Homewood City Schools

Learning Targets

2018-2019

Language Arts and Mathematics

Edgewood

Hall-Kent

Shades Cahaba

What is Expected in Grade K

Dear Family,

The teachers in Homewood City Schools have given much time and effort to concisely communicate learning expectations for the students of Homewood. Our teachers have combined forces to define what the students of Homewood should know and be able to do at each grade level. Much research supports the importance of being clear to students and their parents regarding exactly what is to be learned. Of course, Alabama has a state course of study which defines these learning goals at each grade level. By creating learning targets specific to Homewood, our teachers have added rigor and clarity to the existing course of study. Learning targets ensure consistent expectations in teaching and learning.

This information is also available on our website at www.homewood.k12.al.us. Please note that "I Can" statements are under each learning target. These statements are student friendly explanations of every-thing that a student has to know and be able to do in order to master each learning target.

We sincerely thank you for being our partner in your child's education. We hope that this guide is one of many tools that will be helpful in ensuring your student's success in the classroom.

KINDERGARTEN LEARNING TARGETS

Language Arts

Reading Process

1. Demonstrate phonological awareness.

a) I can recognize and produce rhyming words.
b) I can count, blend and segment syllables in a word.
c) I can identify sounds in the beginning, middle and ending positions.
d) I can substitute sounds in the beginning, middle, and ending positions to make new words.
e) I can segment words orally.
f) I can blend sounds orally to make new words.

2. Utilize phonics skills, word recognition and fluency when reading.

a) I can say the sounds that letters make.
b) I can identify the long and short vowel sounds.
c) I can read kindergarten sight words accurately and automatically.
d) I can distinguish between similarly spelled words by identifying the sounds of the letters that are different.
e) I can apply grade-level phonics skills to decode words.
f) I can read grade level appropriate text with purpose and understanding.

3. Demonstrate foundational skills in reading.

a) I can follow words from left to right, top to bottom and page by page.
b) I can recognize that spoken words are represented in writing by sequences of letters.
c) I can understand that words are separated by spaces in writing.
d) I can identify uppercase letters.
e) I can identify lowercase letters.

f) I can identify the front cover, back cover and title page of a book.
g) I can identify the jobs of the author and illustrator with prompting and support.

Literature and Informational Text

4. Read and understand a variety of text.

a) I can make predictions to determine main idea and anticipate an ending.
b) I can retell simple stories identifying the beginning, middle, end and key details with guidance and support.
c) I can ask and answer questions about key details in a text with prompting and support.
d) I can tell when a story is reality and fantasy and recognize common types of text.
e) I can identify characters, setting and major events in a story with prompting and support.
f) I can ask and answer questions about unknown words in a text.
g) I can identify similarities and differences between two pieces of text with prompting and support (including comparing characters, ideas and events).
h) I can identify the main topic and retell key details of an informational text with prompting and support.
i) I can describe how the illustrations correspond with the text with prompting and support.

Vocabulary

5. Develop word meaning through reading, listening, writing, and speaking.

a) I can identify new meanings for familiar words used in kindergarten content and use them correctly.
b) I can use prefixes and suffixes (-ed, -s, un-, -ful, -less) as a clue to figure out unknown words.
c) I can put words that go together in a group or category with guidance and support (shapes, food, etc.).
d) I can identify antonyms of common words with guidance and support.

e) I can identify subtle differences between words with similar meanings with guidance and support (walk, march, strut, prance).
f) I can identify real life connections between words and their use with guidance and support. (places at school that are colorful)
g) I can use words from shared reading in speaking.

Writing and Communication

6. Collaborate and communicate effectively within a kindergarten classroom.

a) I can follow the rules for classroom discussion including listening to others, taking turns and talking about the topic.
b) I can participate in and follow a conversation through multiple exchanges.
c) I can ask or answer questions about key details of text read aloud or information presented orally.
d) I can ask and answer questions in order to clarify something that is not understood.
e) I can speak audibly and express my thoughts and feelings clearly.
f) I can actively engage in group reading activities with purpose and understanding.
g) I can describe familiar nouns and events and with prompting and support provide additional details.
h) I can work with classmates to research a given topic and generate a product.
i) I can recall information from experiences or gather information from provided sources to answer questions with guidance and support.

