

Kindergarten Grade Learner Expectations for the 2nd Trimester



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

Reading, Writing, and Communicating

- **Uses new vocabulary to communicate and describe**
 - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- **Clearly expresses ideas and feelings**
 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
 - Listen with comprehension to follow two-step directions.
- **Identify sounds in spoken words**
 - Blend sounds orally to make one-syllable words.
 - Segment one-syllable words into sounds.
- **Reads and understands grade-level literature**
 - With prompting and support, retell familiar stories, including key details.
 - With prompting and support, identify characters, settings, and major events in a story.
 - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
 - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- **Reads and understands grade-level informational text**
 - With prompting and support, identify the main topic and retell key details of a text.
 - With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
 - With prompting and support, identify the reasons an author gives to support points in a text.
- **Names and produces sounds for all letters of the alphabet. Uses letter sounds to read words**
 - Recognize and name all upper- and lowercase letters of the alphabet.
 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - Count, pronounce, blend, and segment syllables in spoken words.

- Identify phonemes for letters.
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
- **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 compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- **Uses correct grammar, spaces, capitals, and punctuation**
 - Use frequently occurring nouns and verbs.
 - Use proper spacing between words.
 - Capitalize the first word in a sentence and the pronoun I.
 - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

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**
 - Count to 100 by ones and by tens.
 - Count forward beginning from a given number within the known sequence.
 - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.
- **Count to tell the number of objects**
 - Apply the relationship between numbers and quantities and connect counting to cardinality.
 - Count and represent objects to 20.
- **Compare numbers**
 - No evidence outcome for this indicator.
- **Understand addition and subtraction within 10**
 - Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.
 - Solve addition and subtraction word problems, and add and subtract within 10.
 - Decompose numbers less than or equal to 10 into pairs in more than one way.
 - For any number from 1 to 9, find the number that makes 10 when added to the given number
 - Fluently add and subtract within 5.

- **Work with numbers 11-19 to gain foundations for place value**
 - Compose and decompose numbers 11-19 to gain foundations for place value using objects and drawings.
- **Describe and compare measurable attributes**
 - No evidence outcomes mastered during trimester for this indicator.
- **Classify objects and count objects in each category**
 - No evidence outcome for this indicator.
- **Identify and describe shapes**
 - No evidence outcome for this indicator.
- **Analyze, compare, create, and compose shapes**
 - No evidence outcome 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

- **As 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.

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

2nd 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.