Parents’ Guide to Kindergarten

KINDERGARTEN LEARNER EXPECTATIONS

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.

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?
☺ Enjoys 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
**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).

**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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