



## Learning Standards by Grade Level

# KINDERGARTEN



## DEAR WPS FAMILIES

This document outlines the learning targets, or standards, your child will be working toward during his/her academic school year. The goal is for your child to demonstrate proficiency on each of these learning targets by the end of the year. At the end of each quarter, you will receive a report indicating the progress your child has made toward mastery of the learning targets.

The learning targets are taken directly from the proficiency scales teachers use daily to plan and deliver instruction. We invite you to visit our district website, [USD259.org/Grading](https://USD259.org/Grading), to explore the learning targets on the proficiency scales, become familiar with the progression of learning provided on each scale, and review the frequently asked questions and answers regarding standards-referenced instruction and grading.

We are excited about the change to standards-referenced instruction and grading using proficiency scales and learning targets. This reform will support our students in their journey to becoming future ready!

## BEHAVIOR/WORK HABIT TARGETS

### WORK HABITS

- Work Completion: Complete work by designated time
- Participation & Engagement: Listen, participate in class & engage in the learning process on a consistent basis
- Follow Directions: Know & act in accordance to classroom rules & verbal or written directions

### SOCIAL DEVELOPMENT

- Social Awareness: Demonstrate awareness of others' thoughts, feelings & differences (i.e. students appropriately react to others in a variety of situations)
- Interpersonal Skills: Demonstrate communication & social skills to interact effectively within relationships

### PERSONAL DEVELOPMENT

- Self-Awareness: Identify, understand & express personal thoughts & emotions in healthy ways
- Self-Management: Understand & use strategies for managing thoughts/behaviors & setting goals

### CHARACTER DEVELOPMENT

- Core Principles: In a variety of settings, demonstrate traits of good character such as: honesty, kindness, self-control & perseverance
- Decision Making Skills: Demonstrate responsible & effective decision making skills in a variety of settings
- Problem Solving Skills: Develop, implement & model effective problem solving skills in a variety of settings



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## ENGLISH LANGUAGE ARTS LEARNING TARGETS

- Explain how written words are organized on pages **RFK.1**
- State that spoken words are represented in writing by specific sequences of letters **RFK.1b**
- Point to words with one-to-one correspondence & state that words are separated by spaces **RFK.1c**
- Recognize & name all uppercase & lowercase letters **RFK.1d**
- Produce rhyming words orally **RFK.2a**
- Blend & segment syllables in spoken words **RFK.2b**
- Blend & segment onsets & rimes of single syllable spoken words **RFK.2c**
- Pronounce the initial, medial vowel & final sounds in spoken words that follow a consonant-vowel-consonant (CVC) pattern **RFK.2d**
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words **RFK.2e**
- Read common high-frequency words by sight **RFK.3c**
- Identify the letters & sounds that differ among similarly-spelled words **RFK.3d**
- With prompting & support, read emergent-reader texts with purpose & understanding **RFK.4**
- With prompting & support, identify the main idea of an informational text **RIK.2**
- With prompting & support, retell details from an information text **RIK.2**
- With prompting & support, describe the connection between two ideas, events, or people in a text **RIK.3**
- Identify the front cover, back cover & title page of a book **RIK.5**
- With prompting & support, identify a reason that supports a point in a text **RIK.8**
- With prompting & support, compare details from two texts on the same topic **RIK.9**
- With prompting & support, ask questions about specific details in a text **RI/RIK.1**
- With prompting & support, retell events from a narrative text in order **RLK.2**
- With prompting & support, identify the characters & setting in a narrative text **RLK.3**
- Identify features of common text types **RLK.5**
- With prompting & support, describe the connection between an illustration & the information in a text **RLK.7**
- With prompting & support, compare characters from familiar stories **RLK.9**
- Use familiar parts of words to understand their meaning in literary texts **RLK.11b**
- Explain a word's meaning by relating it to opposites **RLK.12b**
- Relate words to their real-life meanings **RLK.12c**
- Describe familiar people, places & things with prompting & support **SLK.4**
- Create a picture or visual display to add detail **SLK.5**
- State an opinion or preference about a topic or book using a combination of drawing, dictating & writing **WK.1**
- Use drawing, dictating & writing to supply information about a topic **WK.2**
- Use a combination of drawing, dictating & writing to compose informative/explanatory texts in which they name what they are writing about **WK.2**
- Use a combination of drawing, dictating & writing to tell a narrative about one event or several loosely-linked events **WK.3**
- Tell about events in the order in which they occurred **WK.3**
- Provide a reaction to what happened **WK.3**
- With prompting & support, answer a question with a fact or piece of information from a provided source **WK.8**
- Write many uppercase & lowercase letters **WK.10a**
- Use common verbs correctly **WK.10b**
- Use common singular and plural nouns correctly **WK.10b**
- Use question words correctly **WK.10c**
- Use common prepositions correctly **WK.10d**
- Write sentences when told how to spell individual words **WK.10e**
- Generate complete sentences in shared language activities **WK.10e**
- Capitalize the first word in a sentence & the pronoun "I" **WK.11a**
- Use & name proper end punctuation marks for different kinds of sentences **WK.11b**
- Write a letter or letters for most consonant & short vowel sounds **WK.11c**



