

KINDERGARTEN REPORT CARD STANDARDS & LEARNING GOALS – QUARTER 4

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.

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 texts (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
- Retell a familiar story including key details
- Identify characters, setting, and 3 major events
- Compare and contrast the adventures and experiences of characters in familiar stories

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
- Identify the main topic and retell key details of a text
- Identify basic similarities in and differences between two texts on the same topic
- Describe the connection between two individuals, events, ideas, or pieces of information in a text
- Identify the reasons an author gives to support points in a text

Reading: Foundational Skills

- Sight Words = 68 (MP), 50 (DP)
- Decode grade level words (CVC) = 8/10 (MP), 5/10 (DP)
- Read emergent-reader texts with purpose and understanding = Level C or higher (MP), Level B (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
- Add or substitute individual sounds in one-syllable words to make new words (phoneme substitution)
- Uppercase Letters = 26 (MP), 20 (DP)
- Lowercase Letters = 24-26 (MP), 20 (DP)
- Letter Sounds = 30-33 (MP), 20 (DP)

Writing

- Use a combination of drawing and writing (phonetic spelling) to compose an opinion piece with a topic sentence that states an opinion
- Use a combination of drawing and writing (phonetic spelling) to compose an informative piece with a topic sentence and 2 or more facts about the topic
- Use a combination of drawing and writing (phonetic spelling) to compose a narrative piece with a topic sentence, 2 or more events, and a reaction
- Explore digital tools to produce and publish writing
- Participate in group research and writing projects
- Recall information from experiences or gather information from provided sources to answer a question
- Respond to questions and suggestions from peers and add details to strengthen writing as needed

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
- Confirm understanding of texts read aloud or information presented orally or through other media by asking and answering questions
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood
- Speak audibly and express thoughts, feelings, and ideas clearly

Language

- Use grade appropriate conventions of standard English grammar, punctuation, and usage when writing or speaking
- Explore word relationships and use new words and phrases

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

Standards/Learning Goals

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 and subtraction with objects, fingers, mental images, drawings, acting out situations, verbal explanations, or equations
- Solve addition and subtraction word problems within 10
- Decompose numbers less than or equal to 10 into pairs in more than one way
- Find the number that makes 10 when added to a given number and record the answer with a drawing or equation
- Fluently add and subtract 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

Geometry

- Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to
- Correctly name shapes regardless of their orientations or overall size
- Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid")
- Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes
- Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes
- Combine simple shapes to form larger shapes

SCIENCE

Physical Science

- 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
- Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull

Earth & Space Sciences

- Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment

Engineering Design

- Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs

SOCIAL STUDIES

Political Science/Civics

- Identify rules that apply in different settings and the results from complying or not complying with these rules
- Describe his or her rights and demonstrate responsibilities of self in classroom, school, and neighborhood
- Demonstrate ways to improve the quality of life in own school or community

History

- Explain change and continuity over time, using calendars and simple timelines

CAREER & TECHNICAL EDUCATION

- Explain that current learning relates to life outside the classroom

* Standards/learning goals specific to quarter 4 are shaded gray.