



# OUR BIG KINDERGARTEN

## Math, Reading and Writing Goals



Please review our academic goals in kindergarten for the school year.  
If your student has not yet mastered a goal, they will be assessed again on this standard(s) next quarter.

### Quarter 1 Goals

- ☐ Student has mastered all CAPITAL letter names
- ☐ Student has mastered all lowercase letter names
- ☐ Student can recognize and produce rhymes
- ☐ Student can write his/her first name
- ☐ Student has mastered all quarter 1 sight words
- ☐ Student can recognize and name numbers 0-10
- ☐ Student can write numbers 1-10
- ☐ Student can count any number of objects 1-10
- ☐ Student has mastered the names of 5 basic shapes
- ☐ Student can orally count to 20

--- If student has mastered a goal, the box is checked ---

### Quarter 2 Goals

- ☐ Student has mastered all letter sounds
- ☐ Students can write all capital and lowercase letters
- ☐ Student can identify initial sounds in words
- ☐ Student can write their first and last name
- ☐ Student has mastered all quarter 2 sight words
- ☐ Student can recognize and name all numbers 0-20
- ☐ Student can count to 100 by tens
- ☐ Student can count any number of objects 1-20
- ☐ Student can recognize all 5 3D solids
- ☐ Student can orally count to 50

--- If student has mastered a goal, the box is checked ---

### Quarter 3 Goals

- ☐ Student can identify middle and last sounds
- ☐ Students can correctly write a sentence
- ☐ Student can read CVC words
- ☐ Student can count and clap syllables
- ☐ Student has mastered all quarter 3 sight words
- ☐ Student can tell which group has more/less
- ☐ Student can count to 100 by fives
- ☐ Student can write teen numbers
- ☐ Students can add and subtract within 10
- ☐ Student can orally count to 75

--- If student has mastered a goal, the box is checked ---

### Quarter 4 Goals

- ☐ Student can substitute initial sounds (new words)
- ☐ Student can correctly write a sentence
- ☐ Student can identify short/long vowel words
- ☐ Student can segment and blend CVC words
- ☐ Student can read quarter 4 sight words
- ☐ Student can tell which numeral is greater/less than
- ☐ Student can add objects to make #s 1-9 equal 10
- ☐ Student can identify one more/one less
- ☐ Student can fluently add and subtract within 5
- ☐ Student can orally count to 100

--- If student has mastered a goal, the box is checked ---

# End Of Year Kindergarten Report Comments

**United States. Congress. Senate.  
Committee on Appropriations.  
Subcommittee on Transportation and  
Related Agencies**

## End Of Year Kindergarten Report Comments:

*Final Report...The Teacher-Innovator* United States. Education Office, United States. Office of Education, 1968

**Resources in Education**, 1998 *Reporting Pupil Progress* Linda H. Kunder, Paul J. Porwoll, 1977 **Childhood Education**, 1925 Includes music **Department of Transportation and Related Agencies Appropriations for Fiscal Year 1995** United States. Congress. Senate. Committee on Appropriations. Subcommittee on Transportation and Related Agencies, 1995 **Teaching Young Children** Joan M. Bergstrom, Rose K. Margosian, 1977 Department of Transportation and Related Agencies Appropriations for Fiscal Year 1995: Architectural and Transportation Barriers Compliance Board United States. Congress. Senate. Committee on Appropriations. Subcommittee on Transportation and Related Agencies, 1994 *House Reports*, The Teacher-innovator Bruce R. Joyce, 1970 Urbana Looks at Its Schools, 1949 **Report** New Zealand. Department of Education, 1898 Condensed Inventory of Preschool Projects University of Chicago. Urban Child Center, 1965 *Annual Report, Title I, Elementary and Secondary Education Act of 1965* United States. Office of Education, 1965 **Shrinkage: Manhood, Marriage, and the Tumor That Tried to Kill Me** Bryan Bishop, 2014-04-29 The sidekick from The Adam Carolla Show traces his battle against an inoperable brain tumor describing how his promising future was upended by challenging treatments confrontations with his mortality and his new life outlook

*The Elementary School Principal's Guide to a Successful Opening and Closing of the School Year* Barbara Skeeters, Susan Lumley, 2011-03 This guide for elementary principals will provide a fingertip resource that will offer principals a systematic approach to the managerial and instructional aspects of opening and closing a school It provides specific comprehensive tools such as how to plan a strategic planning retreat timelines checklists agendas etc Hearings, Reports, Public Laws United States. Congress. House. Committee on Education and Labor, 1967 **The Hidden History of Early Childhood Education** Blythe Farb Hinitz, 2013-09-02 The Hidden History of Early Childhood Education explores topics that have traditionally been marginalized or ignored in early childhood education literature such as home schooling James Jimmy Hymes early childhood education in Japanese internment camps the Eisenhower legacy and the civil rights movement

Exploring Inclusive Educational Practices Through Professional Inquiry Gordon L. Porter, Déirdre Smith, 2012-01-01 Practitioners scholars and teacher education students alike can celebrate reading Exploring Inclusive Educational Practices through Professional Inquiry This rich array of case scenarios both illuminates and elaborates the meaning of inclusion in today's schools and tomorrow's visions Twenty five stories from parents teachers school principals and specialists highlight the kind of experiential knowledge that won't be found in typical research reports and district documents about inclusive education What happens to real people students and their families doesn't always resemble policies that can look so good on paper This book makes a wonderful contribution to better understandings of the challenges of inclusion as well as the commitments positioned alongside values in order to meet those challenges There are brave and spirited people in these

pages not the least of whom are the children themselves Professor Luanna H Meyer PhD Director Jessie Hetherington Centre for Educational Research Victoria University New Zealand This is a book on inclusive education that leaves you with hope and ideas for action It takes a very difficult and highly charged topic and demonstrates that it is possible to see both the trees and the forest Michael Fullan Professor Emeritus OISE University of Toronto We are reminded in the commentaries parents share in this book of how their passionate commitment to good education and their ideas make inclusion work The case study approach reveals the critical importance of their and many other perspectives in finding solutions to what are so often dismissed as irresolvable dilemmas They aren't and this book models exactly the kinds of conversations we need in schools across the country to challenge all of us to stay the course It's a must read for anyone who wants to make diversity and inclusion a reality in public education today Michael Bach Executive Vice President Canadian Association for Community Living

**International Sunday School Evangel**, 1900      **Report of the Minister for Education and Cultural Activities** Queensland. Department of Education, 1923

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