

Standards and Expectations for Gifted Kindergarten

Reading Standards

Standard 1: Reads at expected instructional level		
	Beginning of the year	End of the year
Expectation	E	J
Non-Negotiable	D	I
Standard 2: Reads Sight Words		
	Beginning of the year	End of the year
Expectation	I can independently and consistently read all words on the A- C lists I can read each word within 3 seconds.	I can independently and consistently read all the words on the A-I lists I can read each word within 3 seconds
Non-Negotiable	I can independently and consistently read some words on the A- C lists I can read each word within 3 seconds.	I can independently and consistently read some of the words on the A-I lists I can read each word within 3 seconds

Standard 3: answers questions to demonstrate understanding		
	Beginning of the year	End of the year
Expectation	I can independently and consistently answer questions about a text	I can independently and consistently answer questions about a text
Non-Negotiable	I can sometimes answer questions about a text	I can answer some questions about a text

Standard 4: Retells information from text		
	Beginning of the year	End of the year
Expectation	I can independently and consistently retell major events of a text in order	I can independently and consistently retell all major events of a text in order.

Non-Negotiable	I can sometimes retell major events of a story in order.	I can independently and consistently retell all major events of a text in order.
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Standard 5: Retells information from a text		
	Beginning of the year	End of the year
Expectation		I can independently and consistently: <ul style="list-style-type: none"> Identify the main idea Identify the supporting details from the text
Non-Negotiable	I can do one of the following or do the following some of the time: <ul style="list-style-type: none"> Identify the main idea Identify the supporting details from the text 	I can independently and consistently: <ul style="list-style-type: none"> Identify the main idea Identify the supporting details from the text

Standard 6: Describes Story Elements		
	Beginning of the year	End of the year
Expectation	<ul style="list-style-type: none"> 	I can independently and consistently: <ul style="list-style-type: none"> Describe characters using key details from the text Describe the setting using key details from the text Describe major events using key details from the text
Non-Negotiable	<ul style="list-style-type: none"> 	I can do one of the following or do both some of the time: <ul style="list-style-type: none"> Describe characters using key details from the text Describe the setting using key details from the text Describe major events using key details from the text

Standard 7: Use strategies to decode unknown words		
	Beginning of the year	End of the year
Expectation	I can independently and consistently use a variety of strategies (picture	I can independently and consistently use a variety of strategies (picture

	clues, letter sounds, chunking, stretching out the word, skipping the word and coming back, rereading, cover the ending, scan the word, analogies) to decode unknown words	clues, letter sounds, chunking, stretching out the word, skipping the word and coming back, rereading, cover the ending, scan the word, analogies) to decode unknown words
Non-Negotiable	I can use strategies to decode unknown words sometimes	I can independently and consistently use a variety of strategies (picture clues, letter sounds, chunking, stretching out the word, skipping the word and coming back, rereading, cover the ending, scan the word, analogies) to decode unknown words

Writing Standards

Standard 1: Stays on topic		
	Beginning of the year	End of the year
Expectation	My writing stays on topic some of the time.	I can independently and consistently write while staying on topic.
Non-Negotiable		My writing stays on topic some of the time.

Standard 2: uses a topic and closing sentence		
	Beginning of the year	End of the year
Expectation	<ul style="list-style-type: none"> • 	I can independently and consistently: <ul style="list-style-type: none"> • Write an introduction sentence • Write a closing sentence
Non-Negotiable	<ul style="list-style-type: none"> • 	I can do one of the following or do both some of the time: <ul style="list-style-type: none"> • Write an introduction sentence • Write a closing sentence

Standard 3: Correctly uses parts of speech in writing		
	Beginning of the year	End of the year
Expectation	I can independently and consistently use the following parts of speech correctly in my writing: <ul style="list-style-type: none"> • Irregular plural nouns (feet, children) • Reflexive pronouns (myself, Ourselves) • Irregular verbs (sat, hid, told, drove) • Adjectives and adverbs 	I can independently and consistently use the following parts of speech correctly in my writing: <ul style="list-style-type: none"> • Irregular plural nouns (feet, children) • Reflexive pronouns (myself, Ourselves) • Irregular verbs (sat, hid, told, drove) • Adjectives and adverbs
Non-Negotiable	I can sometimes use the following parts of speech correctly in my writing: <ul style="list-style-type: none"> • Irregular plural nouns (feet, children) • Reflexive pronouns (myself, Ourselves) 	I can independently and consistently use the following parts of speech correctly in my writing: <ul style="list-style-type: none"> • Irregular plural nouns (feet, children) • Reflexive pronouns (myself, Ourselves)

