts to improve sentence structure and word choice by adding details in pictures or words. • Edit drafts by using complete sentences. • Edit drafts by using verbs. • Edit drafts by using the correct spelling of words with grade-appropriate orthographic patterns and rules, including high-frequency words.
2.5			<i>Showing growth towards the 3.0 Target</i>
2.0	2 nd Nine Weeks		Approaching the grade level standard for the skills listed on the 3.0 target.
1.0	1 st Nine Weeks		Developing proficiency for the skills listed on the 3.0 target.
.5			With help, demonstrate a partial understanding of the 1.0 content.

Questions to Ask Your Child at Home:

- What is your goal in writing?
- What are you currently writing about? What is your topic?
- What details could you add to your writing?

*Practice speaking in complete sentences to support writing complete sentences

KINDER PRIORITY TOPIC: Writing				
The student is able to use the writing process recursively to compose multiple texts that are legible, use appropriate conventions, and reflect genre characteristics.				
DEVELOPING PROFICIENCY (1.0)	APPROACHING (2.0)	(2.5)	MEETS (3.0)	EXCEEDS (4.0)
Plan With adult assistance, the student is <u>able to</u> : * generates ideas for writing through class discussions or drawings	Plan The student is <u>able to independently</u> : *generates ideas for writing through class discussions or drawings	Showing Growth Toward 3.0 Target	Plan The student is <u>able to independently</u> : *plan an on-topic draft using class discussions and drawings	Plan The student is <u>able to independently</u> : *develops drafts by generating on-task ideas and brainstorming independently
Develop With adult assistance, the student is <u>able to</u> : *develops drafts in either : oral, pictorial, or written form	Develop The student is <u>able to with some assistance</u> : *develops drafts by organizing ideas in either : oral, pictorial, or written form		Develop The student is <u>able to independently</u> : *develops drafts by organizing ideas in either : oral, pictorial, or written form	Develop The student is <u>able to independently</u> : *consistently organize drafts independently
	Revise With adult assistance, the student is <u>able to</u> : *Revises drafts by adding details in pictures or words		Revise The student is <u>able to independently</u> : *Revises drafts by adding details in pictures or words	Revise The student is <u>able to independently</u> : *consistently revises drafts by adding details in pictures or words
	Edit With adult assistance, the student is <u>able to</u> : *Edit drafts using: - Complete sentences - Verbs - Grade-appropriate orthographic patterns and rules - High-frequency words		Edit With adult assistance, the student is <u>able to</u> : *consistently edit drafts using: - Complete sentences - Verbs - Grade-appropriate orthographic patterns and rules - High-frequency words	Edit The student is <u>able to independently</u> : *consistently edit drafts using: - Complete sentences - Verbs - Grade-appropriate orthographic patterns and rules - High-frequency words
SUCCESS CRITERIA FOR WRITING The student can: Plan a first draft by generating ideas for writing through class discussions and drawings. Develop drafts in oral, pictorial, or written form by - organizing ideas Revise drafts to improve sentence structure and word choice by adding details in pictures or words. Edit drafts by using complete sentences. Edit drafts by using verbs. Edit drafts by using the correct spelling of words with grade-appropriate orthographic patterns and rules, including high-frequency words.				

MATH

Count, Read and Represent, Generate One More One Less, and Compare to 21

Kindergarten students will work on counting objects forward from 1 (also known as generating a number that is one more) to 21. Counting includes keeping accurate track with one number representing each object counted and knowing that the final number said represents the whole pile you counted. Students will also work on generating a number that is one less than a pile of given objects, also known as counting objects backward, when counting down to zero from any number up to 21. Students should always say the number that is left. For example, if the student counted 8 on, when counting off the first number they would say after removing one of the objects would be 7, the number representing the pile that is left. This is the way a student will say zero as they remove the final object.

Kindergarten students work on reading and representing the symbols for numbers from 0-21. The first way this skill is demonstrated by students is during the process of counting objects. Once the objects are counted, the student will choose a number card that represents the quantity.

The second way that this skill is demonstrated by students is in stating the word for a number when shown a symbol. For instance, when shown the number 12, a student would say "twelve."

