

# Kindergarten Exit Criteria

## READING

Reading Foundational Skills:

- read in the correct direction (left-right, top-bottom).
- recognize words are represented by letters.
- recognize words are separated by spaces.
- recognize and name all upper and lowercase letters.
- recognize and produce rhyming words.
- identify the syllables in a word.
- blend beginning, medial, and ending sounds in words.
- make new words by changing one letter (phoneme).
- read 3-4 letter short vowel words.
- match long/short vowel sounds to their corresponding letters.
- recognize kindergarten level sight words.
- read kindergarten level books/texts.

Reading Non-fiction:

- identify the topic and main details.
- understand new vocabulary.
- connect ideas/events/information in text.
- identify the front cover, back cover, and title page.
- name and define the author and illustrator.
- correlate illustrations to text.
- identify the author's supporting points.
- compare and contrast similar stories.
- use the illustrations to understand the text

Reading Literature:

- answer/ask key details of a text.
- retell familiar stories.
- identify characters, setting, and major events.
- understand new vocabulary.
- recognize types of texts (storybooks, poems).
- name and define the author and the illustrator.
- explain the relationship between the illustrations and the story.
- compare/contrast characters' experiences and adventures.
- engage in group reading activities.

## **MATH**

### Counting/Cardinality

- count to 100+ by 1s and 10x.
- count on from a given number.
- write numbers 0 to 100.
- count objects to 100.
- match number of items to written numerals.
- compare written numbers 0 to 20.
- compare groups of objects (greater than/less than, equal to)

### Geometry:

- name the basic 2D and 3D shapes.
- distinguish between 2D and 3D shapes.
- sort shapes by characteristics.
- create shapes from other shapes.
- recognize and name the shape of objects in the real world.

### Measurement:

- describe length and weight using non-standard units of measure (links, cubes, etc.).
- compare two objects (which is more/less?).
- sort objects into categories.

#### Numbers and Operations:

- represent numbers from 11-19 using tens/ones (e.g.  $18 = 1$  ten and 8 ones).
- write the number corresponding to a set of tens and ones.

#### Operations and Algebraic Thinking

- solve addition and subtraction problems to a sum of 10 using manipulatives.
- solve addition and subtraction word problems to 10 (using drawings or manipulatives).
- display multiple ways to equal a sum from 1-10 (e.g.  $10 = 7 + 3$ ,  $6 + 4$ ,  $5 + 5 \dots$ )
- find the missing addends of 10 (e.g.  $10 = 7 + \underline{\quad}$ ).
- fluently add and subtract to 5 (instant recall of facts).

### **Language Skills**

#### End of Year Expectations for Spoken Language Skills:

- speak with proper pronunciation and grammar.
- speak in complete sentences.
- ask understandable and appropriate questions.
- determining the meaning of unknown words.
- identify antonyms (opposites) and synonyms (similar words).
- form plurals.
- use proper prepositions.

-participate in/initiate conversations.

End of Year Written Language Skills:

-print upper and lowercase letters correctly.

-independently spell 3-4 letter words the way they sound (phonetic spelling).

-use capitalization and punctuation.

-name ending punctuation.

## **Writing**

End of Year Expectations for Writing (Composing Text):

-print upper and lowercase letters correctly.

-independently spell 3-4 letter words the way they sound (phonetic spelling).

-use capitalization and punctuation.

-name ending punctuation.

-write an "Opinion" Piece" in kindergarten spelling (e.g. "My Favorite Book").

-write an "Informative" piece in kindergarten spelling (e.g. "All About Butterflies").

-write a "Narrative" piece in kindergarten spelling (e.g. "My Summer Vacation").

- express thoughts using a combination of detailed illustrations and simple, complete sentences.

-add supporting details to writing (with support from teacher).

-publish using technology when appropriate.