Kindergarten Learner Expectations for the 2nd Trimester

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

Highlighted evidence outcomes represent priority content for the 2020-2021 school year.

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.
  - Sort common objects into categories (for example: shapes, foods) to gain a sense of the concepts the categories represent.
- **Clearly expresses ideas and feelings**
  - Follow agreed-upon rules for discussions (for example: listening to others and taking turns speaking about the topics and texts under discussion).
  - Listen with comprehension to follow two-step directions.
- **Identify sounds in spoken words**
  - Count, pronounce, blend, and segment syllables in spoken words.
  - Blend and segment the onset and rime of single - syllable spoken words.
  - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
  - Identify phonemes for letters
- **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.
  - With prompting and support, describe the relationship between illustrations and the story in which they appear (for example: 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, ask and answer questions about key details in a text.
  - Ask and answer questions about unknown words in a text.
  - With prompting and support, describe the relationship between illustrations and the text in which they appear (for example: what person, place, thing, or idea in the text an illustrator depicts).
- **Names and produces sounds for all letters of the alphabet/Uses letter sounds to read words**
  - Recognize that spoken words are represented in written language by specific sequences of letters.
  - Understand that words are separated by spaces in print (concept of word).
  - Recognize and name all upper - and lower case letters of the alphabet.
  - Read text consisting of short sentences comprised of learned sight words and consonant-vowel-consonant (CVC) words.
  - Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
  - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
  - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
  - Identify new meanings for familiar words and apply them accurately (for example: knowing duck is a bird and learning the verb to duck).
  - Identify and produce groups of words that begin with the same sound (alliteration).
  - Identify the initial, medial, and final phoneme (speech sound) of spoken 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**
  - Identify a clear purpose for research or inquiry (for example: If the class is learning about trees, is my need to know more about pets related?)
- **Asks relevant questions**
  - Ask a specific question and gather relevant information from various sources related to that question that inform clarity of purpose and conclusions about research.
- **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**
  - Use frequently occurring nouns and verbs.
  - Capitalize the first word in a sentence and the pronoun I.
  - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Math

- **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 (instead of having to begin at 1).
  - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
- **Count to tell the number of objects**
  - Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
- **Compare numbers**
  - No evidence outcomes mastered during trimester for this indicator.
- **Work with numbers 11-19 to gain foundations for place value**
  - Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
- **Understand addition and subtraction within 10**
  - Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
  - Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
  - Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5=2+3 and 5=4+1).
  - For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings and record the answer with a drawing or equation.
  - Fluently add and subtract within 5.
- **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 – 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.

Highlighted evidence outcomes represent priority content for the 2020-2021 school year.

ST. VRAIN VALLEY SCHOOLS
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Report Card Indicators

2020-2021

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.