**Kindergarten Report Card Parent Road Map**

This document clarifies objectives used to determine the skill grade reflected on the report card. Objectives for each grading period are determined by the district curriculum. Throughout the grading periods the level of mastery of each skill increases. These skills will build a foundation to help students succeed both academically and in a global tomorrow.

**MATH**

**Skill: Number, Operations, and Quantitative Reasoning**

*Objectives:*

* Uses one-to-one correspondence and language to describe sizes of sets of concrete objects to 20 (This is done incrementally through the four grading periods – 5; 10; 20; 20)
* Uses numbers to describe how many objects are in a set using verbal and symbolic descriptions to 20 (This is done incrementally through the four grading periods – 5; 10; 20; 20)
* Explains why a part is half of a whole
* Models and creates addition problems with concrete objects
* Models and creates subtraction problems with concrete objects

**Skill: Patterns, Relationships and Algebraic Thinking**

*Objectives:*

* Identifies, extends, and creates patterns of sounds, physical movement and concrete objects

**Skill: Geometry and Spatial Reasoning**

*Objectives:*

* Sorts a variety of objects according to their attributes and describes how the objects were sorted
* Recognizes three-dimensional geometric figures in real-life or models
* Describes, identifies, and compares circles, triangles, rectangles, and squares

**Skill: Measurement**

*Objectives:*

* Compares and orders two or three objects according to length

**Skill: Probability and Statistics**

*Objectives:*

* Makes and interprets graphs using real objects or pictures
* Use graphs to answer questions

**ENGLISH LANGUAGE ARTS**

**Skill: Print Awareness**

*Objectives:*

* Identify upper and lower-case letters
* Demonstrate one-to-one correspondence between a spoken word and a printed word in text

**Skill: Phonological Awareness**

*Objectives:*

* Identify syllables in spoken words
* Orally generates rhymes (e.g., “What rhymes with hat?)
* Blend spoken onsets and rimes to form simple words (e.g., onset /c/ and rime /at/ make cat)
* Isolate the initial sound in one syllable spoken words
* Blend spoken phonemes to form one syllable words (e.g., /m/…/a/…/a/ says man)
* Segment spoken one syllable words into two to three phonemes (e.g., dog /d/…/o/…/g/)

**Skill: Decoding**

*Objectives:*

* Identify and read at least 25 high frequency words from a commonly used list
* Use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words)
* Recognize that new words are created when letters are changed – added or deleted

**Skill: Genre/Text Structure**

*Objectives:*

* Identify the topic and details in expository text, heard or read, referring to the words and/or illustrations
* Identify elements of a story, including setting, character, and key events

**Skill: Comprehension**

*Objectives:*

* Make connections to own life experiences, to ideas in other texts, and to the larger community and discuss textual evidence
* Retell important facts in texts, heard or read
* Use titles and illustrations to make predictions about text
* Make inferences based on the cover, title, illustrations, and plot
* Retell or act out important events in stories

**Skill: Composition**

*Objectives:*

* Dictate or write information for lists, captions, or invitations
* Write one’s own name
* Dictate or write sentences to tell a story and put the sentences in chronological order
* Use complete simple sentences
* Dictate or write information for lists, captions, or invitations
* Capitalize the first letter in a sentence
* Use punctuation at the end of a sentence

**Skill: Word Study**

*Objectives:*

* Form upper- and lower- case letters legibly using the basic conventions of print (left-to-right and top-to-bottom)
* Use phonological knowledge to match sounds to letters

**SCIENCE**

**Skill: Scientific Investigation and Reasoning**

*Objective(s):*

* Identify and demonstrate safe practices during classroom and outdoor investigations
* Asks questions about organisms, objects, and events in the natural world
* Plan and conduct simple descriptive investigations
* Collect information using tools and materials to support observations of habitats of organisms

**Skill: Matter and Energy**

*Objective(s):*

* Observe and record properties of objects such as bigger or smaller; heavier or lighter; shape; color; and texture

**Skill: Force, Motion, and Energy**

*Objective(s):*

* Observe and describe the location of an object in relation to another such as above, below, behind, in front of, and beside
* Observe and describe the ways that objects can move

**Skill: Earth and Space**

*Objective(s):*

* Identify events that have repeating patterns

**Skill: Organisms and Environments**

*Objective(s):*

* Differentiate between living and nonliving things
* Sort plants and animals into groups according to their physical characteristics
* Observe changes that are part of a simple life cycle of a plant

**SOCIAL STUDIES**

**Skill: History, Government, and Citizenship**

*Objectives:*

* Identify rules and explain how authority figures make and enforce them
* Use vocabulary related to time and chronology
* Identify contributions of historical figures who have shaped our state and nation

**Skill: Geography and Culture**

*Objectives:*

* Use terms to describe relative location
* Identify tools that aid in determining location
* Describe and explain family customs and traditions

**Skill: Economics and Science and Technology**

*Objectives:*

* Explain the difference between needs and wants
* Explain why people have jobs
* Describe how technology helps accomplish tasks and meets people’s needs