

**KINDERGARTEN
FOURTH QUARTER EXPECTATIONS**

MATHEMATICS
Develops number sense for whole numbers through 30. (1-30)
Connects model, number word (orally), and number, using a variety of representations.
Counts objects in a set.
Reads and writes numerals.
Compares and orders sets and numbers.
Uses ordinals (1 st – 10 th).
Recognizes equivalence in sets and numbers 1-10.
Shares equally (divide) between two people; explain.
Solves problems and share solutions to problems in small groups.
Compares attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture).
Recognizes concepts of calendar time using appropriate vocabulary (days of week, months of year, seasons).
Identifies, builds, draws, and names triangles, rectangles, and circles; identifies, builds, and names spheres and cubes.
Compares geometric shapes (identify likeness and differences).
Sorts and classifies objects by one attribute.
Creates and extends patterns with actions, words, and objects. (AABB)

RECEPTIVE LANGUAGE (READING/LISTENING)	EXPRESSIVE LANGUAGE (WRITING/SPEAKING)
Listens to the ending sound of a word and says another word that ends with the same sound (matching, isolating, blending)	Uses conventional speech patterns in talk (e.g., I am hungry, I need crayons, etc.)
	Uses words that describe color, size, and location in a variety of texts
Hears individual sounds in a word and blends them together to say a word (/c/ /a/ /t/ to “cat”)	Maintains conversation and discussion by asking questions
Hears spoken word and breaks it into its individual sounds (segments, “cat” to /c/ /a/ /t/)	Uses new vocabulary in your talk and writing
	Writes one or two thoughts or sentences
Matches the sounds of a word to the letters in the word	Focuses on topic in writing
Recognizes some high frequency words by sight (10-15 words)	Listens for sounds when you stretch a word out and write the letter that makes the sound
Names all capital and lowercase letters of the alphabet	Spells some high frequency words correctly in your writing
Points to a sentence on a page of text	Uses legible manuscript handwriting
Points to a question mark in a text	Begins to use some spacing between words
Reads decodable text	
Reads predictable text using the pictures and letter sounds to help you understand the story	
Thinks of questions that might be answered in the text before you start to read	
Checks to see if predictions were right and make new predictions based on what is read	
Tells if a story is about real things or make-believe things	
Uses the following strategy to help when reading: going back and rereading	
Names the key concepts or big ideas and supporting details in informational text	
Chooses to read and look at different kinds of books and selections	
Retells story including beginning, middle, and end	
Talks about the big ideas in texts to learn more and understand	
Connects key words with what is already known	
Looks at the words the author uses and talks about them	
Talks about texts read, heard, or viewed to find similarities between the texts	
Chooses own text to read or look at for at least 10 minutes daily	