

## KINDERGARTEN LEARNER EXPECTATIONS

### Parents' Guide to Kindergarten

#### Some Developmental Characteristics Displayed by Many Five-Year-Olds

- ☉ Able to manage a toothbrush, do simple weaving and basket making, and complete some picture puzzles (small motor control).
- ☉ Able to ride a two-wheeler and learn simple dance steps (large motor control).
- ☉ Display independence skills, such as dressing and feeding themselves.
- ☉ Moving toward the self-direction and self-control required of school-age children.
- ☉ Persist longer at tasks and works until they complete project.
- ☉ Can talk meaningfully about tomorrow and yesterday.
- ☉ Can talk about distant places like a farm or fire station.
- ☉ Ask questions for practical reasons: What is this? What do I do with this?
- ☉ Enjoy friends and may have one or more close friends.
- ☉ Have defined preferences, such as choice of toys, clothes, and television programs.
- ☉ Can enjoy the kindergarten setting and are able to do manipulative learning activities that will foster math, language, science and artistic skills.

Source:

*Families, Schools, Communities Learning Together - Special Edition: Guide to Developing Grade-Level Brochures for Parents.*

Wisconsin Department of Public Instruction, Fall 1999



#### LANGUAGE ARTS

##### Reading: Foundational Skills

- Demonstrates understanding of the organization and basic features of print.
- Demonstrates understanding of spoken words, syllables, and sounds.
- Knows and applies Kindergarten strategies to decode words.
- Reads Kindergarten level texts with purpose and understanding.

##### Reading: Literature

- With prompting and support, asks and answers questions about key details and unknown words.
- With prompting and support, retells familiar stories with key details.

##### Reading: Informational

- With prompting and support, asks and answers questions about key details in informational texts.
- With prompting and support, describes connections between two individuals, events, or pieces of information.

##### Writing

- Uses a combination of drawing, dictating, and writing to compose opinion, informative/explanatory, and narrative pieces.
- With guidance and support, responds to questions and suggestions from peers and adds details to strengthen writing.
- Participates in shared research and writing projects.
- Uses legible printing of letters and numbers.
- With the help of adults, uses digital tools to produce and publish writing.

##### Language

- Recognizes and names end punctuation.
- Spells simple words phonetically, drawing on knowledge of letters and sounds.

##### Speaking and Listening

- Takes part in conversations about Kindergarten topics and texts.

#### MATH

##### Counting and Cardinality

- Counts to tell the number of objects to 20.
- Compares sets of objects to identify more, less or equal quantities.
- Writes numbers to 20.
- Counts to 100 by ones and tens.
- Counts forward from a given number.

##### Operations and Algebraic Thinking

- Understands addition as putting together and subtraction as taking apart.
- Solves word problems within 10 by using objects, drawings, or equations.
- Shows partners of numbers using objects and drawings and records the equation.
- Shows the partners of 10 for any numbers 1-9
- Fluently adds and subtracts within 5.

##### Number and Operations in Base Ten

- Understands teen numbers as a ten and extra ones (numbers 11-19).

##### Measurement and Data

- Describes and compares measurable attributes of objects (length, weight, etc.).
- Classifies and counts the number of objects in each group.

### **Geometry**

- Identifies and describes shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres).
- Describes the position of shapes (above, below, next to).
- Analyzes, compares, creates and composes shapes.

### **Mathematical Practices**

- Understands the problem situation: makes sense of problems; reasons abstractly and quantitatively.
- Represents the problem situation: models with mathematics; looks for and makes use of structure.
- Solves the problem: uses appropriate tools; uses repeated reasoning.
- Checks that the answer makes sense: critiques the reasoning of others; attends to precision.

### **SCIENCE**

- Observes through hands-on exploration.
- Compares similarities and differences.
- Communicates observations.

### **SOCIAL STUDIES**

- Communicates personal information (name, birthday, phone, address, family).
- Demonstrates a beginning understanding of maps and globes.  
\*Other concepts are integrated and assessed within social/emotional development. ("Behaviors of Lifelong Learners")

### **ART**

- Produces artwork that expresses ideas.
- Talks about own art work.

### **MUSIC**

- Participates in musical activities.
- Moves appropriately to music.
- Explores different ways to use the voice (sing, speak, whisper, shout).

- Makes safe, respectful and responsible choices.

### **PHYSICAL EDUCATION**

- Performs the gallop facing forward in the line of movement with back foot remaining behind lead foot.
- Recognizes that when the body moves faster, the muscles work harder and the heart beats faster.
- Demonstrates safe, respectful, and responsible behaviors during active participation.

### **BEHAVIORS OF LIFELONG LEARNERS**

#### **Collaborative Worker**

- ◆ Cooperates with others.
- ◆ Demonstrates respect and compassion for others.

#### **Community Contributor**

- ◆ Takes responsibility for self and materials.
- ◆ Accepts responsibility for actions.
- ◆ Demonstrates self-control.
- ◆ Participates appropriately in group discussion.

#### **Quality Producer**

- ◆ Initiates and completes tasks on time.
- ◆ Strives for accuracy, quality and neatness.

#### **Complex Thinker**

- ◆ Thinks, questions, and solves problems in a variety of ways.
- ◆ Demonstrates curiosity in learning.
- ◆ Demonstrates a willingness to try new experiences.



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