

Dear Kindergarten Parent or Guardian,

Each table below represents the general subject areas (Math, Reading, Writing, Science, and Social Studies) that your child is learning in Kindergarten this year. Below the general subject area, the table is divided into the competency areas that correspond with your child’s report card. Each area contains the competency as it is written in the curriculum documents along with “I can” statements that help to define what your child should know and be able to do (content and skills) independently and with accuracy by the end of the year.

Kindergarten Math				
Data	Measurement	Number Sense	Geometry	Solving
<p><b>Competency:</b> Students will demonstrate the ability to represent and interpret data by categorizing and counting.</p>	<p><b>Competency:</b> Students will demonstrate the ability to describe objects by identifying and comparing relative attributes.</p>	<p><b>Competency:</b> Students will demonstrate the ability to apply number sense by comparing, composing, and decomposing whole numbers.</p>	<p><b>Competency:</b> Students will demonstrate the ability to reason with two- and three- dimensional shapes in order to model, compare, and compose.</p>	<p><b>Competency:</b> Students will demonstrate the ability to solve problems by counting using whole numbers.</p>
<p>By the end of Kindergarten...</p> <p>I can sort objects into categories.</p> <p>I can determine the number of objects in each category.</p>	<p>By the end of Kindergarten...</p> <p>I can describe several measurable attributes of an object.</p> <p>I can compare measurable attributes of two objects such as: size, length, weight, capacity, temperature and height.</p> <p>I can identify U.S. coins.</p>	<p>By the end of Kindergarten...</p> <p>I can identify whether a number of objects (0-20) in a group is greater than, less than, or equal to the number of objects in another group (0-20).</p> <p>I can count out objects, when given a number 1-20.</p> <p>I can count to tell “how many” objects, regardless of arrangement or configuration.</p> <p>I can compare two numbers between 1 and 10 presented as a written numeral.</p> <p>I can represent ten ones as a bundle of “ten”.</p> <p>I can write numbers from 0-20.</p> <p>I can represent a number of objects (0-20) with a written</p>	<p>By the end of Kindergarten...</p> <p>I can describe objects in the environment using names of shapes.</p> <p>I can describe the relative position of objects using positional words.</p> <p>I can name shapes regardless of their orientations or overall size.</p> <p>I can identify 2- and 3-dimensional shapes.</p> <p>I can analyze and compare two- and three-dimensional shapes, in different sizes and orientations.</p> <p>I can compose simple shapes to form larger shapes.</p> <p>I can build and draw a model</p>	<p>By the end of Kindergarten...</p> <p>I can add and subtract numbers within 10, fluently within 5.</p> <p>I can solve addition and subtraction word problems using objects and drawings.</p> <p>I can model my answers using a drawing or equation.</p> <p>I can determine the number needed to add to a given number 1-9 in order to make 10.</p> <p>I can give a verbal explanation of addition and subtraction models.</p> <p>I can check my work.</p>

		<p>numeral.</p> <p>I can compose and decompose numbers 0-19, using objects, drawings, pictures and equations.</p> <p>I can identify the digit in the tens and ones places in a given two-digit number (11-19).</p> <p>I can count to 100 by ones and by tens.</p> <p>I can count forward beginning at any given number up to and including 100.</p>	<p>of a real-world shape.</p>	
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### Kindergarten Reading

Narrative	Information	Point of View	Speaking & Listening	Fundamentals & Fluency
<p><b><u>Competency:</u></b> Students will demonstrate the ability to describe and retell in order to make meaning of the text.</p>	<p><b><u>Competency:</u></b> Students will demonstrate the ability to recall the key details of a text as a means for gaining knowledge about a subject.</p>	<p><b><u>Competency:</u></b> No competency at this level</p>	<p><b><u>Competency:</u></b> Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</p>	<p><b><u>Competency:</u></b> Students will demonstrate the ability to read and interpret complex text for pleasure, enrichment, and information.</p>
<p>By the end of Kindergarten...</p> <p>I can, with prompting and support, ask and answer questions about key details in a text.</p> <p>I can, with prompting and support, retell familiar stories, including key details.</p> <p>I can, with prompting and support, identify characters, settings, and major events in a</p>	<p>By the end of Kindergarten...</p> <p>I can, with support, ask and answer questions about key details in a text.</p> <p>I can, with support, identify the main topic and retell key details of a text.</p> <p>I can, with support, describe the connection between information in a text.</p> <p>I can, with support, ask and</p>	<p>By the end of Kindergarten...</p> <p>I can, with prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>I can, with prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>By the end of Kindergarten...</p> <p>I can recognize and produce rhyming words.</p> <p>I can count, pronounce, blend, and segment syllables in spoken words.</p> <p>I can blend and segment onsets and rimes of single syllable spoken words.</p> <p>I can isolate and pronounce the initial, medial vowel,</p>	<p>By the end of Kindergarten...</p> <p>I can follow words from left to right, top to bottom, and page by page.</p> <p>I can recognize and name all upper- and lowercase letters of the alphabet.</p> <p>I can recognize and produce rhyming words.</p> <p>I can count, pronounce, blend, and segment syllables in</p>