	<ul style="list-style-type: none"> Irregular verbs (sat, hid, told, drove) Adjectives and adverbs 	<ul style="list-style-type: none"> Irregular verbs (sat, hid, told, drove) Adjectives and adverbs
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Standard 4: Produces a variety of complete sentences		
	Beginning of the year	End of the year
Expectation	I can independently and consistently write complete sentences	I can independently and consistently: Write complete sentences of varied length
Non-Negotiable	I can sometimes write complete sentences	I can do some of the following or do the following some of the time: I can write complete sentences of varied length

Standard 5: Uses correct capitalization		
	Beginning of the year	End of the year
Expectation	I can independently and consistently capitalize: <ul style="list-style-type: none"> First words in a sentence The word I Misused capitals are acceptable.	I can independently and consistently <ul style="list-style-type: none"> First words in a sentence The word I Names of people Dates No misused capitals
Non-Negotiable	I can sometimes capitalize: <ul style="list-style-type: none"> First words in a sentence The word I Misused capitals are acceptable	I can capitalize some of the following or capitalize the following some of the time, with few misused capitals <ul style="list-style-type: none"> First words in a sentence The word I Names of people Dates

Standard 6: Use correct punctuation		
	Beginning of the year	End of the year
Expectation	I can independently and consistently use correct: <ul style="list-style-type: none"> End marks 	I can independently and consistently use correct: <ul style="list-style-type: none"> End marks Commas in a series Commas in dates

Non-Negotiable	I can use some of the following or use all some of the time: <ul style="list-style-type: none"> • End marks 	I can use some of the following or use all some of the time: <ul style="list-style-type: none"> • End marks • Commas in a series • Commas in dates •
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Standard 7: Use processes and patterns when spelling		
	Beginning of the year	End of the year
Expectation	I can independently and consistently: Use phonemic spelling in my writing	I can independently and consistently: <ul style="list-style-type: none"> • Use resources • Spell the 1st grade no excuse words correctly Spell other words phonetically
Non-Negotiable	I can do some of the following or do the following some of the time: Use phonemic spelling	I can do some of the following or do the following some of the time: <ul style="list-style-type: none"> • Use resources • Spell the 1st grade no excuse words correctly • Spell other words phonetically

Standard 8: Uses correct direction, legible form, and spacing		
	Beginning of the year	End of the year
Expectation	<p>I can independently and consistently:</p> <ul style="list-style-type: none"> -Write left to right -Use correct capital and lowercase letter formation and write legibly -Use correct spacing between words and within words <p>Some letter reversals are acceptable</p>	<p>I can independently and consistently:</p> <ul style="list-style-type: none"> -Write left to right -Use correct capital and lowercase letter formation and write legibly -Use correct spacing between words and within words <p>letter reversals are NOT acceptable</p>
Non-Negotiable	<p>I can do some of the following or do the following some of the time:</p> <ul style="list-style-type: none"> -Write left to right -Use correct capital and lowercase letter formation and write legibly -Use correct spacing between words and within words <p>Some reversals are acceptable</p>	<p>I can do some of the following or do the following some of the time:</p> <ul style="list-style-type: none"> -Write left to right -Use correct capital and lowercase letter formation and write legibly -Use correct spacing between words and within words <p>Very few reversals accepted</p>

Math Standards

Standard 1: Solves Word Problems		
	Beginning of the year	End of the year
Expectation	<p>I can independently and consistently:</p> <p>Solve a simple word problem</p> <p>I can do the following:</p> <ul style="list-style-type: none"> -Show my work -Get the correct answer -Label the correct answer when appropriate 	<p>I can independently and consistently:</p> <p>Solve a complex word problem. I can do the following:</p> <ul style="list-style-type: none"> - Show my work - Get the correct answer - Answer all parts of the question - Label the answer (if appropriate)
Non-Negotiable	<p>I can sometimes:</p> <p>Solve a simple word problem</p> <p>I can do the following sometimes:</p> <ul style="list-style-type: none"> -Show my work -Get the correct answer 	<p>I can some or may be inconsistent in :</p> <p>Solving a complex word problem. I can do only one of the following:</p> <ul style="list-style-type: none"> - Show my work - Get the correct answer

	<ul style="list-style-type: none"> -Label the correct answer when appropriate 	<ul style="list-style-type: none"> - Answer all parts of the question Label the answer (if appropriate)
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Standard 2: Knows Math Vocabulary		
	Beginning of the year	End of the year
Expectation	I can identify math vocabulary words after they are introduced	I can independently and consistently identify math vocabulary words
Non-Negotiable	I can sometimes: Identify math vocabulary words	I can sometimes Identify math vocabulary words

Standard 3: Reads, writes and counts numbers within 120		
	Beginning of the year	End of the year
Expectation	I can independently and consistently read write and count forwards and backwards in sequence from a given number within 100 without resources.	I can independently and consistently count forward from a given number by 1's, 5's, 10's, and count backwards by 10's within 120.
Non-Negotiable	I can do some of the following: read, write, and count forwards and backwards in sequence by 1 starting from a given number within 100. I may need to use a resource.	I can do some of the above, or I need to use a resource in order to do so.