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### MATH LEARNING TARGETS

- Count to 100 by ones & identify as a growth pattern **K.CC.1**
- Count to 100 by tens & identify as a growth pattern **K.CC.1**
- Read & write numerals 0-20 **K.CC.3**
- Understand that the last number stated represents objects counted **K.CC.4b**
- Represent a number of objects with a written numeral 0-20 **K.CC.4d**
- Given up to 20 concrete or pictorial objects in different configurations, count to answer "How many?" **K.CC.5**
- Conceptually subitize a set of dots & explain how they were seen **K.CC.5**
- Use objects & numbers to identify which is greater than, less than or equal to other objects and/or numbers & justify comparisons **K.CC.6; K.CC.7**
- Describe objects in the environment using names of shapes & describe the positions of these objects (positional words) **K.G.1**
- Name shapes (regardless of their orientation & size) & identify shapes as two-dimensional (flat) or three-dimensional (solid) **K.G.2; K.G.3**
- Analyze & compare two- & three-dimensional shapes in different sizes & orientations to describe their similarities, differences, parts & other attributes **K.G.4**
- Model shapes in the world by building & drawing shapes **K.G.5**
- Describe several measurable attributes of a single object **K.MD.1**
- Directly compare two objects with a measurable attribute in common to see which object has "more of" or "less of" the attribute & describe the difference **K.MD.2**
- Classify objects into given categories; explain how they have been sorted; label each set, count & compare **K.MD.3**
- Compose & decompose numbers from 11 to 19 into 10 ones & some further ones **K.NBT.1**
- Represent subtraction within 10 with objects, fingers, verbal explanations, expressions, equations, etc. **K.OA.1**
- Represent addition within 10 with objects, fingers, verbal explanations, expressions, equations, etc. **K.OA.1**
- Solve subtraction word problems within 10 **K.OA.2**
- Solve addition word problems within 10 **K.OA.2**
- Decompose numbers to 10 in a variety of ways (with objects or drawings) & record problems using drawings or an equation **K.OA.3**
- For any number 1 to 9, find the number that makes 10 when added to the given number using objects, drawings and/or equations **K.OA.4**
- Fluently (efficiently, accurately and flexibly) add within 5 **K.OA.5**
- Fluently (efficiently, accurately and flexibly) subtract within 5 **K.OA.5**

### SCIENCE & SOCIAL STUDIES LEARNING TARGETS

- Science: Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment **K-ESS3-3**
- Social Studies: Identify change and continuity in one's own life **K-4.1**



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### PHYSICAL EDUCATION LEARNING TARGETS

- Attempt the following locomotor skills while maintaining balance: hop, gallop, run, slide, skip, jump & leap **1**
- Toss an object underhand showing opposition & demonstrate the difference between overhand throw & underhand toss **1**
- Catch a self-bounced or tossed object **1**
- Repeat a combination of at least two rhythmic patterns led by the teacher using both sides of the body and crossing the midline **1**
- Dribble with either hand in self or general space **1**
- Dribble with either foot **1**
- Strike a lightweight object using a short-handled object **1**
- Using various body parts, volley a lightweight object such as a balloon or beach ball, sending it upward **1**
- Kick a stationary ball **1**
- Perform a single jump one time with a self-turned rope and/or a long rope **1**
- Understand the difference between various locomotor movements **2**
- Differentiate between personal & general space **2**
- Actively participate in physical education class **3**
- Recognize that, when you move fast, your heart beats faster & breathing is faster **3**
- Identify a physical activity outside of physical education class **3**
- Follow directions with minimal prompting **4**
- Demonstrate positive behavior towards teachers & peers **4**
- Move in a safe manner **4**
- Try new physical activities **5**
- Identify a physical activity that is challenging **5**

### ART LEARNING TARGETS

- Connect art making to personal experiences, both in and out of school **CN.1**
- Investigate art that has been created throughout history & by cultures around the world **CN.2**
- Tell stories and/or communicate ideas through art making **CR.1**
- Organize and develop artistic ideas and work **CR.2**
- Identify names of colors **CR.2**
- Recognize, name and draw a variety of lines **CR.2**
- Recognize, name and draw a variety of shapes **CR.2**
- Control art tools and materials **CR.3**
- Respond to art by looking, listening, speaking and/or writing **RE.1**

### MUSIC LEARNING TARGETS

- With guidance, demonstrate a unique musical idea such as movement or answer a musical question **Cr.1.K.b**
- With guidance, demonstrate awareness of musical contrasts such as the use of four different voices **Pr.2.K**
- With guidance, demonstrate how keeping a steady beat is used in music **Re.2.K**