



Kindergarten Learning Outcomes - Fourth 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 and multisyllabic words into individual sounds

Demonstrate an understanding that print conveys meaning

- Read and explain own writing and drawings
- Read commonly used high-frequency words

Develop an understanding of basic phonetic principles

- Identify, name and match sounds to the capital and lowercase letters of the alphabet
- 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 and use verbs to identify actions
- Use adjectives to describe location, size, color, and shape

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)
- Begin to ask and answer questions about what is read. (Fiction)
- Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end. (Fiction)
- Use pictures to identify topic and make predictions. (Non-Fiction)
- Ask and answers questions about what is read. (Nonfiction)
- Identify text features specific to the topic, such as titles, headings and pictures.

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 100 with few errors (may need some prompting)
- Count backward from 10 (no errors)
- Order three sets of objects, each set containing 10 or fewer concrete objects
- Without counting, state the number after when given any number through 100
- Identify and write numerals zero-20 (reversals okay)
- Knows the part-whole relationships for the numbers three, four and five and is able to give the missing part when the whole is known and one part is shown
- Use counters to find and describe the parts of six, seven, eight, nine and 10 (Students are not expected to do this from memory)
- Describe fair shares when given a practical situation

Computation and estimation

- Model an addition story situation to find a sum and describe the process using oral language. (three ducks and five ducks make eight ducks)
- Model a subtraction story situation to find the result and describe the process using oral language. (eight ducks in pond, three swim away, five ducks are left)

Patterns, functions and algebra

- Sort a collection of objects in more than one way
- Describe, extend, and transfer a pattern with 4 elements in the core (ex. ABBC, AABC, ABBA, AAB, ABCC)

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

Life Processes

- Describe the life needs of animals (food, water, shelter air and space)
- Describe the life needs of plants (nutrients, water, air, light and space)
- Predict what will happen to animals and plants if life needs are not met
- Describe simple changes plants and animals undergo during their life cycles
- Compare and contrast young plants and animals with their parents
- Identify and describe the basic characteristics of living things
- Identify living organisms and nonliving objects found at home and at school
- Classify items by living and nonliving

Earth/Space Systems and Cycles

- Identify and explain the difference between materials that can be reused, recycled
- Sort items to be recycled
- Name ways to conserve water and energy.
- Predict what will happen if we do not recycle, reuse and conserve

Social Studies

Civics

- Demonstrate that being a good citizen involves
 - taking turns and sharing;
 - taking responsibility for certain classroom chores;
 - taking care of personal belongings and respecting what belongs to others;
 - following rules and understanding the consequence of breaking rules;
 - practicing honesty, self-control, and kindness to others;
 - participating in decision making in the classroom; and
 - participating successfully in group settings
- Develop an understanding of how communities express patriotism through events and symbols by recognizing the holidays and the people associated with Independence Day (4th of July)

Economics

- Match simple descriptions of work that people do with the names of those jobs
- Explain that people work to earn money to buy the things they want

History

- Identify examples of historical events, stories, and legends that describe the development of the local community; and
- Identify people who helped establish and lead the local community over time