



# Kindergarten Roadmap for Parents Key Signs of Student Success

## English Language Arts READING



*"Read like a Detective"*

**I enjoy shared reading of literature (stories, dramas, poems, and myths) and informational text (science and social studies/history) with support from adults, and I can:**

- Ask and answer questions about key details, e.g., *the characters, setting, and major events in a story.*
- Retell familiar stories, including key details about the beginning, middle, and end of the story.
- Identify the main topic of informational text and retell key details.
- Name the author and illustrator, and explain their roles in telling the story or in presenting the information in a text.
- Ask and answer questions about unknown words in a text.
- Compare (tell how they are alike) and contrast (tell how they are different):
  - Characters and their experiences in familiar stories,
  - Two texts about the same topic, and
  - Two ideas or pieces of information in a text.

**I can apply my understanding of Kindergarten phonics and word-reading skills to fluently read and understand appropriately-leveled texts, by:**

- Demonstrating an understanding of Kindergarten print concepts by:
  - Following words from left to right, top to bottom, and page to page,
  - Connecting spoken words with words written on a page, and
  - Seeing that words are separated by spaces.
- Recognizing and naming all upper-case and lower-case letters of the alphabet.
- Producing the sound for each consonant letter.
- Making connections between long and short sounds and the five vowel letters: *a, e, i, o, u.*
- Using phonological awareness, e.g., *identifying the first sound of words and segmenting the sounds in words.*
- Identifying and making rhyming words.
- Reading common high-frequency words by sight, e.g., *the, of, to, you, she, my, is, are, do, does.*

**I can practice these reading and thinking skills in school and at home:**

- Read as much non-fiction as fiction.
- Learn about the world and get smarter in Science and Social Studies through reading.
- Read closely (re-read, read aloud, ask and answer questions, annotate), and persevere ("stick with it") to read complex text.
- Discuss and write about reading, using evidence to support opinions/arguments.
- Increase my academic vocabulary, through reading, discussing, and writing.

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## English Language Arts

# WRITING

I can use **writing** to communicate with others, by:

- Using drawings, writing words or phrases, or telling an adult my ideas to share:
  - My opinion about a story or a topic,
  - An explanation about a topic, and
  - A narrative of an event or events in order, e.g., *1st, 2nd, 3rd*.
- Producing functional writing (writing that helps me work), e.g., *lists, notes, labels*.
- Understanding the purposes of different types of writing.
- Developing an understanding of the writing process with support from adults, by:
  - Answering questions about my writing, and
  - Changing my writing to make it better.
- Using technology to participate in shared research and writing projects, with support from adults.



# SPEAKING LISTENING

I can use **speaking and listening** to learn and to communicate, including:

- Speaking clearly about thoughts, feelings, and ideas in complete sentences.
- Listening, taking turns, and asking questions to collaborate in a group discussion and precision partnering.
- Asking and answering questions about:
  - What a speaker says,
  - A text read aloud, or
  - Information from media.
- Describing familiar people, places, things, and events, using key details.
- Orally presenting information and ideas, using drawings, displays, or media.

Communicate  
with  
Academic  
Vocabulary

# LANGUAGE

I can use Kindergarten **academic vocabulary and language conventions** (capitalization, punctuation, and spelling) to speak and write correctly, including:

- Printing most upper-case and lower-case letters.
- Producing complete sentences with familiar nouns and verbs.
- Correctly using prepositions, e.g., *to, from in, out, on, off, for, of, by, with, during, toward*.
- Understanding and using question words, e.g., *who, what, where, when, why, how*.
- Capitalizing the first word in a sentence and the pronoun "I."
- Identifying "telling sentences" and "asking sentences."
- Identifying punctuation, e.g., *the period at the end of a "telling sentence" and the question mark at the end of an "asking sentence."*
- Spelling simple words by their sounds.
- Using clues to understand the meaning of unknown words, e.g., *by understanding the context (meaning of the text), and familiar prefixes, suffixes, and word endings (re-, un-, -ed, -ing)*.



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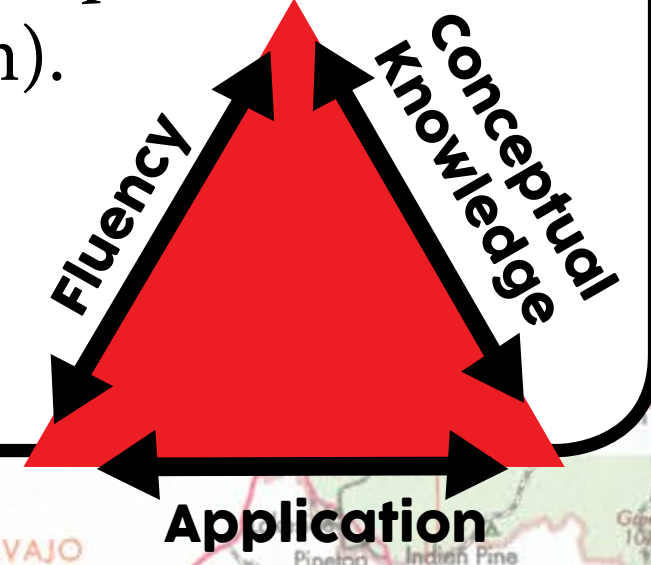
## MATHEMATICS

Be a  
Flexible  
Problem Solver



**I can practice these mathematical and thinking skills in school and at home:**

- Make sense of problems and work to solve them without giving up.
- Think and talk about numbers and number relationships, fluently and flexibly (in multiple ways).
- Use evidence to explain my thinking and to clarify the thinking of others.
- Show and explain my work in multiple ways, e.g., *numbers, pictures, and written explanations*.
- Choose math tools strategically (using the best tool to efficiently solve a problem).
- Use precision (exact vocabulary, labels, examples).
- Look for and use patterns to solve problems.
- Look for and explain rules and repeated reasoning.



**I can make sense of and use numbers and counting to solve problems, including:**

- Counting to 100 using flexible strategies, such as:
  - Counting on from a given number,
  - Counting by 1s and by 10s, and
  - Counting forwards and backwards.
- Writing numbers from 0-20, in and out of order.
- Counting as many as 20 objects in a set and telling “how many.”
- Comparing sets (groups of objects) and numerals using the words “greater than,” “less than,” or “equal to.”
- Working with numbers 11-20 to develop an understanding of place value.
- Creating and extending repeating patterns and identifying the units of the pattern.

**I can understand addition and subtraction, including:**

- Demonstrating and explaining that addition is “putting together” sets or groups of objects, pictures, and numbers.
- Demonstrating and explaining that subtraction is “taking apart” sets or groups of objects, pictures, and numbers.
- Fluently (automatically and accurately) adding and subtracting numbers within 5 by memory.
- Flexibly adding and subtracting numbers within 10, by using pictures, objects, and numbers.
- Solving word problems using addition or subtraction with numbers 0-20, using objects, drawings, and equations, and with support from an adult.

**I can describe, compare, and classify measurable attributes of objects, including:**

- Classifying and sorting objects.
- Counting the number of objects in categories.
- Naming the measurable attributes of an object, e.g., *the length, width, and weight of a book*.
- Comparing the length of objects, e.g., *longer than/shorter than*.

**I can describe my physical world using geometrical shapes, including:**

- Naming and describing shapes, e.g., *circle, square, triangle, oval, rectangle, hexagon, cube, cone, cylinder, and sphere*.
- Comparing, categorizing, and composing shapes (by putting together familiar shapes to make new shapes).