In Unit 2, students will learn that numbers come in a specific sequence and correspond to objects in a one to one relationship. Kindergarten students begin comparing sets of objects and written numerals up to 10 and then progress to 20. They will learn to use words such as greater than, less than, more, less, equal, same as, lighter, heavier, longer, shorter, larger, and smaller to explain the comparisons they find. Kinder students are not expected to use the $<$ or $>$ symbols in the TEKS but could be introduced to them as a stretch for those advanced math learners.

Progression Targets:

- Students have the opportunity to achieve up to a 2.5 by the end of the 1st 9 weeks based on evidence of learning from Unit 1.
- Students have the opportunity to achieve up to a 3.0 by the end of the 2nd 9 weeks based on evidence of learning from Units 1 and 2.

Students will be actively involved in Goal Setting and Reflection during Unit 3 centered around these skills. Students will have a student progression checklist in their take-home folder so that you will know what skills they have shown proficiency on throughout the year. After the unit has been completely taught, students who have not yet achieved a 3.0 yearly target will continue work on these skills during Tier 2/3 Time and continue to track their progress on the goal sheet. Parents are encouraged to contact their student's teacher for clarification of the work their student is doing on this progression.

During the units, this progression is taught, if your student shows mastery of the Kindergarten TEKS and achieves a level 3.0 on this progression, the teacher will provide opportunities for your student to work on other activities. These activities will allow the students to show mastery of TEKS in the current unit that are not found on a progression, level 4.0 activities, or extension activities that are suggested in the curriculum guide or by the Advanced Academic Specialist and/or Math Coach.

After the units have been completed, if your student shows mastery of the Kindergarten TEKS and achieves a level 3.0 on this progression, your student will be working on goals from other learning progressions that have not been mastered at a 3.0 as well as other Kindergarten TEKS that are not included on learning progressions.

Students progression checklists will be located in your student's take-home folder to assist your monitoring of student progress throughout the year. Please contact your student's classroom teachers to clarify the work your student is doing after they achieve the level 3.0.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Count, Represent, Read, Generate One More One Less, and Compare to 21 Introduced: 1st Nine Weeks
4.0		K.2A K.2F	Count objects forward to 32 using one to one correspondence Generate a number that is one more or one less than any number between 0 and 32 Represent sets of objects or pictures using numerals to 32 Read the symbols that represent the numerals to 32 Write numerals 0-32 to represent sets of objects and when not in sequence
3.0 	2 nd	K.2G K.2H	Use comparative language to compare sets of objects up to 20 Use comparative language to describe 2 numbers up to 20 presented as written numerals
2.5		K.2F	Generate a number that is one less than any number from 21
2.0		K.2F	Generate a number that is one less than any number from 12
1.5		K.2A K.2B K.2F	Count objects forward to 21 using one to one correspondence Generate a number that is one more than any number 0 to 21 Represent sets of objects or pictures using numerals to 21 Read the symbols that represent the numerals to 21
1.0	1 st	K.2A K.2B K.2F	Count objects forward to 12 using one to one correspondence Generate a number that is one more than any number 0 to 12 Represent sets of objects or pictures using numerals to 12 Read the symbols that represent the numerals to 12
0.5			With help, a partial understanding of the 1.0 content

Represent, solve, and explain addition and subtraction situations to 10

To be a 3.0 on this learning progression, students will need to show proficiency on all 9 skills listed on the progression.

- Solve and explain joining problems within 10 using
 - Concrete objects
 - Drawings/pictorial models
 - Number sentences
- Solve and explain separating problems within 10 using
 - Concrete objects
 - Drawings/pictorial models
 - Number sentences
- Solve and explain part-part-whole problems within 10 using
 - Concrete objects
 - Drawings/pictorial models
 - Number sentences

Before mastering all of the skills listed for the 3.0 yearly target, students will begin to master one skill at a time in any given order.

A student who is beginning to learn the content but requires the help of the teacher or a peer will achieve a 0.5.

A student who only masters 1 or 2 of the 9 skills will remain at a 0.5 until 3 skills are mastered.

