

KINDERGARTEN REPORT CARD STANDARDS & LEARNING GOALS – QUARTER 2

In the report card, a grade is given for every domain within a content area. Each domain is comprised of one or more standards/learning goals. To provide you with more specific information regarding your child's progress, we have created this document to help you understand exactly what your child was expected to learn this quarter. The content area, domain, and standards/learning goals have been labeled in the first section, so you can identify each of these clearly in the rest of the document.

MP = Meeting proficiency of quarterly standards/learning goals within the domain
DP = Developing proficiency of quarterly standards/learning goals within the domain
NY = Not yet meeting proficiency of quarterly standards/learning goals within the domain
NA = Not applicable at this time

ENGLISH LANGUAGE ARTS } Content Area

Reading: Literature } Domain

- Actively engage in group reading activities and show understanding of text
- Describe the relationship between the illustrations and the text
- Identify common types of text (poem, storybook)
- Name and define the roles of a text's author and illustrator
- Ask and answer questions about key details in a text
- Ask and answer questions about unknown words

Standards/Learning Goals

Reading: Informational Text

- Actively engage in group reading activities and show understanding of text
- Identify the parts of a book (front cover, back cover, and title page of a book)
- Describe the relationship between the illustrations and the text
- Name and define the roles of a text's author and illustrator
- Ask and answer questions about key details in a text
- Ask and answer questions about unknown words

Reading: Foundational Skills

- Sight Words = 28 (MP), 15 (DP)
- Decode grade level words (CVC) = 8/10 (MP), 5/10 (DP)
- Read emergent-reader texts with purpose and understanding = Level B (MP), Level A (DP)
- Demonstrate understanding of the organization and basic features of print (left to right, top to bottom, words separated by spaces, etc.)
- Recognize and produce rhyming words
- Count, pronounce, blend and segment syllables in spoken words
- Blend and segment onsets and rimes of single-syllable spoken words
- Isolate and pronounce the initial, medial, and final sounds in CVC words
- Uppercase Letters = 26 (MP), 20 (DP)
- Lowercase Letters = 24-26 (MP), 20 (DP)
- Letter Sounds = 30-33 (MP), 20 (DP)

Writing

- Uses phonetic spelling to write a topic sentence for any genre (opinion, informational, narrative)

Speaking and Listening

- Describe familiar people, place, things, and events and with prompting and support, provide additional details
- Participate in small and large group conversations about kindergarten topics and texts with peers and adults
- Add drawings or other visual displays to descriptions to provide additional detail

MATHEMATICS

Counting and Cardinality

- Given a number from 1-20, count out that many objects
- Count groups of objects up to 10 and identify whether the number of objects in one group is greater, less, or equal to the number of objects in another group
- Compare two written numerals to 10
- Count to 100 by ones and by tens
- Count forward beginning from a given number within the known sequence (instead of having to begin at 1)
- Understand the relationship between numbers and quantities; connect counting to cardinality
- Write numbers from 0-20 (MP), 0-10 (DP)
- Represent a number of objects with a written numeral 0-20 (MP), 0-10 (DP)

Operations and Algebraic Thinking

- Represent addition with objects, fingers, mental images, drawings, acting out situations, verbal explanations, or equations
- Decompose numbers less than or equal to 10 into pairs in more than one way
- Fluently add within 5

Number and Operations in Base Ten

- Show and understand that numbers from 11 to 19 represent a group of ten ones and some further ones

Measurement and Data

- Describe 2 measurable attributes of objects (e.g. length and weight)
- Compare two objects with a measurable common attribute (e.g. length and weight) and describe the difference
- Classify objects into given categories; count the numbers of objects in each category and sort the categories by count

SCIENCE

Earth & Space Science

- Use and share observations of local weather conditions to describe patterns over time
- Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather

Life Science

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

Engineering Design

- 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

SOCIAL STUDIES

Economics

- Explains people's basic needs and how they fulfill them

Geography

- Identifies location and physical characteristics represented on maps and globes
- Uses terms to describe relative location

HEALTH

- Describes barriers and situations that are safe, risky, or harmful to self and others

* Standards/learning goals specific to quarter 2 are shaded gray.