

THE SCHOOL DISTRICT OF ESCAMBIA COUNTY

Kindergarten Expectations
Fourth Nine Weeks

Student _____
Teacher _____
Year _____

Parents/Guardians: If a line is marked below, your child is not performing satisfactorily in that area.

IMPORTANT: Insufficient progress in learning letter names, letter sounds, and recognizing sight words in simple text by the end of the school year will likely result in retention.

READING – *Imagine It Reading Series*

- _____ Recognizes and provides rhyming words
- _____ Segments sounds in words (beginning, ending, medial sounds)
- _____ Blends introduced sounds in words
- _____ Identifies front cover, back cover, and title page of a book
- _____ Tracks and reads predictable print word-by-word with accuracy
- _____ Demonstrates text flows from left to right and from top to bottom
- _____ Retells familiar stories, including key details
- _____ Identifies characters and settings
- _____ Identifies the main topic and retells key details of informational text
- _____ Asks and answers questions about key details in the text
- _____ Engages in group activities with purpose and understanding
- _____ Identifies all lowercase letters – **MARKED LETTERS NOT KNOWN**

s	m	d	p	a	h	t	n	l	i	b	c	o
r	g	j	f	u	x	z	w	k	e	q	y	v

Letters displayed in the order taught (rows across)

- _____ Identifies all uppercase letters – **MARKED LETTERS NOT KNOWN**

S	M	D	P	A	H	T	N	L	I	B	C	O
R	G	J	F	U	X	Z	W	K	E	Q	Y	V

Letters displayed in the order taught (rows across)

- _____ Knows all letter sounds (including long and short vowel sounds) – **MARKED LETTER SOUNDS NOT KNOWN**

Ss	Mm	Dd	Pp	Aa	Hh	Tt	Nn	Ll	Ii	Bb	Cc	Oo
Rr	Gg	Jj	Ff	Uu	Xx	Zz	Ww	Kk	Ee	Qq	Yy	Vv
Āā	Īī	Ōō	Ūū	Ēē								

Sounds displayed in the order taught (rows across)

- _____ Recognizes the following sight words in simple text – **MARKED WORDS NOT KNOWN**

a	the	and	go	had	he	I	see	has	you	like
me	my	play	we	of	in	am	at	to	as	have
is	it	can	his	him	on	not	red	yellow	blue	green
purple	orange	brown	black	white	pink	gray	did	girl	for	but
up	all	look	with	her	what	was	were	said	that	here
make	down	they	some	there	boy	out	do	little	when	then
be	she	come	eat							

Words displayed in the order taught (rows across)

LANGUAGE ARTS/WRITING

- _____ Participates in speaking activities (singing, story telling, dramatics, reading)
- _____ Communicates effectively using oral language (speaks in complete sentences)
- _____ Dictates an idea or story
- _____ Draws pictures and uses letters to represent words
- _____ Listens to and follows two-step directions
- _____ Listens to and follows three-step directions
- _____ Uses phonetic (inventive) spelling
- _____ Uses beginning and ending letter sounds when writing
- _____ Uses proper capitalization, punctuation, and spacing
- _____ Writing expresses one or more complete thoughts (1 sentence)
- _____ Writing shows evidence of one or more supporting details (or descriptor)
- _____ Uses some vowels and/or blends when writing
- _____ Expresses an opinion about a topic or book (e.g., My favorite book is...)

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Kindergarten Expectations Continued - Fourth Nine Weeks

Parents/Guardians: If a line is marked below, your child is not performing satisfactorily in that area.

MATHEMATICS

- _____ Counts orally 1 – 100
- _____ Counts to 100 by tens
- _____ Recognizes numbers 0 – 20
- _____ Writes numbers 0 – 20
- _____ Matches numbers to groups of objects 0 – 20
- _____ Identifies ordinal numbers/positions 1st – 20th
- _____ Compares sets 0 – 20 (more, less, greater, fewer, same)
- _____ Creates sets 0 – 20 (more, less, greater, fewer, same)
- _____ Adds groups of objects to ten
- _____ Subtracts groups of objects to ten
- _____ Classifies objects into categories using a variety of attributes (such as color, shape, size, and position) and sorts the categories by count.
- _____ Identifies basic two-dimensional shapes (circle, square, rectangle, triangle)
- _____ Identifies unique two-dimensional shapes (ellipse, rhombus, hexagon, trapezoid)
- _____ Identifies three-dimensional shapes (cone, cube, cylinder, sphere)
- _____ Identifies shapes as either two-dimensional or three-dimensional shapes
- _____ Describes objects using names of shapes and their relative positions (above, below, beside, in front of, behind, and next to)
- _____ Uses measurement vocabulary to compare length, height and weight (longer, shorter, taller, heavier, lighter, etc.)
- _____ Estimates and measures length using non-standard units
- _____ Describes several measurable attributes of a single object (length, height, and weight)

SCIENCE

- _____ Uses the senses to collect and share information
- _____ Collaborates and works with a partner
- _____ Sorts objects by observable properties (color, shape, texture, temperature, size, weight, motion, etc.)
- _____ Records science observations (with words, pictures, models, etc.)
- _____ Understands how objects move
- _____ Describes how plants are alike and different
- _____ Describes how animals are alike and different
- _____ Demonstrates an understanding of concepts presented on sound

SOCIAL STUDIES

- _____ Understands how and why rules are made
- _____ Knows the qualities of a good citizen and recognizes US symbols.
- _____ Knows simple descriptors of work and jobs people do
- _____ Recognizes the importance of celebrations and national holidays
- _____ Recognizes and compares people, place and items from the present and the past
- _____ Uses simple maps, and globes to identify and locate places

HANDWRITING/SMALL MUSCLE DEVELOPMENT

- _____ Holds pencil and crayons correctly
- _____ Colors, cuts and glues neatly
- _____ Forms numbers and letters introduced correctly
- _____ Prints first name correctly
- _____ Prints last name correctly

CITIZENSHIP

- _____ Follows rules and procedures
- _____ Respects authority and responds appropriately to corrections
- _____ Stays on task and completes activities independently
- _____ Tries to solve problems appropriately
- _____ Shares and takes turns
- _____ Listens attentively without interrupting or distracting others
- _____ Uses materials appropriately and returns when finished
- _____ Controls excessive talking