In order to achieve level 1.0, students will demonstrate proficiency of 3-5 of the 9 skills.

In order to achieve level 2.0, students will demonstrate proficiency of 6-8 of the 9 skills.

In order to achieve level 3.0, students will demonstrate proficiency of all skills by the end of the 3rd 9 weeks.

Students will be actively involved in Goal Setting and Reflection during Unit 3 centered around these 9 skills. Students will have a student progression checklist in their take-home folder so that you will know what skills they have shown proficiency on throughout the year. After the unit has been completely taught, students who have not yet achieved a 3.0 yearly target will continue work on these skills during Tier 2/3 Time and continue to track their progress on the goal sheet. Parents are encouraged to contact their student's teacher for clarification of the work their student is doing on this progression.

After a student achieves a 3.0, they will work with previous problem types in addition to comparison problems along with various forms of representations at the 1st grade level listed as the 4.0 yearly target.

Students progression checklists will be located in your student's take-home folder to assist your monitoring of student progress throughout the year. Please contact your student's classroom teachers to clarify the work your student is doing after they achieve the level 3.0.

Level 4.0 – Students who master all the skills prior to the 4.0 may be offered experiences with:

- Show proficiency on using objects, drawings, and number sentences on comparing problems within 10
- Show proficiency with the unitized bar model drawings used in 1st grade for joining, separating, part-part-whole, and comparing problems

Level 4.0 - Most of these experiences will mimic previous experiences while incorporating the 1st grade problem solving template. Remember that a 4.0 means that they have mastered that skill.

Please contact your student's classroom teacher to clarify the work your student is doing after they achieve the level 3.0.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Represent, solve, and explain addition and subtraction situations to 10 Introduced: 2 nd Nine Weeks
4.0			Show proficiency on using objects, drawings, and number sentences on comparing problems within 10 Show proficiency with the unitized bar model drawings used in 1 st grade for joining, separating, part-part-whole, and comparing problems
3.0 	3 rd	K.3A K.3B K.3C	Solve and explain joining problems within 10 using Concrete objects Drawings/pictorial models Number sentences Solve and explain separating problems within 10 using Concrete objects Drawings/pictorial models Number sentences Solve and explain part-part-whole problems within 10 using Concrete objects Drawings/pictorial models Number sentences Proficiency with 9 of the 9 skills
2.0		K.3A K.3B K.3C	Show proficiency on 6 of the 9 skills listed at level 3.0
1.0		K.3A K.3B K.3C	Show proficiency on 3 of the 9 skills listed at level 3.0
0.5			With help, a partial understanding of the 1.0 content

Decompose numbers up to and including 10

To be a 3.0 on this learning progression, students will need to consistently show proficiency on all the ways to compose or decompose numbers 10,4,5,6,7,8,9.

Before mastering all of the skills listed for the 3.0 yearly target, students will begin to master one skill at a time.

A student who is beginning to learn the content but can only accomplish with help, a partial understanding of the 1.0 content will achieve a 0.5.

In order to achieve level 1.0, a student uses objects and pictures to consistently show:

- 6 of the 11 ways to compose or decompose 10 into two addends
 - An example would include: 4 and 6 make 10 or 6 and 4 make 10

In order to achieve level 1.5, a student uses objects and pictures to consistently show:

- 11 ways to compose or decompose 10 into two addends
 - An example would include: 2 and 8 make 10 or 3 and 7 make 10

In order to achieve level 2.0, a student uses objects and pictures to consistently show:

- 5 ways to compose or decompose 4 into two addends
 - An example would include: 4 and 0 make 4
- 6 ways to compose or decompose 5 into two addends
 - An example would include: 2 and 3 make 5

In order to achieve level 2.5, a student uses objects and pictures to consistently show:

- 7 ways to compose or decompose 6 into two addends
 - An example would include: 3 and 3 make 6
- 8 ways to compose or decompose 7 into two addends
 - An example would include: 6 and 1 make 7

In order to achieve level 3.0, a student uses objects and pictures to consistently show:

- 9 ways to compose or decompose 8 into two addends
 - An example would include: 3 and 5 make 8
- 10 ways to compose or decompose 9 into two addends
 - An example would include: 2 and 7 make 9

Students will be actively involved in Goal Setting and Reflection during Unit 4 centered around these 8 skills. Watch for goal sheets students will be using to track their progress. After the unit has been completely taught, students who have not yet achieved a 3.0 yearly target will continue work on these skills during Tier 2/3 Time and continue to track their progress on the goal sheet. Parents are encouraged to contact their student's teacher for clarification of the work their student is doing on this progression.

