



Kindergarten Learning Outcomes - Second Grading Period

This document highlights the focus standards for each grading period. Teachers may choose to review previously taught standards as well.

Reading

Identify and blend various sounds to develop phonological and phonemic awareness.

- Identify and say words that rhyme.
- Identify words according to beginning and/or ending sounds.
- Blend sounds to make one-syllable words
- Segment one-syllable words into individual sounds

Understand how print is organized and read

- Hold print materials in the correct position, identifying the front cover, back cover, and title page of a book
- Distinguish between print and pictures
- Follow words from left to right and from top to bottom on a printed page

Demonstrate an understanding that print conveys meaning

- Identify common signs and logos
- Read and explain own writing and drawings
- Read his/her name and commonly used high-frequency words

Develop an understanding of basic phonetic principles

- Identify and name the uppercase and lowercase letters of the alphabet
- Match sounds to appropriate letters
- Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable
- Identify initial and final sounds in single-syllable words

Expand vocabulary and use of word meanings

- Use number words
- Discuss meanings of words.
- Increase vocabulary by listening to a variety of texts read aloud.
- Use vocabulary from other content areas
- Ask about words not understood
- Use nouns to identify and name people, places, and things

MAINTAIN

Demonstrate comprehension of texts to include fiction, non-fiction, & poetry.

- Identify the role of an author and an illustrator. (Fiction)
- Relate previous experiences to what is read. (Fiction)
- Use pictures to make predictions. (Fiction)
- Use pictures to identify topic and make predictions. (Non-Fiction)

INTRODUCE

Additional focus standards for fiction text:

- Begin to ask and answer questions about what is read.

- Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end.

Additional focus standards for non-fiction text:

- Ask and answers questions about what is read.

Writing

Write in a variety of forms to include narrative and descriptive

- Print his/her first and last name
- Print capital and lowercase letters of the alphabet independently
- Differentiate pictures from writing
- Use prewriting activities to generate ideas including drawing pictures
- Use letters to phonetically spell words that describe pictures or experiences
- Write left to right and top to bottom
- Compose simple sentences.
- Begin each sentence with a capital letter and use ending punctuation.
- Share writing with others.

Demonstrate growth in word study knowledge and applies it to writing

- Differentiated word study groups

Mathematics

Number and number sense

- Recite the counting numbers in order up to 30 with no errors
- Count up to 15 objects confidently and consistently
- Identify which set has more or fewer by using one-to-one correspondence or counting when given two sets of ten or fewer items
- Tell one more than a given quantity for numbers through 10 without having to figure it out. Students may have to count or use another strategy to figure out one more for quantities higher than 10
- Tell one less than a given quantity for numbers through five without having to figure it out. Students may have to count or use another strategy for numbers through 10
- Identify and write numerals zero-15

Measurement

- Compare the length (longer or shorter) or height (taller or shorter) of two objects using direct comparisons
- Compare the weight (heavier or lighter) of two objects and the volume (more, less) of two objects using direct comparisons
- Compare the temperature (hotter, colder) of two things and the amount of time (longer, shorter) spent on two events using direct comparisons
- Name the days of the week in order
- Name the months of the year in order
- Determine the day before and after a given day (e.g., yesterday, today, tomorrow).

Probability and statistics

- Sort a collection of objects and arrange it as an object graph
- Sort a collection of pictures and arrange it as a picture graph
- Create a table to display 16 or fewer pieces of data
- Answer questions related to a graph

Science

Scientific investigation/reasoning/logic

- Observe and describe objects
- Observe from multiple perspectives to achieve different perspectives
- Sequence a set of objects according to size
- Separate a set of objects into two groups based on a single physical characteristic
- Measure the length, mass, and volume of common objects using nonstandard units
- Make observations and predictions for an unseen member in a sequence of objects
- Record observations
- Construct picture graphs
- Recognize unusual or unexpected results in an activity
- Describe objects both pictorially and verbally

Force/motion/energy/matter

- Classify phases of water (solid, liquid, gas)
- Describe how water naturally flows
- Predict where a stream of water will flow
- Predict whether items (ex. wood, metal, paper, plastic) will float or sink when placed in water

Earth/space systems and cycles

- Identify a shadow
- Describe how shadows occur
- Identify and describe sources of light that can make shadows
- Match objects with the shadow they would create
- Show how shadows change as the direction of the light changes

Social Studies

Geography

- Develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth
- Develop an awareness that maps and globes show a view from above; show things in smaller size; and show the position of objects

Civics

- Develop an understanding of how communities express patriotism through events and symbols by recognizing the holidays and the people associated with Thanksgiving Day and Martin Luther King, Jr., Day

History

- Sequence events in the past and present and begin to recognize that things change over time

Economics

- Recognize that people make choices because they cannot have everything they want