Standard 4: Identifies and creates two dimensional shapes		
	Beginning of the year	End of the year
Expectation	I can independently and consistently identify all 2 dimensional shapes and draw all 2 dimensional shapes correctly (Square, circle, triangle, rectangle, trapezoid).	
Non-Negotiable	I can do some of the above	

Standard 5: Identifies and describes 3 dimensional shapes		
	Beginning of the year	End of the year
Expectation	I can independently and consistently:	

	Identify all 3 dimensional shapes, and the number of faces and vertices of 3 dimensional shapes (cylinder, cube, rectangular prism, and cone)	
Non-Negotiable	I can do some of the above.	

Standard 6: Identifies, creates, and describes $\frac{1}{2}$ and $\frac{1}{4}$ th of a shape		
	Beginning of the year	End of the year
Expectation	I can independently and consistently: Identify shapes that are $\frac{1}{2}$ of a whole and $\frac{1}{4}$ th (a quarter) of a whole. Create new shapes using shapes.	
Non-Negotiable	I can do the above some of the time	

Standard 7: Fluently adds within 10		
	Beginning of the year	End of the year
Expectation	I can independently and consistently: Know all basic addition facts within 10 and solve facts within 5 seconds	I can independently and consistently: <ul style="list-style-type: none"> Know all basic addition facts within 10 and solve facts within 5 seconds
Non-Negotiable	I can sometimes do the above	I can sometimes do the above

Standard 8: Fluently subtracts within 10		
	Beginning of the year	End of the year
Expectation	I can independently and consistently: Know all basic subtraction facts within 10 and solve the facts within 5 seconds.	I can independently and consistently: Know all basic subtraction facts within 10 and solve the facts within 5 seconds.
Non-Negotiable		I can do the above some of the time.

Standard 9: Uses strategies to add and Subtract		
	Beginning of the year	End of the year
Expectation		I can independently and consistently use a variety of strategies to accurately add and subtract within 20
Non-Negotiable		I can sometimes use different strategies to accurately add and subtract within 20.

Standard 10: Knows related fact families for addition and subtraction		
	Beginning of the year	End of the year
Expectation		I can independently and consistently: Create 2 related addition facts and 2 related subtraction facts when given a fact family.
Non-Negotiable		I can do one of the following Create 2 related addition facts and 2 related subtraction facts when given a fact family.

Standard 11: Compares 1 and 2 digit numbers ($< = >$)		
	Beginning of the year	End of the year
Expectation		I can independently and consistently: Use the correct symbols ($< = >$) and terms (greater than, less than, or equal to) to compare one and two digit numbers
Non-Negotiable		I can do the above some of the time.

Standard 12: Identifies numbers in the 10's and 1's place		
	Beginning of the year	End of the year
Expectation		I can independently and consistently: Identify the digit and value of, and write a number in the 10's place and a number in the 1's place
Non-Negotiable		I can do the above some of the time or inconsistently.

Standard 13: Adds and Subtracts 2 digit numbers		
	Beginning of the year	End of the year
Expectation		I can independently and consistently add and subtract two digit numbers, (add with and without regrouping, and subtract by using 10's)
Non-Negotiable		I can do the above some of the time or inconsistently, or I can only do one of the above

Standard 14: Compares the length of objects		
	Beginning of the year	End of the year
Expectation		I can independently and consistently compare the length of objects by putting them in order.
Non-Negotiable		I can do the above sometimes.

Standard 14: Measures with nonstandard units		
	Beginning of the year	End of the year
Expectation		I can independently and consistently measure with nonstandard units.
Non-Negotiable		I can do the above sometimes.

Standard 14: Tells and writes time to the hour and half hour		
	Beginning of the year	End of the year
Expectation		I can independently and consistently use both digital and analog clocks to tell time to the hour and half hour, and write time to the hour and half hour
Non-Negotiable		I can do the above sometimes or do some of the above.

Standard 15: Organizes and reads data using pictures and graphs		
	Beginning of the year	End of the year
Expectation		I can independently and consistently create a pictograph, tally chart, bar

		graph and I can read and answer questions about these charts.
Non-Negotiable		I can do the above sometimes or do some of the above.