



Expectations describe concepts, knowledge and /or skills that will be instructed and assessed at each grade level. Since a student's developmental level cannot be determined solely by grade level, individual students will be at varying stages in their development. Teachers will assess student performance and plan instructional tasks and experiences in order to maximize a student's progress towards the attainment of the expectations.

# Kindergarten *Expectations*

2017-2018



# Kindergarten

(Teachers will assess student performance and plan instructional tasks and experiences in order to maximize a student's progress towards the attainment of the expectations.)

## READING

### READING LITERATURE

#### Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text. (RL.K.1)
  2. With prompting and support, retell familiar stories, including key details. (RL.K.2)
  3. With prompting and support, identify characters, settings, and major events in a story. (RL.K.3)
- IA.1.** Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.

#### Craft and Structure

4. Ask and answer questions about unknown words in a text (RL.K.4)
5. Recognize common types of texts (e.g., storybooks, poems). (RL.K.5)
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (RL.K.6)

#### Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). (RI.K.7)
8. (Not applicable to literature) (RL.K.8)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (RL.K.9)

#### Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding. (RI.K.10)

### Reading Informational Text

#### Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text. (RI.K.1)
  2. With prompting and support, identify the main topic and retell key details of a text. (RI.K.2)
  3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.K.3)
- IA.1.** Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.

#### Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text. (RI.K.4)
5. Identify the front cover, back cover, and title page of a book. (RI.K.5)
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (RI.K.6)

### Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (RI.K.7)
8. With prompting and support, identify the reasons an author gives to support points in a text. (RI.K.8)
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (RI.K.9)

### Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding. (RI.K.10)

### Reading Foundational Skills

#### Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
  - a. Follow words from left to right, top to bottom, and page by page.
  - b. Recognize that spoken words are represented in written language by specific sequences of letters.
  - c. Understand that words are separated by spaces in print.
  - d. Recognize and name all upper- and lowercase letters of the alphabet. (RF.K.1)

#### Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - a. Recognize and produce rhyming words.
  - b. Count, pronounce, blend, and segment syllables in spoken words.
  - c. Blend and segment onsets and rimes of single-syllable spoken words.
  - d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
  - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (RF.K.2)

#### Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
  - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
  - c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
  - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (RF.K.3)

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## Fluency

4. Read emergent-reader texts with purpose and understanding. (RF.K.4)

## WRITING

### Text Types and Purposes

1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is ...*) (W.K.1)

2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (W.K.2)

3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (W.K.3)

### Production and Distribution of Writing

4. (Begins in grade 3) (W.K.4)

5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (W.K.5)

6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.K.6)

### Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (W.K.7)

8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.K.8)

9. (Begins in grade 4) (W.K.9)

### Range of Writing

10. (Begins in grade 3) (W.K.10)

## LANGUAGE

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Print many upper- and lowercase letters.
- Use frequently occurring nouns and verbs.
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- Produce and expand complete sentences in shared language activities. (L.K.1)

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize the first word in a sentence and the pronoun I.
- Recognize and name end punctuation.
- Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (L.K.2)

### Knowledge of Language

3. (Begins in grade 2) (L.K.3)

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.

- Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
- 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. (L.K.4)

5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
- Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings. (L.K.5)

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (L.K.6)

## SPEAKING AND LISTENING

### Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- Continue a conversation through multiple exchanges. (SL.K.1)

2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (SL.K.2)

3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3)

### Presentation of Knowledge and Ideas

# Kindergarten

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4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (SL.K.4)
  5. Add drawings or other visual displays to descriptions as desired to provide additional detail. (SL.K.5)
  6. Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6)
- IA.3.** Recite familiar stories, poems, nursery rhymes, and lines of a play.

