



Grade-Level Benchmarks Kindergarten

STUDENT SUCCESS SKILLS

LEARNER MINDSETS (ATTITUDES & BELIEFS)

Motivation

- participates in class actively and appropriately
- shows initiative
- asks questions
- is a self-starter and asks for the resources that support learning

Persistence

- tries their best every day
- pushes through hard things and doesn't give up easily
- understands that mistakes are learning opportunities

Reflection

- through ongoing reflection, sees their strengths and areas for growth
- receives feedback from others to improve the quality of their work
- gives helpful, kind, and specific feedback to help others

WORK HABITS (BEHAVIORS)

Craftsmanship

- takes pride in their work and always tries their best
- creates original work that is neat and reflects their best effort
- makes revisions to make their work better

Reliability

- manages their time and materials to complete learning activities within the designated time frame
- comes to class prepared
- listens and follows directions
- turns in assignments on time

Self-Regulation

- remains focused and engaged in learning
- manages emotions and accepts responsibility for personal actions
- adapts to changes in routines and transitions throughout the day

RESPONSIBILITIES AS A COMMUNITY MEMBER (VALUES)

Caring for the Community

- actively contributes to the community and shows care for the environment and others
- shows empathy, kindness, and concern for others
- follows classroom rules and procedures

Colaboration

- works well with classmates and teachers
- works to solve problems in positive ways when working in groups

Valuing Diversity

- treats others with respect
- listens to and respects others' opinions and beliefs

LITERACY: READING

Comprehension

- ☐ listens to and discusses stories, poems, nonfiction texts, fables, legends

- ☐ discusses the roles of an author and illustrator
- ☐ makes, draws, and writes about text-to-self connections
- ☐ discusses a character's feelings
- ☐ reads independently and retells, visualizes, wonders, and makes predictions
- ☐ explores illustrations in a story
- ☐ retells parts of a story
- ☐ draws and shares mental images
- ☐ learns the procedure for and practices self-monitoring
- ☐ identifies words that support visualizations
- ☐ discusses, shares, and draws about wonders
- ☐ makes and confirms predictions
- ☐ acts out a story
- ☐ identifies, draws, and writes about what is learned about a topic, and uses text features
- ☐ compares and contrasts two nonfiction texts
- ☐ participates in 1:1 reading conferences with the teacher, demonstrating the use of taught comprehension strategies

Phonological Awareness / Letter and Word Recognition/Concepts of Print

- ☐ learns and sings songs with hand motions
- ☐ identifies, discusses, and generates rhyming words
- ☐ learns and practices reading names
- ☐ reviews, builds, and reads the letters of the alphabet
- ☐ reviews return sweep
- ☐ sorts pictures by beginning and ending sounds
- ☐ discusses a story's message
- ☐ replaces missing words from a poem or text
- ☐ clap on and count syllables in words
- ☐ sorts picture cards by the number of syllables
- ☐ recognizes patterns in a story
- ☐ rebuilds a sentence from a story

****Additional activities are included in small group lessons.**

Accuracy/Fluency

- ☐ echo read stories with attention to punctuation
- ☐ learns, sings, and chorally reads songs, poems, fables, or parts of a story
- ☐ acts out parts of a story
- ☐ chorally reads with an attention to punctuation
- ☐ rereads poems in a poetry reader
- ☐ explores spaces, words, punctuation, and capitalization in a sentence
- ☐ discusses typography

Expanding Vocabulary

- ☐ voraciously reads

- ☐ tunes into interesting words and uses new vocabulary when speaking and writing
- ☐ discusses synonyms
- ☐ draws and writes about vocabulary words
- ☐ discusses the suffixes *-less, -ful*
- ☐ discusses the prefixes *un-, re-*
- ☐ discusses the inflectional ending *-ed, -s, -es, -ing,*
- ☐ discusses shades of meaning
- ☐ discusses words with multiple meanings

LITERACY: WRITING

The Writing Community

- ☐ contributes to building a caring writing community
- ☐ gets ideas for writing from read-alouds
- ☐ writes stories using drawings, letter-like symbols, or standard letters and words
- ☐ visualizes, draws, and writes
- ☐ shares writing with others
- ☐ draws and writes freely
- ☐ shares story ideas in pairs

Getting Ideas

- ☐ gets ideas for writing by visualizing, observing, and making lists
- ☐ practices basic conventions of writing (e.g., writing left to right and putting spaces between words, and capitalizing the pronoun *I* and the names of specific people)
- ☐ uses a word wall to spell high-frequency words
- ☐ explores letter-sound correspondences and approximate spelling using letter-sound relationships
- ☐ makes strategic spelling choices
- ☐ visualizes and shares story ideas in pairs
- ☐ identifies and discusses nouns and verbs
- ☐ practices writing “I like” and “I see” sentences
- ☐ draws and writes about identified topics/ideas
- ☐ shares writing with others
- ☐ tells stories orally

Telling More

- ☐ rereads and adds details to tell more
- ☐ explores ending sentence punctuation and capitalization
- ☐ writes on assigned and self-selected topics
- ☐ discusses inflectional endings *-s* and *-es*