7. Apply language skills when speaking and writing.

a) I can form and print uppercase and lowercase letters correctly
b) I can use frequently occurring nouns, verbs and prepositions correctly.
c) I can form plural nouns by adding /s/ or /es/.
d) I can understand and use question words (who, what, where, why, when, how).
e) I can produce complete sentences in speaking and writing.
f) I can capitalize the first word in a sentence and the pronoun I in my writing.
g) I can recognize and name end punctuation.
h) I can identify and use end punctuation correctly in my writing.

8. Apply phonics skills in writing.

a) I can write the letter(s) for consonant and vowel sounds.
b) I can spell words like they sound using my knowledge of letter-sound relationships.

9. Express meaning through writing.

a) I can use words and pictures to express my opinion and explain information.
b) I can use words and pictures to tell about events and include events in a logical order.
c) I can add details to strengthen my writing with guidance and support.
d) I can use drawings or other visuals to provide additional detail in my writing.
e) I can use a variety of digital tools to produce and publish writing with guidance and support.

Math Learning Targets

Counting and Cardinality

1. Identify, count, and represent numbers.

a) I can count to 100 by ones.
b) I can count to 100 by tens.
c) I can count backwards from 10 to 0.
d) I can write my numbers from 0 to 20.
e) I can represent a number of objects with a written numeral 0-20.
f) I can recognize numbers 0-20 in sequential and non-sequential order.
g) I can identify the quantity of a given set of objects from 0 to 20.
h) I can count forward starting from a given number.
i) I can represent a number in multiple ways.

2. Demonstrate number sense by counting and comparing numbers.

a) I can identify that one number name goes with one object when counting.
b) I can use the final number in my counting sequence to tell the quantity being counted.
c) I can count objects correctly no matter how they are arranged.
d) I can compare and count sets of objects using vocabulary terms (*more than, less than, most, least, equal to).*
e) I can compare two numbers between 1 and 10 as written numerals.
f) I can work with numbers 11-19 to demonstrate place value for ones and tens place (13 is 10 and 3 ones).

Operations and Algebraic Thinking

3. Demonstrate addition and subtraction processes needed to solve problems.

a) I can solve addition problems up to 10 using objects, fingers, drawings, and role play.
b) I can solve subtraction problems within 10 using objects, fingers, drawings, and role play.
c) I can find the number that makes 10 when adding any number 1-9. (2+8=10)
d) I can solve word problems by using objects or drawings to represent the problem.
e) I can fluently add up to 5.
f) I can fluently subtract within 5.
g) I can demonstrate that two numbers combined is equal to a larger number (compose numbers).
h) I can demonstrate that one number can be broken down in more than one way within 10 into two smaller numbers (decompose numbers: 5=2+3 and 5=4+1).

Geometry

4. Identify and describe shapes.

a) I can identify two-dimensional shapes regardless of their orientation or size *(rectangle, square, circle, triangle).*
b) I can identify three-dimensional figures regardless of their orientation or size *(sphere, cone, cylinder, and cube).*
c) I can analyze, compare and describe two and three dimensional shapes *(number of sides, number of vertices, side length).*
d) I can make a new shape from multiple smaller shapes
e) I can draw two-dimensional shapes: rectangle, square, circle, triangle, hexagon.
f) I can build shapes using different materials (*sticks, clay, geoboards).*

5. Describe spatial relationships.

a) I can use positional words to describe the location of an object *(above, below, beside, in front of, behind, next to).*
b) I can place objects according to positional words. *(above, below, beside, in front of, behind, next to).*

Measurement and Data

6. Use vocabulary to compare length or weight of objects.

a) I can use vocabulary to compare the length of objects (longer than, shorter than, as tall as).
b) I can use vocabulary to compare weight of objects (as light as, heavier than).

7. Classify and count objects.

a) I can classify objects into given categories.
b) I can identify similarities and differences between objects.
c) I can sort a collection of items.
d) I can count the amount of objects in each set.