At each grade level, teachers will continue to spiral all previous grade level expectations.

Kindergarten Grade Level Expectations

Language Arts

Reading – Students comprehend and respond in literal, critical and evaluative ways to various texts that are read, viewed and heard.

Concepts about print

Students will be able to:

- recognize words are separated by spaces.
- recognize sentences are made up of separate words.
- identify everyday types of print – signs, labels, newspapers, storybooks.
- distinguish letters from words.
- identify parts of a book – cover, title page, front, back, spine.
- recognize that print and pictures tell a story.
- track printed words from left to right.

Phonological awareness

Students will be able to:

- produce rhyming words orally.
- blend letter sounds to make words - /d/ /o/ /g/ =dog.
- identify initial, medial, and ending sounds in words.
- isolate individual sounds in CVC (consonant-vowel-consonant) words.
- identify the number of syllables in a word.

Phonics

Students will be able to:

- demonstrate letter-sound correspondence for all single consonants.
- identify letters matched to short vowel sounds.
- use common consonant sounds with short vowels to decode three letter words.

High frequency words

Students will be able to:

- read at least 25 high frequency words taught.
- recognize some high frequency words taught in printed text.

Fluency

Students will be able to:

- read decodable texts to practice and gain fluency.
- identify patterns in books, rhymes, and songs.
- read or sing along with correct expression and pace in books, rhymes and songs.

Vocabulary

Students will be able to:

- use prior knowledge, context, photos, illustrations, and diagrams to understand meanings of unknown words.
- identify common words in basic categories – favorite foods, favorite colors.

Reading comprehension

Students will be able to:

- use pre-reading strategies to set the context for reading and aid in comprehension – predicting, picture walks, questioning.
- activate prior knowledge to aid comprehension of fiction and non-fiction texts.
- ask questions when things do not make sense.
- create pictures from read alouds
- identify important parts of a story.
- make connections between text and self.
- make predictions about what may happen next.
- answer literal and easy inferential ("Why do you think…") questions about text that is read aloud.
- retell a story in proper sequence.
- identify the setting, theme, conflict, and important events of a story.
- identify the topic of a non-fiction story.
- express opinions about a story and explain why.

Reading reflections/behaviors

The student will be able to:

- choose a book to read, and share it with teacher and classmates.
- independently "read" books for 5-10 minutes.

Oral language – Students will listen and speak to communicate ideas clearly.

Listening

Students will be able to:

- listen for a specific purpose – recalling events, summarizing details, acquiring information, to respond to questions.
- follow simple verbal three and four step directions.

Speaking

Students will be able to:

- take turns during conversation.
- participate in group discussions.
- use proper voice level for the setting.
- share information and ideas in complete sentences.
- relate an experience or story in proper sequence.
- recite short poems, rhymes, or songs.
- describe objects, feelings, events, etc. with details or examples.
- make simple comparisons – positional words.

Writing – Students express, develop, and substantiate ideas and experiences through their own writing and artistic and technical presentations.

Writing conventions

Students will be able to:

- use proper punctuation at the end of sentences.
- use letters in writing – beginning and ending sounds in words, spaces to represent words, left to right progression.
- write first and last name with correct capitalization.
- use directionality of print in writing – left to right, top to bottom.
- use capital letters appropriately.
- leave spaces between words.
- recognize upper and lower case letters.
- spells high frequency words – I, a, it, go, the, and.

Writing process

Students will be able to:

- look at pictures and listen to discussions to generate ideas for writing.
- "write" for several minutes using conventional or inventive spelling.
- write name on paper.
- revise by adding details to picture or letters to words.
- talk about writing with the teacher.
- publish and present a final product in different ways.

Writing genres, traits and crafts

Students will be able to:

- use pictures and letters to describe a topic, idea or event.
- draw and write in journals.
- draw and write about a character or a problem.
- dictate and write simple lists, labels, captions, and sentences.
- write an ABC poem or an acrostic poem.
- demonstrate voice through the use of different colors, facial features and actions of characters.

Math

Algebraic Reasoning: Patterns and Functions – Patterns and functional relationships can be represented and analyzed using a variety of strategies, tools and technologies.

Students will be able to:

- sort and classify objects by attributes – size, shape, color, texture, orientation, position, and use- and explain the reason for each sort.
- describe and make comparisons of qualitative and quantitative changes in a given pattern – warmer, softer, more, one more, less, one less, bigger, smaller, etc.
- recognize, reproduce, extend, and create repeating patterns using movement, sounds, colors, shapes, numbers and textures.
- identify and extend visual, auditory and physical patterns to make predictions.

Numerical and Proportional Reasoning: Quantitative relationships can be expressed numerically in multiple ways in order to make connections and simplify calculations using a variety of strategies, tools, and technologies.

Students will be able to:

- represent quantities of up to 30 objects.
- compare sets of up to 30 objects and identify a set with more or less than a given set.
- order sets of up to 30 objects from least to greatest.
- identify ordinal positions from first to fifth (last).
- use different models to compare two parts of a whole and describe the parts – closer to a whole or closer to very little.
- use a variety of models and familiar objects to identify one whole and one half, put two halves together to make a whole, form a whole from two smaller sets with equal amounts.
- count by rote to at least 30.
- count and group up to 30 objects by 10s.
- identify numerals 1-30, and match each numeral to an appropriate set of objects.
- act out and solve addition and subtraction story problems that reflect real world experiences.
- write the number sentence that corresponds to simple story problems, using symbols (+, -, =) correctly.
- estimate the amount of objects in a set using 10 as a benchmark, then counting to determine if the amount if more or less than 10.
- identify and name pennies and dimes.
- count pennies and trade pennies for objects.

Geometry and Measurement – Shapes and structures can be analyzed, visualized, measured and transformed using a variety of strategies, tools and technologies.

Students will be able to:

- identify and describe familiar shapes (triangles, squares, rectangles, and circles) and solids (cubes, spheres, cylinders, cones and prisms) in the environment.
- compare and sort familiar shapes and solids in the environment and contextual situations.
- construct small sets of shapes and solids using a variety of materials.
- describe location, direction, and position of objects or parts of objects – under/over, inside/outside, next to/near, top/bottom, in front of, first/last.
- complete simple shape and jigsaw puzzles and explain the reasoning used to complete the puzzle.
- recognize events reoccur – at specific times or days of the week.
- locate yesterday, today and tomorrow on a calendar to sequence events – before and after.
- use nonstandard units, physical referents (finger, paper clip), or everyday objects to compare, estimate and order measures of length, area, capacity, weight and temperature. describe and order small sets by size – more, bigger, longer, shorter, taller.
- use a balance scale to compare the weight of two objects and identify which is heavier.

Working with Data – Data can be analyzed to make informed decisions using a variety of strategies, tools and technologies.

Students will be able to:

- pose questions about objects and events in the environment.
- collect data and record the results using real graphs and picture graphs.
- arrange information in a systematic way using counting, sorting, lists, and graphic organizers.
- describe data using the terms more, less and the same.
- identify and extend patterns from organized data to make predictions.
- describe the likelihood of future occurrences of an event based on patterns and personal experiences – likely, unlikely, certainly.
- engage in simple probability activities.