

Kindergarten Grade Learner Expectations for the 3rd Trimester



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

Reading, Writing, and Communicating

- **Uses new vocabulary to communicate and describe**
 - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
 - Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
 - Express words and word meanings as encountered in books and conversation.
 - Use new vocabulary that is directly taught through reading, speaking, and listening.
 - Relate new vocabulary to prior knowledge.
- **Clearly expresses ideas and feelings**
 - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- **Identify sounds in spoken words**
 - Identify and create alliterations.
 - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
 - Identify the initial, medial, and final phoneme (speech sound) of spoken words.
- **Reads and understands grade-level literature**
 - With prompting and support, ask and answer questions about key details in a text.
 - Ask and answer questions about unknown words in a text.
 - Recognize common types of texts (e.g., storybooks, poems).
 - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
 - Use Range of Reading and Level of Text Complexity to Actively engage in group reading activities with purpose and understanding.
- **Reads and understands grade-level informational text**
 - With prompting and support, ask and answer questions about key details in a text.
 - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
 - With prompting and support, ask and answer questions about unknown words in a text.
 - Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- Use Range of Reading and Level of Text Complexity to Actively engage in group reading activities with purpose and understanding.
- **Names and produces sounds for all letters of the alphabet. Uses letter sounds to read words**
 - Blend and segment onsets and rimes of single-syllable spoken words.
 - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
 - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
 - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
 - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
 - Read emergent-reader texts with purpose and understanding.
- **With guidance, looks for information to answer questions**
 - Dictate questions that arise during instruction.
 - Use a variety of resources (such as direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry.
- **With support, gathers and shares information to answer a question**
 - Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
 - Identify a clear purpose for research or inquiry (If the class is learning about trees, is my need to know more about pets related?)
 - Identify a significant question they are trying to answer, problem they are trying to solve, or issue they are trying to resolve.
 - Gather relevant information and check various information sources for accuracy (In a class discussion focused on butterflies, student ask questions related to a butterfly and the life cycle.)
 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **Asks relevant questions**
 - Ask primary questions of clarity, significance, relevance, and accuracy to improve quality of thinking.
 - State, elaborate, and exemplify the concept of fair-mindedness.
- **Uses words and pictures to communicate information and ideas**
 - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
 - 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.
 - With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

• Uses correct grammar, spaces, capitals, and punctuation

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- Produce and expand complete sentences in shared language activities.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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**
 - No evidence outcomes mastered during trimester for this indicator.
- **Count to tell the number of objects**
 - No evidence outcomes mastered during trimester for this indicator.
- **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**
 - Describe measurable attributes of objects, such as length or weight.
 - Describe several measurable attributes of a single object.
 - Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.
- **Classify objects and count objects in each category**
 - No evidence outcomes mastered during trimester for this indicator.
- **Identify and describe shapes**
 - 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 or three-dimensional.
- **Analyze, compare, create, and compose shapes**
 - 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 and drawing shapes.
 - Compose simple shapes to form larger shapes.

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?

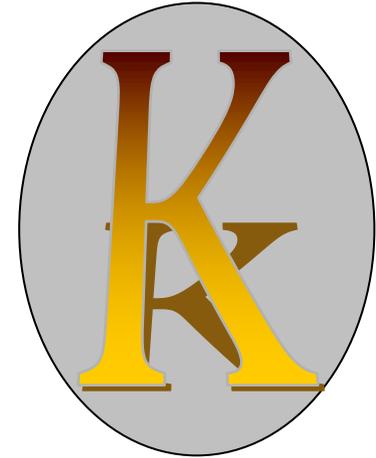
Example:

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 2019-2020

3rd 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.