



Kindergarten Learner Expectations for the 3rd 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**
 - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - Identify real-life connections between words and their use (for example: note places at school that are colorful.)
 - Distinguish shades of meaning among verbs describing the same general action (for example: walk, march, strut, prance) by acting out the meanings.
 - Use new vocabulary that is directly taught through reading, speaking, and listening.
 - Relate new vocabulary to prior knowledge.
- **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.
 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
 - 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 respond to texts.
- **Identify sounds in spoken words**
 - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
- **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, name the author and illustrator of a story and define the role of each in telling the story.
 - Actively engage in group reading activities with purpose and understanding.
- **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 connection between two individuals, events, ideas, or pieces of information in a text.
 - 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 the reasons an author gives to support points in a text.

- With prompting and support, identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures).
- 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**
 - Read common high-frequency words by sight (for example: the, of, to, you, she, my, is, are, do, does).
 - Read emergent-reader text with purpose and understanding
 - Use the most frequently occurring inflections and affixes (for example: -ed,-s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- **With guidance, looks for information to answer questions**
 - Use a variety of resources to answer questions of interest through guided inquiry (for example: texts read aloud or viewed, direct observation).
 - Gather relevant information and check various information sources for accuracy (for example: In a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle.).
- **With support, gathers and shares information to answer a question**
 - Participate in shared research and writing projects (for example: explore a number of books by a favorite author and express opinions about them).
 - With guidance and support from adults, recall information from experience 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.
- **Uses words and pictures to communicate information and ideas**
 - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (for example: My favorite book is...).
 - 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, respond to questions and suggestions from peers and add details to strengthen writing as needed.
 - 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/ (for example: dog, dogs; wish, wishes).
 - Understand and use question words (interrogatives) (for example: who, what, where, when, why, how).
 - Use the most frequently occurring prepositions (for example: 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

- **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.
- **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**
 - 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. For example, directly compare the heights of two children and describe one child as taller/shorter.
- **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 (lying in a plane, “flat”) or three-dimensional (“solid”).
- **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 (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
 - Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
 - Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”

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**
academic excellence by design



Report Card Indicators 2020-2021

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.