## MATH

### Counting and Cardinality K.CC

#### **Know number names and the count sequence**

1. Count to 100 by ones and by tens. (K.CC.1)
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). (K.CC.2)
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). (K.CC.3)

#### **Count to tell the number of objects**

4. Understand the relationship between numbers and quantities; connect counting to cardinality.
  - a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
  - b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
  - c. Understand that each successive number name refers to a quantity that is one larger. (K.CC.4)
5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. (K.CC.5)

#### **Compare numbers**

6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (K.CC.6)
7. Compare two numbers between 1 and 10 presented as written numerals. (K.CC.7)

### Operations and Algebraic Thinking K.OA

#### **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from**

1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (K.OA.1)
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the

problem. (K.OA.2)

3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g.,  $5=2+3$  and  $5=4+1$ ). (K.OA.3)

4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. (K.OA.4)
5. Fluently add and subtract within 5. (K.OA.5)

### Number and Operations in Base Ten K.NBT

#### **Work with numbers 11-19 to gain foundations for place value**

1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g.,  $18=10+8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. (K.NBT.1)

### Measurement and Data K.MD

#### **Describe and compare measurable attributes**

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K.MD.1)
2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* (K.MD.2)

#### **Classify objects and count the number of objects in each category**

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.) (K.MD.3)

### Geometry K.G

#### **Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)**

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. (K.G.1)
  2. Correctly name shapes regardless of their orientations or overall size. (K.G.2)
  3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). (K.G.3)
- #### **Analyze, compare, create, and compose shapes**
4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). (K.G.4)
  5. Model shapes in the world by building shapes from components



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(e.g., sticks and clay balls) and drawing shapes. (K.G.5)

6. Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"* (K.G.6)

## SCIENCE

**1. A kindergartner will develop understandings of the following Life Science concepts:**

- observe and describe the structures of a variety of common animals—fish, birds, snails, earthworms, and isopods.

**2. A kindergartner will develop understandings of the following Physical Science concepts:**

- natural resources and properties of materials and how those properties determine their use – wood, paper, and fabric
- the effect of pushes and pulls of variables to change the strength and direction of rolling balls to achieve specific outcomes

**3. A kindergartner will develop understandings of the following Earth Science concepts:**

- seasonal characteristics of trees and weather

**4. A kindergartner will develop understandings and abilities to do Scientific Inquiry by:**

- observing
- measuring
- classifying
- exploring
- recording
- hypothesizing
- inferring
- predicting
- investigating
- experimenting
- reporting
- decision making

## SOCIAL STUDIES

**Theme: SELF**

**1. A kindergartner will learn to make positive and responsible decisions by:**

- learning about choices and decisions
- learning to think and choose
- learning about “yes” and “no”

**2. A kindergartner will learn to value and respect self and others by:**

- celebrating being unique
- exploring family, school, and community
- participating in community project(s)

**3. A kindergartner will demonstrate an understanding of culture and cultural diversity by:**

- comparing and contrasting the ways our students celebrate special occasions

**4. A kindergartner will demonstrate an understanding of the ways human beings view themselves in and over time by:**

- developing time concepts such as days of the week, dates, months, our daily schedules, and such concepts as before, after, etc.

**5. A kindergartner will demonstrate individual development and identity by:**

- exploring the concepts of individual, family, school, and community
- exploring the concept of making individual choices

**6. A kindergartner will demonstrate an understanding of interactions among individuals, groups, and institutions by:**

- showing value and respect for self and others
- making positive and responsible decisions
- relating with others
- including others
- sharing with others
- helping others
- listening to others
- saying nice things to others
- demonstrating PRIDE rules
- working cooperatively in a group
- demonstrating Olweus concepts

**7. A kindergartner will demonstrate an understanding of how people organize for the production, distribution, and consumption of goods and services by:**

- exploring family, school, and community helpers

**8. A kindergartner will demonstrate an understanding of global connections and interdependence by:**

- developing an awareness of what a globe is

**9. A kindergartner will demonstrate an understanding of the ideals, principles, and practices of citizenship in a democratic republic by:**

- identifying examples of rights and responsibilities of citizens

## HEALTH, HUMAN GROWTH, & DEVELOPMENT

**1. A kindergartner will demonstrate how to prevent and control disease by:**

- understanding that germs can cause illness
- understanding how germs are passed
- understanding what helps make a healthy day
- understanding it is normal to be ill sometimes
- understanding the importance of compassion for the ill
- understanding one way HIV is passed is through contaminated blood and not through casual contact

**2. A kindergartner will demonstrate behaviors to prevent (sexual) abuse and (sexual) harassment by:**

- understanding how to show respect for someone else’s personal space
- understanding property rights, body rights, and the right to say “no”
- understanding clues that warn you that you may be violating someone’s personal space
- understanding clues that warn you that someone may soon violate your personal space
- understanding what to do if someone invades your personal space and you don’t like it

- understanding how to make such a person or persons stop
- understanding how to tell and whom to tell

- understanding the information in the Harassment Brochure

**3. A kindergartner will demonstrate traffic safety by:**

- understanding age appropriate traffic safety behavior, such as, pedestrian safety; bicycle safety; auto passenger safety; school bus passenger safety; seat belt use; substance education; legal responsibilities and risks.

