



Kindergarten

Standards-Based Report Card

Progress Check Points

First Nine Weeks



English/Language Arts

All students should know and be able to:

- With prompting and support, retell familiar stories, including at least one detail
- With prompting and support, begin to identify characters in a story
- Actively engage in group reading activities with purpose and understanding
- Recognize and name all upper and lower case letters of the alphabet.
- Follow words from left to right
- Understand that words are separated by spaces in print
- Read leveled text on an A level
- Use a combination of drawing, dictating, and writing to compose narratives, opinion pieces, and explanatory text

Social Studies

All students should know and be able to:

- Recall and state their address including street, city, state, country, continent, and hemisphere
- Use the four main cardinal directions: North, South, East, and West
- Know what a globe and map, and how they are used
- Give characteristics of good citizenship
- Explain how things are different and similar
- Understand chronology such as: past, present, future, then, now, before, after, morning, night, and day
- Understand and explain the purpose of Labor Day, and the traditional celebrations that go along with this holiday
- Describe the community helpers that are involved where the student lives (Police, Fire, Teacher, etc.)
- Explain how people do work in exchange for money

Mathematics

All students should know and/or be able to:

- Count to 100 by ones and by tens (including counting forward from any given number)
- Write and represent the number of objects using numerals from 0 to 20
- Understand the relationship between numbers and quantities and connect counting to cardinality
- Classify objects and count the number of objects in each category

Science

All students should know and be able to:

- Understand the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works
- Understand the important features of the process of scientific inquiry
- Describe objects in terms of the materials they are made of and their physical properties
- Compare and sort materials of different composition
- Classify common materials, such as buttons or swatches of cloth, according to their physical attributes





Kindergarten

Standards-Based Report Card Progress Check Points *Second Nine Weeks*



English/Language Arts

All students should know and be able to:

- With prompting and support, retell familiar stories, including at least one detail
- With prompting and support, begin to identify characters and setting in a story
- Actively engage in group reading activities with purpose and understanding
- With prompting and support, identify the main topic of a text
- Follow words from left to right
- Understand that words are separated by spaces in print
- Read leveled text on an B level
- Use a combination of drawing, dictating, and writing to compose narratives, opinion pieces, and explanatory text

Social Studies

All students should know and be able to:

- Continue reinforcing cardinal directions as they apply to navigation (ex. How did Christopher Columbus travel to the New World)
- Explain the celebration and understanding of Columbus Day
- Describe the character traits that Christopher Columbus exhibited
- Explain the celebration and understanding of Veteran's Day
- Explain the role soldiers have in our society and economy
- Describe the characteristics that soldiers exhibit (as a collective group)
- Explain that people do work in exchange for money
- Explain the celebration and understanding of Thanksgiving
- Name and describe the national symbols that are associated with Columbus Day, Veteran's Day, and Thanksgiving

Mathematics

All students should know and/or be able to:

- Classify objects and count the number of objects in categories
- Compare sets and numerals between 1 and 10 in 3 ways (equal to, more than, and less than the other)
- Work with numbers 11–19 to gain foundations for place value, understanding that numbers 11–19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine more ones with a drawing or equation
- Identify and name all 2 and 3 dimensional shapes including squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres
- Identify, create, analyze, and compare two and three dimensional shapes
- Describe objects in the environment using names of shapes and describe the relative positions of these objects
- Model shapes in the world by building shapes from components
- Compose simple shapes to form larger shapes

Science

All students should know and be able to:

- Investigate different types of motion
- Sort objects into categories according to their motion
- Push, pull, and roll common objects and describe their motions
- Observe and communicate effects of gravity on objects
- Recognize that some things, such as airplanes and birds, are in the sky, but return to earth
- Recognize that the sun, moon, and stars are in the sky, but don't come down
- Explain why a book does not fall down if it is placed on a table, but will fall down if it is dropped



Kindergarten

Standards-Based Report Card Progress Check Points *Third Nine Weeks*



English/Language Arts

All students should know and be able to:

- With prompting and support, retell familiar stories, including key details
- With prompting and support, begin to identify characters, settings, and major events in a story
- With prompting and support, name the author and illustrator
- Actively engage in group reading activities with purpose and understanding
- With prompting and support, identify the main topic and key details
- Follow words from left to right, top to bottom, and page by page
- Understand that words are separated by spaces in print
- Read leveled text on a C level
- Use a combination of drawing, dictating, and writing to compose narratives, opinion pieces, and explanatory text

Social Studies

All students should know and be able to:

- Explain and discuss the celebrations for Martin Luther King Jr. Day
- Explain and discuss the celebration for Presidents' Day
- Explain and describe the positive characteristic traits displayed by Martin Luther King Jr.
- Explain and describe the positive characteristic traits that George Washington and Abraham Lincoln displayed
- Identify and describe the Washington Monument, Lincoln Memorial, The Bald Eagle, the American Flag, the White House, and the Capital Building (major national symbols)

Mathematics

All students should know and/or be able to:

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
- Finds the number that makes 10 when added to a given number between 0 and 9 using objects or drawings.
- Fluently add and subtract within 5
- Describe and compare measurable attributes of objects and directly compare two objects with a measureable attribute in common to see which object has “more of/”less of” the attribute and describe the difference
- Classify objects and count the number of objects in categories
- Decompose numbers less than or equal to 10 into pairs

Science

All students should know and be able to:

- Describe time patterns and objects in the day and night sky
- Describe changes that occur in the sky during the day, as day turns into night, during the night, and as night turns into day
- Classify objects according to those seen in the day sky and those seen in the night sky
- Recognize that the Sun supplies heat and light to Earth
- Describe the physical attributes of rocks and soils
- Use senses to observe and group rocks by physical attributes such as large/small, heavy/light, smooth/rough, dark/light, etc.
- Use senses to observe soils by physical attributes such as smell, texture, color, particle/grain size
- Recognize earth materials— soil, rocks, water, air, etc.



Kindergarten

Standards-Based Report Card Progress Check Points *Fourth Nine Weeks*



English/Language Arts

All students should know and be able to:

- With prompting and support, retell familiar stories, including key details
- With prompting and support, to identify characters, settings, and major events in a story
- With prompting and support, name the author and illustrator
- Actively engage in group reading activities with purpose and understanding
- With prompting and support, identify the main topic and key details
- Follow words from left to right, top to bottom, and page by page
- Understand that words are separated by spaces in print
- Read leveled text on a D level
- Use a combination of drawing, dictating, and writing to compose narratives, opinion pieces, and explanatory text

Social Studies

All students should know and be able to:

- Explain and describe the purpose and celebrations for Memorial Day
- Explain and describe the purpose and celebrations for the 4th of July
- Explain and describe the purpose and celebrations for Flag Day
- Identify and describe the Washington Monument, Lincoln Memorial, The Bald Eagle, the American Flag, the White House, and the Capital Building (major national symbols)
- Describe the positive character traits that the founding fathers displayed
- Explain saving and spending
- Describe that items are scarce and not available
- Describe the difference between a want and a need
- Explain how to make a choice (deciding between what you would like to have and what you want, between spending and saving)

Mathematics

All students should know and/or be able to:

- Classify objects and count the number of objects in categories
- Represent addition and subtraction, as well as solves addition and subtraction word problems within 10 using appropriate tools such as, objects, fingers, mental images and drawings
- Decompose numbers less than or equal to 10 with a drawing or an equation
- Find the number that makes 10 when added to a given number between 0 and 9 using objects or drawings

Science

All students should know and be able to:

- Sort living organisms and non-living materials into groups by observable physical attributes
- Recognize the difference between living organisms and nonliving materials
- Group animals according to their observable features such as appearance, size, motion, where it lives, etc.
- Group plants according to their observable features such as appearance, size, etc. compare the similarities and differences in groups of organisms
- Explain the similarities and differences in animals
- Explain the similarities and differences in plants
- Recognize the similarities and differences between a parent and a baby
- Match pictures of animal parents and their offspring explaining their reasoning
- Recognize that they are similar and different from other students