<p>story.</p> <p>I can ask and answer questions about unknown words in a text.</p> <p>I can recognize common types of texts.</p> <p>I can, with prompting and support, identify and tell the role of the author and illustrator of the story.</p> <p>I can, with prompting and support, describe the relationship between illustrations and the story.</p> <p>I can, with prompting and support, compare and contrast the experiences of characters in familiar stories.</p>	<p>answer questions about unknown words in a text.</p> <p>I can identify the front cover, back cover, and title page of a book.</p> <p>I can name and define the role of an author and illustrator.</p> <p>I can, with support, describe the relationship between illustrations and the text.</p> <p>I can, with support, identify the reasons an author gives to support points in a text.</p> <p>I can, with support, identify basic similarities in and differences between two texts on the same topic.</p>		<p>and final phonemes in CVC words.</p> <p>I can add or substitute individual phonemes in simple, one-syllable words to make new words.</p> <p>I can read common high-frequency words by sight.</p> <p>I can use frequently occurring nouns, verbs and prepositions.</p> <p>I can use the most frequently occurring prepositions.</p> <p>I can form regular plural nouns orally by adding /s/ or /es/.</p> <p>I can use question words when writing or speaking.</p> <p>I can produce and expand complete sentences in shared language activities.</p> <p>I can identify words that have more than one meaning.</p> <p>I can use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p> <p>I can use new words and phrases when speaking and writing.</p> <p>I can share thoughts, feelings, and ideas.</p>	<p>spoken words.</p> <p>I can blend and segment onsets and rimes of single-syllable spoken words.</p> <p>I can demonstrate basic knowledge of 1:1 letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>I can distinguish between similarly spelled words by identifying the sounds of letter that differ.</p>
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			<p>I can follow agreed-upon rules for discussions.</p> <p>I can listen to the comments of others and sharing their own ideas.</p> <p>I can ask and answer questions about key details presented in multiple ways.</p> <p>I can ask for clarification when something is not understood or when assistance is required.</p> <p>I can use details to share information about familiar people, places, things, and events.</p> <p>I can use simple drawings/displays to provide additional details.</p>	
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## Kindergarten Writing

Narrative	Information	Point of View	Fundamentals & Fluency
<p><b>Competency:</b> Students will demonstrate the ability to tell a story using details in order to write about their experiences.</p>	<p><b>Competency:</b> Students will demonstrate the ability to communicate information about a topic in order to share knowledge.</p>	<p><b>Competency:</b> No competencies at this level.</p>	<p><b>Competency:</b> Students will demonstrate the ability to write routinely, using a variety of formats, in order to communicate effectively for the audience, task, and time frame.</p>
<p>By the end of Kindergarten...</p> <p>I can write descriptive narratives that:</p> <ul style="list-style-type: none"> <li>● narrate a single event or several loosely linked events</li> <li>● tell about the event in the order in which they occurred</li> <li>● provide a reaction to what happens</li> </ul>	<p>By the end of Kindergarten...</p> <p>I can draw or write, with support, informational text that includes:</p> <ul style="list-style-type: none"> <li>● topic</li> <li>● a few facts</li> <li>● concluding statement</li> </ul> <p>I can, with guidance and support, make</p>	<p>By the end of Kindergarten...</p> <p>I can use a combination of drawing, dictating and writing to compose opinion pieces that:</p> <ul style="list-style-type: none"> <li>● share the topic or book title</li> <li>● state an opinion or preference about topic or book</li> </ul>	<p>By the end of Kindergarten...</p> <p>I can print many upper and lowercase letters.</p> <p>I can write a letter or letters for most consonant and short vowel phonemes.</p> <p>I can share thoughts, feelings, and ideas.</p>

I can, with guidance and support, make at least one revision.	at least one revision.	I can, with guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<p>I can use question words when writing or speaking.</p> <p>I can produce and expand complete sentences in shared language activities.</p> <p>I can use new words and phrases when speaking and writing.</p> <p>I can use frequently occurring nouns, verbs and prepositions.</p> <p>I can use the most frequently occurring prepositions.</p> <p>I can capitalize the first word in a sentence and the pronoun I.</p> <p>I can spell simple words phonetically, using sound letter relationships.</p> <p>I can associate the long and short sounds with the common spellings for the five major vowels.</p>
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### Kindergarten Science\*

\*For the 2018-2019 school year, Science competencies will be reported through the students ability to observe and measure, investigate and analyze, and develop, validate or refine models. A written statement from your child's teacher will specify which topic related to Earth, Life or Physical Science was focused on in the trimester.

