

# Kindergarten Grade Learner Expectations for the 1<sup>st</sup> 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**
  - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  - Continue a conversation through multiple exchanges.
- **Identify sounds in spoken words**
  - Identify and create rhyming words.
  - Identify words orally according to shared beginning or ending sounds.
- **Reads and understands grade-level literature**
  - No evidence outcome for this indicator.
- **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. (and) Uses letter sounds to read words**
  - Demonstrate understanding of the organization and basic features of print.
  - Follow words from left to right, top to bottom, and page by page.
  - Recognize that spoken words are represented in written language by specific sequences of letters.
  - Understand that words are separated by spaces in print.
  - Recognize and produce rhyming words.
- **With guidance, looks for information to answer questions**
  - No evidence outcome for this indicator.
- **With support, gathers and shares information to answer a question**
  - No evidence outcome for this indicator.

- **Asks relevant questions**
  - No evidence outcome for this indicator.
- **Uses words and pictures to communicate information and ideas**
  - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- **Uses correct grammar, spaces, capitals, and punctuation**
  - Print many upper- and lowercase letters.
  - Write left to right and top to bottom.
  - Use appropriate pencil grip.
  - Recognize and name end punctuation.
  - Write a letter or letters for most consonant and short-vowel sounds (phonemes).

## Math

Note: If a Unit Plan spans across two trimesters, all evidence outcomes are listed under the latter trimester.

- **Know number names and the count sequence**
  - 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.
  - Classify objects into given categories.
  - Count the numbers of objects in each category.
  - Sort the categories by count.
- **Count to tell the number of objects**
  - Identify small groups of objects fewer than five without counting.
- **Compare numbers**
  - No evidence outcomes mastered during trimester for this indicator.
- **Understand addition and subtraction within 10**
  - No evidence outcomes mastered during trimester for this indicator.
- **Work with numbers 11-19 to gain foundations for place value**
  - 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**
  - No evidence outcomes mastered during trimester for this indicator.
- **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

Wood and Paper

- **Describes a variety of ways objects can move**
  - Observe, investigate, and describe how objects can be sorted using their physical properties.
  - Explain why objects are sorted into categories.
- **Describe and sort objects by physical characteristics**
  - Sort a set of objects based on their physical characteristics, and then explain how the objects are sorted.
- **Life Science**

Animals 2 x 2
- **Describe and sort organisms by physical characteristics**
  - Observe, investigate, and describe how different objects move.
  - Describe the motion of a child who is playing.
  - Sort a group of items based on observable characteristics.
  - Communicate and justify an evidence-based scientific rationale for sorting organisms into categories.
- **Earth Science**

Weather and Sky
- **Recognizes the impact of the Sun's heat and light on the Earth**
  - Investigate, explain, and describe that the Sun provides heat and light to Earth.
  - Analyze and interpret temperature data between day (when the Sun shines on our area) and night (when the Sun does not shine on our area).
  - Investigate and communicate findings about what happens when the Sun's light is blocked.
  - Investigate and communicate the effect of varying heat and light on the growth of plants through a scientific study.

## Social Studies

### History

- **Ask questions, share information, and discuss ideas about the past**
  - As questions about the past using question starters. Questions to include but not limited to: What did? Where? When did? Which did? Who did? Why did? How did?
  - Identify information from narrative stories that answer questions about the past and add to our collective memory and history.
  - Use correctly the word "because" in the context of personal experience or short stories of the past using words. Words to include but not limited to past, present, future, change, first, next, last.
- **Sequences important events**

- Order sequence information using words. Words to include but not limited to past, present, future, days, weeks, months, years, first, next, last, before, and after.
- Explore differences and similarities in the lives of children and families of long ago and today.
- Explain why knowing the order of events is important.

#### Geography

- **Understands people belong and live in various groups and locations**
  - Compare and contrast how people live in different settings around the world.
  - Give examples of food, clothing, and shelter and how they change in different environments.
  - Distinguish between a map and a globe as ways to show places people live.

#### Economics

- **Understands owning and sharing on global and personal level**
  - Give examples of ownership of different items.
  - Recognize and give examples one person may want to use another's object and that this requires asking permission and sharing.
- **Discusses how purchases can be made to meet wants and needs**
  - Identify the difference between personal wants and needs
  - Give examples of the difference between spending income on something you want versus something you need.

#### Civics

- **Participates in and understands democratic decision making**
  - Explain why rules are needed.
  - Create and follow classroom rules.
  - Explain how a class rules promotes fairness and resolve conflict.
  - Contribute to making and maintaining class community decisions.
  - Give examples of the difference between democratic voting and decisions made by authorities including but not limited to the parent, teacher, or principal.
- **Describes and demonstrates the qualities of a good citizen**
  - Categorize examples of people and events that relate to civic participation.
  - Give examples of qualities of a good citizen.
  - Practice citizenship skills including courtesy, honesty, and fairness in working with others.

### 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 New 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?

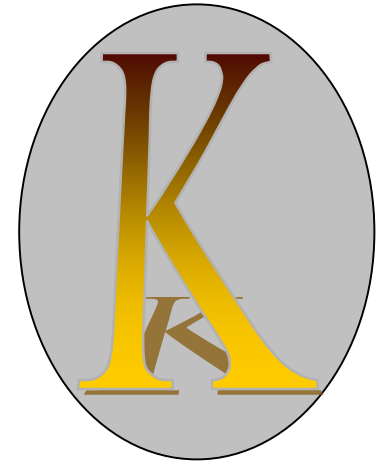
*Example:*

#### **Learner Expectation:**

Use number names and the number sequence

#### **Evidence Outcome:**

- Write numbers from 0 to 5. Represent a number of objects with a written numeral 0-5.
- Count to 10 by ones.
- Count forward beginning from a given number within the known sequence within 1-10.
- Write numbers from 0 to 10. Represent a number of objects with a written numeral 0-10.



## Report Card Indicators 2018-2019

### 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.