After a student achieves a 3.0, they have the choice of whether to tinker with an extension activity and remain a 3.0 or pursue the skill listed as the 4.0 yearly target.

Students progression checklists will be located in your student's take-home folder to assist your monitoring of student progress throughout the year. Please contact your student's classroom teachers to clarify the work your student is doing after they achieve the level 3.0.

Level 4.0 –

- Student uses objects and number sentences to show all the 11 ways to compose 10 and 4-9 in one sitting
- Decompose 10 objects into 11 ways using two addends using objects and composing number sentences
- Decompose 10 when given subtraction situations

Please contact your student's classroom teacher to clarify the work your student is doing after they achieve the level 3.0.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Decompose numbers up to and including 10 Introduced: 3 rd Nine Weeks
4.0			• Student uses objects and number sentences to show all the ways to compose 10 and 4-9 in one sitting • Student can decompose ten objects in 11 ways using 2 addends using objects and composing number sentences • Student can decompose 10 when given subtraction situations
3.0 	4 th	K.2I	Student uses object and pictures to consistently show: • 9 ways to compose or decompose 8 into two addends • 10 ways to compose or decompose 9 into two addends
2.5		K.2I	Student uses objects and pictures to consistently show: • 7 ways to compose or decompose 6 into two addends • 8 ways to compose or decompose 7 into two addends
2.0		K.2I	Student uses objects and pictures to consistently show: • 5 ways to compose or decompose 4 into two addends • 6 ways to compose or decompose 5 into two addends
1.5		K.2I	Student uses objects and pictures to consistently show 11 ways to compose or decompose 10 into two addends
1.0		K.2I	Student uses objects and pictures to consistently show 6 of the 11 ways to compose or decompose 10 into two addends
0.5		K.2I	With help, a partial understanding of the 1.0 content

SCIENCE

Matter and Its Properties

Your child will begin exploring and understanding basic physical properties by using their senses of sight, touch, and hearing to observe various objects. They'll learn that objects have multiple properties and can be described in many ways. After identifying these different properties, they'll practice recording and organizing their observations of shape, color, texture, and materials using pictures, numbers, words, symbols, and simple graphs. We will encourage them to come up with their own ways of classifying objects and help them communicate and justify their thinking. This hands-on approach will make learning fun and foster creativity and critical thinking.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Matter and Its Properties Introduced: 1 st 9 Weeks
4.0			Advanced understanding of the skills listed at the 3.0 target
3.0 	1 st	K.6A	Proficient understanding that objects have physical properties that determine how they are described and classified by: ☐ Analyzing and identifying objects by their color, shape, texture, and material. ☐ Collecting and recording data on the color, shape, texture, and material of objects. ☐ Generating and explaining ways to classify objects by their color, shape, texture, and material.
2.0			Proficiency in 2 out of 3 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 3 skills listed at the 3.0 target
0.5			Partial understanding of the skills at the 3.0 target

Force, Motion, and Energy

In the second 9 weeks, your Kindergartener will be introduced to the exciting world of magnetism by exploring magnets and various materials. They'll observe how some materials are magnetic while others are not. To help grasp this abstract concept, they'll see firsthand what happens when magnets attract magnetic materials and what happens with non-magnetic ones. After plenty of hands-on investigation, they'll describe and predict how magnets interact with different materials and observe how magnets can move objects.