Earth & Space Science	Life Science	Physical Science
<p><b>Competency:</b> Students will demonstrate the ability to observe local weather conditions in order to predict weather patterns.</p>	<p><b>Competency:</b> Students will demonstrate the ability to observe and describe patterns in nature in order to identify causal relationships.</p>	<p><b>Competency:</b> Students will demonstrate the ability to investigate and analyze the motion of objects in order to predict cause and effect relationships.</p>
<p>By the end of Kindergarten...</p> <p><u>Observe and Measure</u> I can collect and interpret my own data of local weather patterns.</p> <p><u>Investigate and Analyze</u> I can determine what data to collect for analysis.</p> <p><u>Develop, validate, or refine models</u> I can predict local weather patterns, using my data.</p>	<p>By the end of Kindergarten...</p> <p><u>Observe and Measure</u> I can collect and interpret my own data of the needs of plants and animals.</p> <p><u>Investigate and Analyze</u> I can determine what data to collect for analysis.</p> <p><u>Develop, validate, or refine models</u> I can create a model of causal relationships in nature.</p>	<p>By the end of Kindergarten...</p> <p><u>Observe and Measure</u> I can collect and interpret my own data of the motion of objects.</p> <p><u>Investigate and Analyze</u> I can investigate and analyze that when objects touch or collide, they push on one another and change their motion.</p> <p><u>Develop, validate, or refine models</u> I can predict how the motion of an object will change as a result of something touching or colliding with it.</p>

## Kindergarten Social Studies\*

\*For the 2018-2019 school year, Social Studies competencies will be reported through a single performance indicator on the elementary report card. A written statement from your child's teacher will specify which topic(s) were focused on in each trimester.

Civics	Economics	Geography	History-Change Over Time	Historical Perspective
<p><b>Competency:</b> Students will demonstrate the ability to identify their rights and responsibilities at home and in the classroom in order to describe social and political systems of the classroom.</p>	<p><b>Competency:</b> Students will demonstrate the ability to distinguish between saving and spending in order to describe economic decision making.</p>	<p><b>Competency:</b> Students will demonstrate the ability to describe the reciprocal relationships between human and physical systems by using classroom maps and identifying environmental characteristics.</p>	<p><b>Competency:</b> Students will demonstrate the ability to chronicle family events in order to identify personal perspective and recognize change over time.</p>	<p><b>Competency:</b> None at the grade level.</p>
<p>By the end of Kindergarten...</p> <p>I can describe roles and responsibilities of people in authority.</p> <p>I can apply civic virtues when participating in school settings.</p> <p>I can describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.</p> <p>I can compare their own point of view with others' perspectives.</p> <p>I can explain how people can work together to make decisions in the classroom.</p>	<p>By the end of Kindergarten...</p> <p>I can identify prices of products in a local market.</p> <p>I can explain how people earn income.</p>	<p>By the end of Kindergarten...</p> <p>I can construct maps, graphs, and other representations of familiar places.</p> <p>I can use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.</p>	<p>By the end of Kindergarten...</p> <p>I can create a chronological sequence of multiple events.</p>	<p>By the end of Kindergarten...</p>

## Kindergarten FLES

Interpersonal Communication	Presentational Speaking	Presentational Writing	Interpretive Listening	Interpretive Reading
<p><b>Competency:</b> Students will demonstrate</p>	<p><b>Competency:</b></p>	<p><b>Competency:</b> Students will demonstrate the</p>	<p><b>Competency:</b></p>	<p><b>Competency:</b></p>

<p>the ability to exchange information, concepts, and ideas with a variety of speakers in order to interact with cultural competence and understanding.</p>	<p>Students will demonstrate the ability to present information, concepts, and ideas to an audience of listeners in order to communicate with cultural competence and understanding.</p>	<p>ability to present information, concepts, and ideas to an audience of readers in order to communicate with cultural competence and understanding.</p>	<p>Students will demonstrate the ability to interpret information from a variety of authentic audio resources in order to connect with diverse cultural perspectives.</p>	<p>Students will demonstrate the ability to interpret information from a variety of authentic print resources in order to connect with diverse cultural perspectives.</p>
<p>By the end of Kindergarten</p> <p>I can use <i>limited</i> isolated vocabulary words and/or cognates.</p> <p>I have limited knowledge of word order and usage.</p> <p>I have limited knowledge of grammar, word order, and usage.</p> <p>I can speak with frequent unnatural pauses.</p> <p>I can use isolated words and/or cognates.</p> <p>I can respond by using isolated words.</p>	<p>By the end of Kindergarten</p> <p>I can use <i>limited</i> isolated vocabulary words and/or cognates.</p> <p>I have limited knowledge of word order and usage.</p> <p>I can speak with frequent unnatural pauses.</p> <p>I can use isolated words and/or cognates.</p> <p>I can present isolated information using words and/or memorized phrases.</p> <p>I can communicate likes and dislikes using visuals and/or gestures.</p>	<p>By the end of Kindergarten</p> <p>I can use <i>limited</i> isolated vocabulary words and/or cognates.</p> <p>I have limited knowledge of grammar, word order, and usage.</p> <p>I can use isolated words and/or cognates.</p> <p>I can present isolated information using words and/or memorized phrases.</p> <p>I can communicate likes and dislikes using pictures.</p>	<p>By the end of Kindergarten</p> <p>I can identify some details from the audio source.</p>	<p>By the end of Kindergarten</p> <p>I can identify all key words appropriately with context of the text.</p>