

Oral Language	Reading	Writing	Grammar & Punctuation	Editing Marks
<p><b>Receptive Language Skills</b> Recalls information from listening.</p> <p><b>Expressive Language Skills</b> Answers questions with clear enunciation. Explains VIP photo board with support from the teacher. Tells a simple story with a beginning, middle, and end. Expresses self clearly.</p> <p><b>Social Language Skills</b> Uses proper eye contact when speaking and being spoken to with reminders. Develops awareness of impact that voice and intonation have on the listener. Develops turn-taking skills.</p>	<p><b>Types of Text and Oral Reading</b> Memorizes pattern books, poems, and familiar books. Begins to read signs, labels, and logos (environmental print).</p> <p><b>Attitude</b> Demonstrates eagerness to read.</p> <p><b>Reading Strategies</b> Pretends to read. Uses illustrations to tell stories. Reads top to bottom, left to right, and front to back with guidance. Knows most letter names and some letter sounds. Recognizes some names and some words in context. Makes meaningful predictions with guidance.</p> <p><b>Comprehension and Response</b> Rhymes and plays with words. Participates in reading of familiar books and poems. Connects books read aloud to own experience with guidance.</p>	<p><b>Types of Text</b> Uses pictures and print to convey meaning. Writes words to describe or support pictures. Copies signs, labels, names, and words (environmental print).</p> <p><b>Context and Traits</b> Demonstrates understanding of letter/sound relationship.</p> <p><b>Mechanics and Conventions</b> Prints with upper case letters. Matches letters to sounds. Uses beginning consonants to make words. Uses beginning and ending consonants to make words. Pretends to read own writing.</p> <p><b>Attitude and Self-Evaluations</b> Takes risks with writing.</p>	<p>Students write upper and lower case letters, single words, and simple sentences with periods.</p> <p>Students respond to teachers' oral and written cues to match work with correct version.</p>	<p>Students respond to teacher's oral prompts to compare written work with correct versions on word-walls, word lists, and other sources within a print-rich environment.</p>

## Kindergarten Exit Goals

Handwriting & Word Processing	Math	Science skills & Content	Social Studies
<p>Students use proper body position, pencil grip and letter formation, and tools for handwriting.</p> <p>Students are able to use thicker pencils and bulbous grips.</p> <p>Skills are demonstrated in written activities.</p> <p>Students complete kindergarten level work in Handwriting Without Tears (HWT) program workbook.</p>	<p><b>Numbers and Operations</b> Students demonstrate understanding of number-quantity relationship and compare sets of objects up to 30. Students are able to quickly recognize the number in a small set. Students show conceptual understanding of addition and subtraction using concrete objects to determine answers, and can do simple estimations.</p> <p><b>Algebra Concepts and Functions</b> Students understand characteristics of sets and can identify, sort, and classify objects.</p> <p><b>Measurement and Geometry</b> Students understand the concept and measurement of time, and can describe and compare objects in terms of their physical and geometric properties.</p> <p><b>Statistics, Data Analysis, Probability</b> Students can collect and record data using objects, pictures and graphs. Students identify, describe and extend simple patterns.</p> <p><b>Mathematical Reasoning</b> Students determine how to set up problems, decide grade-level tools and strategies, and justify their reasoning.</p>	<p><b>Physical Sciences</b> Students know that properties of materials can be observed, measured, and predicted, and demonstrate understanding through the following: Describe objects and living things in terms of their composition and properties, including magnetic attraction, sinking and floating; demonstrate that water can be a liquid or a solid and can change forms; demonstrate knowledge of water tension; and demonstrate that water evaporates when open to the air. (Marine Activities, Resources, &amp; Education, Hands-On, Investigative science ) Students build simple machines using gears, pulleys, wheels. ( Integrated Science- Technology)</p> <p><b>Life Sciences</b> Students demonstrate understanding of pond habitat, including the relationships between water, gravel, worms, snails, and stickle back fish, and of air and shelter adaptations. (Marine Activities, Resources, &amp; Education, Gateway’s Local &amp; Regional Environment) Students know that stories sometimes give plants and animals attributes they do not have.</p> <p><b>Earth Sciences</b> Students demonstrate knowledge that the Earth is composed of land, air, and water through the following: Measure and record weather daily through drawing, graphing, labeling, discussing, and journal writing. (Hands-On, Investigative science)</p> <p>Identify resources from Earth that are used in everyday life and understand that they can be conserved. (Hands-On, Investigative science) Students understand that weather changes occur across seasons, affecting Earth and its inhabitants. (Hands-On, Investigative science) Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms. (Gateway’s Local &amp; Regional Environment)</p> <p><b>Investigation/Experimentation</b> Students demonstrate the ability to make astute observations. Students demonstrate the ability to apply the scientific method to determine: What did we do? What did we observe using the five senses? and What did we learn?</p>	<p><b>Social and Interpersonal Skills</b> Knows and practices basic skills in making and keeping friends</p> <p>Follows externally developed rules and procedures in classroom and play space</p> <p>Knows Kidpower steps to feeling safe Can describe steps of conflict resolution program</p> <p><b>Community Awareness and Understanding</b> Can identify at least 3 native Californian animals</p> <p>Can name the local Native American people</p> <p>Knows a range of cultural and seasonal celebrations</p> <p><b>Geographical, Cultural and Historical Understanding</b> Understands how maps and globes show land and water areas</p> <p>Can recognize dolls, foods, and animals from different parts of the world</p>

## Kindergarten Exit Goals

2/25/08

Technology	Art	Music	Behavioral Expectations
<p><b>General Computer Skills</b> Able to turn on the computer and screen.</p> <p>Able to use mouse to navigate on the screen.</p> <p>Able to identify letters on the keyboard and use keys to write words.</p> <p>Able to identify numbers on the keyboard and use to write numbers.</p>	<p>Recognizes and describes simple patterns in the environment and works of art.</p> <p>Names the art materials used in the lessons.</p> <p>Uses symmetry to create balance in a work of art.</p> <p>Identifies lines, shapes and colors in the environment and in works of art.</p> <p>Uses lines, shapes and colors to make basic patterns.</p> <p>Beginning skill in the use of tools and processes such as scissors, drawing implements, glue and brushes.</p> <p>Beginning skill in the use of clay to create simple 3-D forms.</p> <p>Understands that things can be drawn from life as well as from their imagination.</p>	<p>Moves and plays with steady beat while rhythm changes.</p> <p>Controls pitch and volume of singing voice.</p> <p>Moves in a wide variety of ways with awareness of own and others' location.</p> <p>Makes appropriate decisions about blending in versus standing out.</p> <p>Shares own creative ideas in music and movement.</p>	<p>Expresses frustration with words, not physically.</p> <p>Sits in circle without touching others.</p> <p>Takes turns.</p> <p>Cleans up when warned ahead and then reminded.</p> <p>Finds supportive things to say about others.</p> <p>Respects other peoples' boundaries when told.</p> <p>Will accept goals set by others.</p> <p>Follows directions given by a teacher.</p>