- ☐ discusses prepositions that show location

Nonfiction

- ☐ talks, draws, and writes about nonfiction topics
- ☐ gathers information for nonfiction writing through interviews and observations
- ☐ rereads and adds information
- ☐ explores writing questions
- ☐ compares fiction and nonfiction texts
- ☐ discusses organizing information
- ☐ writes and illustrates about a nonfiction topic

Exploring Words Through Poetry

- ☐ hears, discusses, and acts out poems to get ideas for writing poems
- ☐ explores descriptive language and interesting words in poems
- ☐ writes poems individually and as a class
- ☐ discusses the text structure of a poem
- ☐ discusses prepositions that show when something happens
- ☐ writes poems

Opinion Writing

- ☐ learns what an opinion is
- ☐ hears and discusses examples of opinion writing
- ☐ explores clearly stating an opinion and supporting it with reasons
- ☐ writes an opinion letter

Handwriting

- ☐ prints legibly using D'Nealian manuscript, upper and lower case, with left-to-right, top-to-bottom directionality, and correct spacing between words and lines
- ☐ uses proper pencil grip and posture

Conventions

- ☐ applies phonemes in speech and writing
- ☐ punctuates the endings of sentences using periods
- ☐ applies high-frequency words consistently within writing

LITERACY: PHONICS & WORD STUDY

Phonological Awareness

- ☐ identifies and discusses rhyming words
- ☐ plays rhyming games
- ☐ replaces rhyming words in a story
- ☐ claps and counts syllables to help hear and identify units of sound, and identifies patterns in a story
- ☐ sorts by the number of syllables

****Additional activities are included in small group lessons.**

High-Frequency Words

- ☐ reads and spells high-frequency words consistently

Spelling Patterns and Word Structure

- ☐ recognizes simple phonograms with a VC pattern and CVC pattern

****see small group instruction for specifics**

Word-Solving Actions

- ☐ uses known words to help in spelling new words
- ☐ recognizes and spells known words with assistance
- ☐ uses letters and relationships to sounds, and reads and writes words

LISTENING AND SPEAKING

- ☐ comprehends while listening
- ☐ expresses oneself purposefully and clearly
- ☐ participates effectively in discussions

MATHEMATICS

Counting and Cardinality

- ☐ counts to 100 by ones and by tens
- ☐ counts forward beginning from a given number within the known sequence (instead of having to begin at 1)
- ☐ writes numbers from 0 to 20. Represents a number of objects with a written number 0-20
- ☐ understands the relationship between numbers and quantities; connects counting to cardinality
 - ☐ When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one digit.
 - ☐ Understands that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
 - ☐ Understands that each successive number name refers to a quantity that is one larger.
- ☐ counts to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects
- ☐ identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group
- ☐ compares two numbers between 1 and 10 presented as written numerals

Number and Operations in Base Ten

- ☐ composes and decomposes numbers from 11 to 19 into tens, ones, and some further ones, and records each composition or decomposition by a drawing or equation
- ☐ understands that the numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones

Operations and Algebraic Thinking

- ☐ represents addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations
- ☐ Solves addition and subtraction word problems, and adds and subtracts within 10, e.g., by using objects or drawings to represent the problem
- ☐ decomposes numbers less than or equal to 10 into pairs in more than one way
- ☐ for any number from 1 to 9, finds the number that makes 10 when added to the given number
- ☐ fluently adds and subtracts within 5

Measurement and Data

- ☐ describes measurable attributes of objects, such as length, weight
- ☐ describes several measurable attributes of a single object
- ☐ classifies objects into given categories; counts the number of objects in each category, and sorts the categories by count

Geometry

- ☐ describes objects in the environment using names of shapes and describes the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to
- ☐ correctly names shapes regardless of their orientation or overall size
- ☐ identifies shapes as two-dimensional ("flat") or three-dimensional ("solid")
- ☐ analyzes and compares two and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes
- ☐ models shapes in the world by building shapes from components (sticks and clay balls) and drawing shapes

SOCIAL STUDIES

- ☐ understands the expectations of being a community member
- ☐ serves community helper roles in the classroom
- ☐ identifies roles in the community and the roles of students at Dawson
- ☐ understands expectations of the learner profile
- ☐ recognizes, appreciates, and respects similarities and differences in people
- ☐ demonstrates the understanding that different individuals have different abilities and knowledge
- ☐ participates in making rules and guidelines
- ☐ describes the relative location of people, places, and things
- ☐ acquires information through listening and observing
- ☐ exhibits simple concepts of conservation
- ☐ demonstrates awareness of the relationship between humans and the environment
- ☐ shows an interest in understanding the characteristics of animals and plants

TECHNOLOGY

- ☐ uses technology to gather information and communicate learning
- ☐ responsibly uses technology through teacher-guided online activities and interactions to understand how the digital space impacts their life

- ☐ uses age-appropriate digital tools to design something, applying the step-by-step process of designing
- ☐ identifies real-world examples of how technology is used to make a task easier or repeatable
- ☐ collaborates with classmates when using digital tools to create original work