# Kindergarten

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## PHYSICAL EDUCATION

### 1. A kindergartner will begin to develop physical fitness by:

- participating in aerobic activities that promote cardiovascular endurance, muscular strength, agility, flexibility, and body composition

### 2. A kindergartner will begin to develop motor skills by:

- participating in activities to develop coordination using large and small muscle groups
- participating in activities to develop age appropriate motor patterns

### 3. A kindergartner will begin to develop wellness by:

- practicing habits important to a physically active lifestyle

### 4. A kindergartner will begin to develop responsible personal and social behavior in physical activity settings by:

- demonstrating the Linn-Mar PRIDE behaviors:

Promote positive attitudes; Respect yourself and others; Insist on your personal best; Discuss and listen actively; Expect honesty and be trustworthy

### 5. A kindergartner will begin to develop an understanding of rules and fair play by:

- following rules for activities
- learning basic strategies for activities

## VISUAL ARTS

### Content Standards and Student Expectations

#### 1. Understanding and applying media, techniques, and processes

The lessons are taught through these media: paint, chalk, pencil, crayons, paper, clay, ink, markers, and fibers.

The student will:

- know the differences between materials, techniques, and processes
- use art materials and tools in a safe and responsible manner
- use a variety of materials to communicate

#### 2. Using knowledge of structures and functions

The lessons explore elements and principles of art: color, form, line, shape, space, texture, value, balance, contrast, emphasis, movement, pattern, and rhythm.

The student will:

- know the definitions of elements and principles
- be able to recognize elements and principles
- be able to apply elements and principles in artwork

#### 3. Choosing and evaluating a range of subject matter, symbols, and ideas

The communication of ideas and their meanings are developed with choices of media, subject matter, and symbols.

The student will:

- use a variety of techniques/processes such as drawing, painting, sculpture, printmaking, and fiber art to explore and understand content for works of art
- know the difference between subject matter such as landscape, still life, and portrait

#### 4. Understanding the visual arts in relation to history and cultures

Visual art is taught through the context of contemporary and historical cultures.

The student will:

- know that the visual arts have both a history and specific relationship to various cultures
- identify specific works of art as belonging to a particular culture, time and place

#### 5. Reflecting upon and assessing the characteristics and merits of his/her work and the work of others

Aesthetic awareness is taught through the interpretation and evaluation of student work and works of others.

The student will:

- describe how artwork is used in daily life
- understand there are different responses to specific artwork
- know there are various purposes for creative works of visual arts

#### 6. Making connections between visual arts and other disciplines

Interdisciplinary connections between visual arts and other disciplines are taught by comparison and integration of curriculum.

The student will:

- identify connections between visual arts and other disciplines in the curriculum
- understand and use similarities and differences between characteristics of visual arts and other disciplines

## GENERAL MUSIC

### 1. A kindergarten student will demonstrate appropriate singing techniques by:

- participating in all singing activities
- opening mouth
- pronouncing words
- using singing voice

### 2. A kindergarten student will perform rhythmic and melodic patterns on classroom instruments by:

- demonstrating steady beat
- demonstrating long and short sounds

### 3. A kindergarten student will develop an understanding of music concepts (melody, rhythm, harmony, form, expression, tone color, style) by:

- distinguishing between loud and soft sounds
- distinguishing between speaking and singing voices
- differentiating between various instrument sounds
- building a music concept vocabulary

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**4. A kindergarten student will demonstrate creativity and use of imagination by:**

- listening, moving, playing instruments, singing, and dramatic play

**5. A kindergarten student will demonstrate appropriate personal actions and work ethic by:**

- listening to and following directions
- working cooperatively in groups
- demonstrating effort in all activities

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