



This year Kindergarten Reading

- We can identify the front cover, back cover, and title page of a book.
- We can follow words from left to right and from top to bottom on the printed page.
- We understand that printed materials provide information.
- We understand that sentences in print are made up of separate words.
- We can tell the difference between letters and words.
- We can recognize and name all uppercase and lowercase letters of the alphabet.
- We can tell the difference between different sounds and we can tell which sound comes first, second and third.
- We can tell the difference between sounds that represent changes in simple syllables and words with two and three sounds. We can do this with vowel-consonants; consonant-vowel, or consonant-vowel-consonant combination.
- We can blend vowel-consonant sounds out loud to make words or syllables.
- We can identify and make rhyming words when our teacher asks us to.
- When we hear a one-syllable word we identify the beginning and ending sounds.
- When we listen to a sentence, we can identify the order of the words and we can hear each syllable in each word.
- When we hear words we can count the number of sounds in each syllable and the number of syllables in each word.
- We can match all consonant and short-vowel sounds to the right letters.
- We can read simple one-syllable and high-frequency (sight) words.
- We understand that when letters of words change, the sound of the word changes too.
- We can identify and sort common words in basic categories such as colors, shapes and foods.
- We can describe everyday objects and events using general and specific language.
- We can identify the basic facts and ideas that we are reading about, that we hear, or that we see. We can read Kindergarten level material.
- We can use comprehension strategies like asking and answering questions, comparing new information to what we already know.
- When we use a book we can find the title, table of contents, name of the author and the name of the illustrator.
- We can figure out what a book will be about by studying the pictures and understanding the context of a book.





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- When we are reading we can connect what we read to our own lives.
- We can retell familiar stories.
- We can ask and answer questions about essential elements of a story.
- We can listen and respond to Kindergarten-level stories based on well-known characters, themes, plots and settings.
- We can tell the difference between fantasy and realistic stories.
- We can identify types of everyday print materials like storybooks, poems, newspapers, signs and labels.
- We can identify characters, settings, and important events.

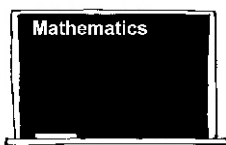




This year Kindergarten Writing

- We can write words and short sentences that are legible.
- We can use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.
- We can write consonant-vowel-consonant words.
- We can write by moving from left to right and from top to bottom.
- We can write uppercase and lowercase letters of the alphabet independently.
- We know how to form our letters properly and how to space the letters so they are readable.
- We can write and speak using standard English.
- We can recognize and use complete, coherent sentences when we speak.
- We can spell independently by using what we have already learned about letters and sounds and letter names.
- We can listen and respond to oral communication.
- We can speak in clear and understandable sentences.
- We can understand and follow one- and two-step directions given out loud by the teacher.
- We can share information and ideas when we speak out loud using complete, understandable sentences.
- We can give oral presentations and recitations about familiar experiences or interests.
- We can organize our presentations so that there is an introduction, beginning, middle and end.
- We can describe people, places and things, locations, and actions out loud.
- We can recite short poems, rhymes and songs.
- We can tell about an experience or make up a creative story using logical sequencing when we talk.





This year Kindergarten Math

- We are learning to understand relationships between numbers of objects and quantities of objects.
- We know that even if we move the same objects to different places, we still have the same number of them.
- We are learning to compare two or more sets of objects and we can identify which set is equal to, more than, or less than the other set.
- We are learning to count up to 30 objects, and to use the correct number names to describe them. We can also put them in order by number.
- We are learning that larger numbers describe sets with more objects in them and that smaller numbers describe sets with less objects in them.
- We are learning to understand and describe simple additions and subtractions.
- We are learning to use real objects to figure out the answers to addition and subtraction problems.
- We are learning to use estimation strategies when we are counting and solving problems.
- We are learning how to recognize when an estimate is reasonable.
- We are learning how to sort and classify objects.
- We are learning to identify, sort, and classify objects by attribute. We are learning to identify objects that do not belong to a particular group.
- We are learning about the concept of time. We are learning about the units of time and how to measure it.
- We are learning that objects have properties such as length, weight, and capacity and that we can compare objects based on these properties.
- We are learning to compare the length, weight, and capacity of objects by making direct comparisons with reference objects.
- We are learning to demonstrate an understanding of the concepts of time and how we use tools to measure time. We are learning the meaning of the following time comparison terms: morning, afternoon, evening, today, yesterday, tomorrow, week, year, clock, calendar.
- We are learning the names of the days of the week.
- We are learning to tell time to the nearest hour of everyday events including: lunchtime is 12 o'clock; bedtime is 8 o'clock at time.
- We are learning to identify common objects in our environment and to describe geometric features.
- We are learning to identify and describe common geometric objects such as circles, triangles, square, rectangles, cubes, spheres, and cones.
- We are learning to compare familiar plane and solid objects by common attributes such as position, shape, size, roundness, and number of corners.
- We are learning to collect information about objects and events in our environment.
- We are learning to ask informational questions; collect data; and record the results using objects, pictures, and picture graphs.
- We are learning to identify, describe, and extend simple patterns by referring to their shapes, sizes, or colors.
- We are learning how to make decisions about how to set up a problem.
- We are learning to figure out how to approach solving math problems by selecting the right materials and strategies to use.
- We are learning to use tools and strategies such as math tools or manipulatives or pencil and paper sketches to model problems.
- We are learning to solve problems in reasonable ways and to justify our reasoning.
- We are learning to explain the reasoning we use to solve problems by using math tools or manipulatives and/or paper and pencil sketches.
- We are learning to make precise calculations and to check our results to make sure that they are right, within the context of the problem.