Additionally, your child will explore the idea that energy is everywhere through the study of light. They'll see how objects look with and without light shining on them, understanding that a light source must be present for objects to be visible. They'll learn that the Sun is our major source of light energy. Through investigations, they'll observe how different amounts of light affect objects, noting changes in appearance such as brightness and dimness. This engaging exploration will help them build a foundational understanding of energy and light.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Force, Motion, and Energy Introduced: 2 nd 9 Weeks
4.0			Advanced understanding of the skills listed at the 3.0 target
3.0 	2 nd	K.7A K.8A	Proficient understanding that forces cause changes in motion and position in everyday life by: ☐ Predicting and explaining how a magnet will interact with various materials. Proficient understanding that energy is everywhere and can be observed in everyday life by: ☐ Communicating the idea that objects can only be seen when a light source is present. ☐ Questioning and comparing the effects of different amounts of light on the appearance of objects.
2.0			Proficiency in 2 out of 3 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 3 skills listed at the 3.0 target
0.5			Partial understanding of the skills at the 3.0 target

Earth and Space

In the third 9 weeks, your Kindergartener will conduct observations to describe and illustrate the Sun, moon, stars, and other objects in the sky. Students should describe objects that can be seen in the sky in writing or with pictures. Students will then recognize patterns in the natural world and among objects in the sky. Kinder students will use models to identify, describe, predict, and explain patterns of day and night according to their observable characteristics. Students first need to observe and describe the patterns they can see during the day and night. Then students make the connection between the patterns they observed and their observable characteristics.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Earth and Space Introduced: 3 rd 9 Weeks
4.0			Advanced understanding of the skills listed at the 3.0 target
3.0 	3 rd	K.9A K.9B K.10B	Proficient understanding that there are recognizable patterns in the natural world and among objects in the sky by: ☐ Using models to identify, describe, and predict patterns of day and night by their observable characteristics. ☐ Collecting observations to describe and illustrate the Sun, moon, stars, and other objects in the sky. Proficient understanding that the natural world includes earth materials and systems that can be observed by: ☐ Observing, recording, and describing weather changes from day to day and over seasons.
2.0			Proficiency in 2 out of 3 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 3 skills listed at the 3.0 target
0.5			Partial understanding of the skills at the 3.0 target

Organisms and Environments

In the 4th 9 weeks, your Kindergartener will explore exciting science concepts about how plants and animals survive and thrive in their environments. Students will observe how plants depend on sunlight, air, water, soil, and space to grow. They'll investigate how each element plays a role in helping plants stay healthy. Using models and simple data collection, students will explore how animals need air, water, food, space, and shelter to live. They'll learn how these needs connect to the environment animals live in. Students will use models to learn about different parts of plants—roots, stems, leaves, flowers, and fruits—and how each part helps the plant grow and survive. Children will identify the structures animals have, like wings, legs, or fur, and discover how this helps them live in their environment. They'll also explore how animals can look like their parents.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Organisms and Environments Introduced: 4 th 9 Weeks
4.0			Advanced understanding of the skills listed at the 3.0 target
3.0 	4 th	K.12A K.12B K.13A K.13B	Proficient understanding that plants and animals depend on their environment to meet their basic needs for survival, by: ☐ Observing and identifying the dependence of plants on air, sunlight, water, nutrients in soil, and space to grow ☐ Using models and collecting data to identify how animals depend on air, water, food, space, and shelter. Proficient understanding that organisms resemble their parents and have structures and undergo processes that help them interact and survive within their environments, by: ☐ Using models to identify the structures of plants, including roots, stems, leaves, flowers, and fruits. ☐ Collecting data to identify the structures animals have that allows them to interact with their environment.
2.5			Proficiency in 3 out of 4 skills listed at the 3.0 target
2.0			Proficiency in 2 out of 4 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 4 skills listed at the 3.0 target
0.5			Partial understanding of the skills at the 3.0 target

SOCIAL STUDIES

Identify Authority Figures and Purpose of Rules

Kindergarten students began the school year learning about rules, why they are important, and the authority figures that enforce them. Students should learn that the purpose of rules is to provide order, security, and safety for people in a community. Students will identify authority figures such as their parents, teachers, principal, police officers, and judges. This is a great opportunity to establish rules for their classroom and home. Teaching students to respect rules will create active, engaged members of the community.

