



Kindergarten Learner Expectations for the 1st Trimester

As a result of their schooling,
students will be able to:

Reading, Writing, and Communicating

- **Uses new vocabulary to communicate and describe**
 - Add drawings or other visual displays to descriptions as desired to provide additional detail.
 - Speak audibly and express thoughts, feelings, and ideas clearly.
- **Clearly expresses ideas and feelings**
 - Continue a conversation through multiple exchanges.
- **Identify sounds in spoken words**
 - Follow words from left to right, top to bottom, and page by page.
 - Recognize and produce rhyming words.
- **Reads and understands grade-level literature**
 - Recognize common types of texts (for example: storybooks, poems).
- **Reads and understands grade-level informational text**
 - Identify the front cover, back cover, and title page of a book.
- **Names and produces sounds for all letters of the alphabet/Uses letter sounds to read words**
 - Follow words from left to right, top to bottom, and page by page.
 - Recognize and produce rhyming words.
- **With guidance, looks for information to answer questions**
 - No evidence outcomes mastered during trimester for this indicator.
- **With support, gathers and shares information to answer a question**
 - No evidence outcomes mastered during trimester for this indicator.
- **Asks relevant questions**
 - No evidence outcomes mastered during trimester for this indicator.
- **Uses words and pictures to communicate information and ideas**
 - No evidence outcomes mastered during trimester for this indicator.
- **Uses correct grammar, spaces, capitals, and punctuation**
 - Print many upper- and lowercase letters.
 - Recognize and name end punctuation.
 - Write a letter or letters for most consonant and short-vowel sounds (phonemes).

Math

- **Know number names and the count sequence**
 - No evidence outcomes mastered during trimester for this indicator.

- **Count to tell the number of objects**
 - When counting objects, say 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 object.
 - Understand 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.
 - Understand that each successive number name refers to a quality that is one larger.
- **Compare numbers**
 - Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.
 - Compare two numbers between 1 and 10 presented as written numerals.
- **Work with numbers 11-19 to gain foundations for place value**
 - No evidence outcomes mastered during trimester for this indicator.
- **Understand addition and subtraction within 10**
 - No evidence outcomes mastered during trimester for this indicator.
- **Describe and compare measurable attributes**
 - No evidence outcomes mastered during trimester for this indicator.
- **Classify objects and count objects in each category**
 - Classify objects into given categories; count the number of objects in each category and sort the categories by count.
- **Identify and describe shapes**
 - No evidence outcomes mastered during trimester for this indicator.
- **Analyze, compare, create, and compose shapes**
 - No evidence outcomes mastered during trimester for this indicator.

Science

- **Physical Science – Balance & Motion**
 - Make observations to determine the effect of sunlight on Earth's surface.
 - Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.
 - Use observations to describe patterns of what plants and animals (including humans) need to survive.
- **Life Science – Animals & Trees**
 - Use observations to describe patterns of what plants and animals (including humans) need to survive.
- **Earth Science – Weather & Sky**
 - Use and share observations of local weather conditions to describe patterns over time.

- Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
- Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
- Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
- Communicate solutions that will reduce the impact of humans on the land, water, air and/or other living things in the local environment.

Social Studies

- **History - Ask questions and discuss ideas about the past and sequence important events**
 - Ask questions about the past using question starters. For example: What did? Where? When did? Which did? Who did? Why did? How did?
 - Identify information from primary and/or secondary sources that answers questions about the past and adds to collective memory.
 - Use correctly the word "because" in the context of personal experience or stories of the past.
 - Explore differences and similarities in the lives of children and families of long ago and today.
 - Sequence information using words. For example: present, future, days, weeks, months, years, first, next, last, before, and after.
 - Explain why knowing the order of events is important.
- **Geography - Use geographic tools to represent places and compare how different people live around the world**
 - Distinguish between a map and a globe as ways to show places people live.
 - Use geographic tools to describe places. For example: globes, maps, and GPS.
 - Compare and contrast how people live in different settings around the world.
 - Give examples of food, clothing, shelter, and how they change in different environments.
- **Economics - Understand that choices are based on wants and needs**
 - Identify the costs and benefits of a choice an individual makes when acquiring an item.
 - Recognize and engage in ways to use another individual's items. For example: asking for permission to share and taking turns.
 - Recognize choices people make.
 - Explain how decisions are made.

- Give examples of the difference between spending income on something you want versus something you need.
- **Civics - Understand the diversity of civic participation and contribute to making fair and reasoned decisions**
 - Differentiate among examples of civic participation. For example: voting, debating, running for office, protesting, and volunteering.
 - Explain the qualities of an informed and engaged citizen.
 - Practice citizenship skills including, courtesy, honesty, equity, and fairness when working with others.
 - Explain why rules are needed.
 - Create and follow classroom rules.
 - Explain how a class rule may promote fairness and resolve conflict, and compare against a rule that does not.
 - Contribute to making and maintaining class community decisions.
 - Explain the difference between democratic decision-making and decisions made by authorities. For example: a parent, teacher, principal, and a police officer.

Physical Development

- **Demonstrates traveling skills**
 - Coordinates increasingly complex movements in play and games.
- **Demonstrates balancing skills**
 - Sustains balance during complex movement experiences.
- **Demonstrates fine-motor strength and coordination**
 - Uses small, precise finger and hand movements.
 - Uses three-point finger grip and efficient hand placement when writing and drawing.
- **Demonstrates gross-motor manipulative skills**
 - Manipulates balls or similar objects with a full range of motion.

Reviewing the Language

Learner Expectations:

The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. What do students need to know from preschool through eighth grade? These are the statements contained in the report card.

Evidence Outcomes:

The indication that a student is meeting an expectation at the mastery level. How do we know that a student can do it?

Example:

Learner Expectation:

Compare numbers

Evidence Outcome:

- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.
- Compare two numbers between 1 and 10 presented as written numerals.



Report Card Indicators 2021-2022

1st Trimester

This school year Colorado has new academic standards for students. Colorado state academic standards are the expectations of what students need to know and be able to do. They also express what Colorado sees as the future skills and essential knowledge for our next generation to be successful.

Academic standards are important because they help ensure that all students are prepared for success in college and the workforce. They provide a framework of clear and consistent expectations for students, parents, and teachers; assist in building your child's knowledge and skills; and set high goals for all students.