



Kindergarten Learning Outcomes - Third 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

Understands how print is organized and read

- Match voice with print

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 and name the capital 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 and use verbs to identify actions

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 answer questions about what is read. (Nonfiction)

INTRODUCE

Additional focus standards for nonfiction text:

- 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

- Count forward by tens to determine the total number of objects when given objects in groups of 10
- Count up to 20 objects confidently and consistently
- Construct a set of objects when given a numeral (0-20)
- When given a set of objects, construct a set which has more, fewer, or the same number of objects
- Without counting, state the number after when given any number through 20
- Tell one less than a given quantity or number through 10 quickly and confidently
- Identify and write numerals 0 to 20 (reversals okay)
- Describe parts within a larger quantity using dot patterns (i.e. dot plates) and ten frames
- Use counters to find and describe the parts of three, four and five (Students are not expected to do this from memory.)

Geometry

- Identify and name most circles, triangles, squares, and rectangles regardless of their orientation (Students may still identify rectangles that have sides that are close to being congruent as squares.)
- Describe the characteristics of triangles, squares, and rectangles, including the number of sides and the number of vertices. Describe a circle using terms such as round and curved
- Group (sort) shapes by shape
- Group (sort) shapes by size

Measurement

- Identify a penny, nickel, dime, and quarter and describe the attributes for each coin (e.g., color, relative size)
- Identify the number of pennies equivalent to a nickel, a dime and a quarter

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

Earth/space systems and cycles

- Observe and identify daily weather conditions
- Predict and chart observable daily weather conditions
- Identify simple patterns in natural objects
- Describe how animals and plants change as they grow
- Identify changes people experience over time
- Predict, measure, and graph how a child's height will change over the school year
- Describe how people cause things to change
- Describe how things change naturally
- Identify examples of fast changes and slow changes (changes over weeks, months or seasons)

Force, motion, energy and matter

- Predict, classify and test which common objects will/will not be attracted to magnets
- Explain how an object such is affected by a magnet
- Identify items in the home or school that contain a magnet or magnets

Social Studies

Civics

- Know that the president is the leader of the United States
- Develop an understanding of how communities express patriotism through events and symbols by recognizing the holidays and the people associated with George Washington

Day (Presidents' Day)

Geography

- Use simple maps and globes to locate land and water features; identify basic map symbols in a map legend; and identify places and objects of a familiar area
- Describe how the location, climate, and physical surroundings of a community affect the way people live, including their food, clothing, shelter, transportation, and recreation