By the end of the 9 weeks, we will ensure that students can identify why we have rules and examples of rules that keep order, security, and safety. Kindergarten students will be able to identify the authority figure in different communities and tell how they enforce the rules. Although it is early in the school year, prompt your child to communicate their understandings both verbally and written through pictures and words.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Identify Authority Figures and Purpose of Rules Introduced: 1 st 9 Weeks
4.0			Advanced understanding of the skills listed at the 3.0 target
3.0 	1 st	K.7A K.8A	Proficient understanding of the purpose of rules and the role of authority figures by: ☐ Identifying the purpose for having rules ☐ Identifying authority figures in the home, school, and community ☐ Understanding concept specific vocabulary, such as: <i>rules, order, security, safety, enforce, authority figures.</i>
2.0			Proficiency in 2 out of 3 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 3 skills listed at the 3.0 target
0.5			Partial understanding of the skills at the 3.0 target

History and Culture

In the 2nd 9 weeks, your child will explore the special ways families celebrate and come together through traditions. Students will describe and explain the importance of traditions in their own families, such as holiday celebrations, family meals, or special routines. Students will discover that while all families are unique, many share common customs. They'll learn to appreciate and respect the different ways families celebrate and spend time together. Students will be introduced to words like *customs*, *holidays*, *patriotic*, *culture*, and *celebration*, helping them better express what makes traditions meaningful.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: History and Culture Introduced: 2 nd 9 Weeks
4.0			Advanced understanding of the skills listed at the 3.0 target
3.0 	2 nd	K.11A K.11B	Proficient understanding of the importance of family traditions by: ☐ Describing and explaining the importance of family traditions. ☐ Comparing traditions among families. ☐ Understanding concept specific vocabulary, such as: <i>customs</i> , <i>holidays</i> , <i>patriotic</i> , <i>culture</i> , <i>celebration</i>
2.0			Proficiency in 2 out of 3 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 3 skills listed at the 3.0 target
0.5			Partial understanding of the skills at the 3.0 target

Geography

In the 3rd 9 weeks, your Kindergartener will begin exploring geography concepts. They will use spatial terms to describe the location of objects in the room and relative to each other. Students will also explore the basic concepts and purposes of maps and globes. By the end of the 9 weeks, they will be able to identify and explain the location of objects on a map using spatial terms. To help solidify this new vocabulary, we will provide many opportunities for practice. You can also reinforce this learning at home by using spatial terms in everyday activities (e.g., "take a left in the hallway," "put your paper under the basket"). This practical application will help them become more comfortable with geographic concepts and vocabulary.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Geography Introduced: 3 rd 9 Weeks
4.0			Advanced understanding of the skills listed at the 3.0 target
3.0 	3 rd	K.3A K.3B K.3C	Proficient understanding of location and the characteristics of places to better understand the world around them by: ☐ Using concept specific vocabulary related to spatial terms including over, under, near, far, left and right, to relative location. ☐ Locating places on the classroom or school map and describing their relative locations. ☐ Identifying and using geographic tools that aid in determining location, including maps and globes.
2.0			Proficiency in 2 out of 3 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 3 skills listed at the 3.0 target
0.5			Partial understanding of the skills at the 3.0 target

Human Wants and Needs

Kindergarten students end the school year learning about basic human wants and needs and the difference between them. They'll make connections to the various ways people meet their basic needs, including making, buying, and trading goods. They will also explore and begin to understand different jobs in their home, school, and community.

At home, you can support your child's understanding by modeling thinking and decision-making while planning grocery-store trips and running errands. Share your thought process about why you're buying something and whether it meets a basic need such as food, clothing, or shelter. For example, you might explain paying rent or a mortgage or purchasing a tent to provide shelter.

