

**East Hartford Public Schools
Kindergarten Expectations**

Cognition

Effective approaches to learning

- Investigate ways to make something happen.
- Engage in preferred and non-preferred activities for longer periods of time.
- Show pride in accomplishment when reaching mastery of a skill and share experiences.
- Plan and complete learning activity with a peer.
- Model how to use materials or complete a task.

Logic and reasoning

- Try multiple uses of the same materials and observe differing results.
- Compare relative attributes of objects, people, events, sounds.
- Use familiar patterns to solve problems and reason.
- Try multiple strategies to solve problems and draw multiple resources.
- Use dissimilar objects to represent other objects in play or perform an action with an imaginary object.
- Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality.

Strengthen executive function

- Make a plan, follow through and review the plan based on what they actually did.
- Complete longer term and more complex tasks with a focus on the goal, despite frustration.
- Generate or seek out multiple solutions to a problem.
- Hold in mind the topic of group discussion and contribute personal experience.
- Typically resists impulses and can wait longer to respond in more structured settings.

Social and Emotional Development

Trusting healthy attachments and relationships with primary caregiver

- Seek help and approval from a wider array of adults in trusted roles.
- Through expanding relationships with adults, exhibits comfort in exploring more new settings.

Self-Regulation

- Use strategies to self-soothe across situations with minimal prompting and share strategies with peers or family.
- Demonstrate increased ability to consider the social standards of the environment when responding to their emotional state.
- Tolerate small levels of frustration and disappointment, displaying appropriate behavior with adult prompting and support.
- Recall and follow a daily routine with little support, including adapting to changes in rules and routines.

Express, recognize, and respond to emotions

- Describe emotions and feelings to trusted adults and peers.
- Recognize and show acknowledgement of the feelings, needs, and rights of others through behavior.
- Begin to understand that different people may have different emotional reactions.

Self-awareness, self-concept and competence

- Identify themselves as an individual and a part of a group by sharing individual characteristics and roles within the group.
- Describe self by referring to preferences, thoughts, and feelings.
- Demonstrate increased confidence and a willingness to take risks when attempting new tasks and making decisions regarding activities and materials.
- Show pride in accomplishments and abilities.

Social relationships

- Typically use socially appropriate behavior with adults, such as helping and responding to limits.
- Cooperate with peers through sharing and turn taking.
- Seek help from peers and offer assistance when it is appropriate.
- Engage in developing solutions and work to resolve conflict with peers.

Physical Development

Fine Motor

- Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects.

- Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters.
- Use mature pencil grasp with 3 fingers on writing implements.

Self Care

- Understands the reason for most basic safety rules at home, in familiar settings and in the community.
- Typically manages own dressing, toileting and basic hygiene.
- Open most containers to remove food.

Language and Literacy

Language - Receptive & Expressive

- Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts.
- Determine the meaning of unknown words/concepts using context of conversations, pictures, or concrete objects.
- Understand increasingly complex sentences that include 3-4 concepts.
- Use more complex words learned through books and personal experiences.
- Use more complex words to describe relationships between objects and ideas.
- Use basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals.

Language for Social Interaction

- Initiate, maintain and end conversations by repeating what the other person says and/or by asking questions.
- Use language to share ideas and gain information.

Book & Print Knowledge

- Independently choose to “read” books and select a variety of texts including fiction and nonfiction.
- With prompting and support, retell familiar stories, including story elements and/or key details from informational text.
- Recognize words as a unit of print and that letters are grouped to form words.
- Identify main components of a story or text.
- Know that books have titles, authors, illustrators, or photographers
- Use connections between self and character, experience and emotions to increase comprehension.
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- Begin to use awareness of letter sounds along with pictures to read words in text.
- Recognize and name letters of the alphabet in familiar and unfamiliar words
- Make some letter sound connections.

Phonological Awareness

- Produce rhyming words or words that have the same initial sound.
- Recognize which words in a set of words begin with the same sound.
- Distinguish syllables in words.

Convey meaning through drawing, letters, and words

- Draw original stories with a beginning, middle, and end.
- Use early developmental spelling.

Early Mathematical Discovery

Counting and cardinality

- Say or sign the number sequence up to at least 20.
- Count up to ten objects using one-to-one correspondence
- Count out a set of objects up to five.
- Recognize written numerals up to at least 10.
- Quickly recognize and name, without counting, the number of objects in collections of up to at least five items.
- Compare sets of up to 10 objects using a visual matching or counting strategy and describe to comparison as more, less than, or the same.

Operations and algebraic thinking

- Use real-world situations and concrete objects to model and solve addition problems up through five.
- Recognize and describe parts contained in larger numbers by composing number combinations up to at least five.

Measurement and data

- Compare the measurable attributes of two or more objects and describe the comparison using appropriate vocabulary.
- Begin to use strategies to determine measurable attributes.
- Represent data using concrete objects or picture graphs according to one attribute.

- Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule.

Geometry and spatial sense

- Use relational vocabulary of proximity to identify and describe the location of an object.
- Identify and describe a variety of 2-dimensional and 3-dimensional shapes with mathematical names regardless of orientation and size.
- Complete a shape puzzle or a new figure by putting multiple shapes together with purpose.

Early Scientific Thinking

Scientific practice

- Define a problem to be solved, including details and limitations to be considered.
- Engage collaborative investigations to describe phenomena or to explore cause and effect relationships.
- Gather data by drawing, counting or otherwise documenting observations.
- Give evidence from observations or investigations.

Process of engineering

- Identify a problem and, with adult assistance, design a solution, test and refine elements.

Patterns, process and relationships of living things

- Group and classify living things based upon features, providing evidence to support groupings.
- Demonstrate an understanding of how living things grow and change through predictable stages.
- Provide examples of how animals depend on plants and other animals for food.

Physical Science

- Make predictions and conduct simple experiments to change direction, speed and distance objects move
- Determine cause and effect of push/pull/collision that make objects start and change direction.
- Observe how heating and cooling cause change properties of materials.

Features of earth

- Give examples of ways which weather variables affect us and/or cause changes to earth's features.
- Explore how humans' use of natural resources impacts the environment.

Social Studies

Self, family and a diverse community

- Demonstrate an understanding that there are similarities and differences among people and families
- Demonstrate understanding that there are similarities and differences among the cultural characteristics of people, families and communities.

People and the environment

- Demonstrate understanding of the reasons for rules and laws in the home, cultural community and/or classrooms.
- Demonstrate awareness that people have a responsibility to take care of the environment through active participation in activities such as recycling.
- Describe, draw, or construct aspects of the classroom, home and /or community.

Economic systems and resources

- Demonstrate awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers.
- Demonstrate understanding of the basic relationships of money for the purchase of food, shelter, goods and services, moving toward an understanding of the difference between wants and needs

Change over time

- Demonstrate a beginning of past, present and future as it relates to one's self, family and community.
- Demonstrate a beginning understanding of change over time through discussing, representing or playing, about expanding topics such as their own growth and family history