By the end of the 9 weeks, students will be able to identify basic human needs compared to wants. They will also be able to explain and give examples of ways in which humans meet their basic needs.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Human Wants and Needs Introduced: 4 th 9 Weeks
4.0			Advanced understanding of the skills listed at the 3.0 target
3.0 	4 th	K.5A K.6A	Proficient understanding of the difference between human needs and wants and how they are met by: ☐ Identifying basic human needs of food, clothing, and shelter Proficient understanding of the value of jobs by: ☐ Identifying jobs in the home, school, and community. ☐ Understanding concept specific vocabulary, such as: <i>needs, wants, jobs, shelter, food, clothing.</i>
2.0			Proficiency in 2 out of 3 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 3 skills listed at the 3.0 target
0.5			Partial understanding of the skills at the 3.0 target

MUSIC

Identify and perform the fundamentals of sound and beat

Kindergarten music students will describe and identify musical sound, beginning with the five types of voices (singing, speaking, inner, whispering, and calling) and instrument families. Using imitation and creative play, they will explore patterns in music and movement. Students will sing songs and play instruments from diverse styles and cultures independently and in groups. As they develop their music literacy, students will progress from identifying a beat in a piece of music to independently creating a steady beat at different tempos.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Identify and perform the fundamentals of sound and beat Introduced: 1 st Nine Weeks
4.0			Demonstrate musicality beyond grade level
3.0 	3 rd / 4 th	1.A-E 2.A-E 4.B 4.C	Perform individually or in a group utilizing a variety of instruments including the voice Independently perform a consistent steady beat at different tempos
2.0	2nd		Imitate and classify different categories of sound Perform a consistent, steady beat with help
1.0	1st		Identify different categories of sound (speaking voice, singing voice, whisper voice, calling voice, inner voice, and instrument families) Perform a beat with help

ART

Communicate ideas and utilize elements of art

Kindergarten students will make works of art that communicate observations about their environment in a variety of art materials. Students will be expected to identify simple subjects and the key elements of art (line, shape, color, texture, and form) in their own artwork, the work of their peers, and masterworks from various cultures and time periods. By the end of the year, kindergarteners are expected to arrange components intuitively to create original compositions.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Communicate ideas through artistic experiences Introduced: 1 st Nine Weeks
4.0			Utilize elements of art beyond grade level
3.0 	3 rd / 4 th	K.1A-B K.2A-C K.4A-C	Communicate ideas through a variety of art experiences Utilize elements of art at grade level
2.0	2nd		Communicate ideas through a variety of art experiences with minimal prompting Utilize elements of art at grade level with minimal prompting
1.0	1st		Communicate ideas when prompted Utilize elements of art when prompted

WELLNESS

Demonstrate positive self-management and utilize elements of movement

Kindergarten students will work on demonstrating positive self-management and will utilize elements of movement. Students will first work on self-management in learning the rules and procedures of the Physical Education classroom while maintaining their own personal space in both large and group settings. During the mastering of self-management, students will be introduced to movement (i.e. running, skipping, game play, tagging, dodging etc.) Kindergarten students that master the grade level expectation of positive self-management and who utilize the elements of movement will be able to perform the 1st grade TEKS of Physical Education when entering the next grade level.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Demonstrate positive self-management and utilize elements of movements Introduced: 1 st Nine Weeks
4.0		1.1A-H 1.2A-B 1.3A-D	Utilize elements of movement beyond grade level
3.0 	3 rd / 4 th	K.1A-H K.2A-B K.3A-E K.6A-B K.7A-C	Demonstrate positive self-management independently Utilize elements of movement independently.
2.0	2nd		Demonstrate positive self-management with minimal support Utilize elements of movement with minimal support
1.0	1st		Demonstrate positive self-management with support Utilize elements of movement with support

THEATRE

Use imagination to create a performance

Kindergarten students will use their imagination to engage in dramatic play using safe movements and voices. As the year progresses, students will explore theatrical space using increasingly controlled and expressive movements. Students will be expected to perform cooperatively with their peers and demonstrate appropriate audience behavior.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Use Imagination to create a performance Introduced: 1 st Nine Weeks
4.0			Demonstrative theatricality beyond grade level
3.0 	3 rd / 4 th	1.A-B 2.A-D 3.C-D 4.A 5.A	Perform cooperatively in dramatic play for others Explore space using expressive movement Practice appropriate audience behavior
2.0	2nd		Perform cooperatively in dramatic play Explore space using controlled movements with some guidance
1.0	1st		Engage in dramatic play Demonstrate spatial awareness using safe movements