



**Stamina for teacher-directed tasks, independence, resilience, and positive social interactions are key factors for success in primary grades.**

Students should be able to meet the expectations for the grade that they are entering--as well as all previous grade-levels.

# Continuum of Expectations

**On the *first day of school*, students are expected to:**

**Prekindergarten**

**Kindergarten**

**First Grade**

## Social-Emotional

- follow simple directions successfully
- speak understandably
- stay on-task during a teacher-directed activity or center for a minimum of 10 minutes
- participate in group activities with control (E.g. wait turn, listen to others speak, stay in assigned spot)
- complete an assigned task without needing ongoing feedback
- comply with classroom rules and procedures as taught
- articulate feelings and needs appropriately
- treat adults and peers respectfully
- use words instead of reacting physically when angry or frustrated
- share and play cooperatively with others
- show respect for adults and peers
- separate from parents comfortably
- use the bathroom independently
- can relax and rest quietly at nap time

- follow two-step (at minimum) directions successfully
- stay on-task during a teacher-lead activity (sits in assigned spot, does not interrupt) for a minimum of 15 minutes
- stay on-task at a teacher-selected center or activity independently for a minimum of 20 minutes
- persevere with assigned activity until it is complete;
- independently identify necessary tools for successful completion of task
- independently comply with rules and procedures
- understand that actions have consequences
- indicate positive feelings about self
- speaks in complete sentences of 5-6 words minimum
- demonstrate self-control in managing body and voice-level as appropriate to situation
- independently initiate and sustain appropriate play with other children; uses words to solve problems
- properly use/care for toys and tools and put them away in the correct place
- manage belongings independently, bringing them from home to school and vice-versa
- manage all clothing independently (E.g. buttoning, zipping, etc.)
- independently enter the school and walk to their classroom

- follow three-step (at minimum) directions successfully
- stay on-task during a teacher-directed activity for a minimum of 25 minutes, then transition to independent work for an equal amount of time
- stay in seat and complete assignments independently; self-check work to ensure it meets expectations before turning it in
- independently comply with, and understand the purpose of rules and procedures
- communicate appropriately attempt to problem-solve social situations with peers first before turning to adults
- demonstrate resilience in situations where things do not go as expected
- demonstrate grit; tries again and learns from failed attempts
- persevere to complete assignments and keep pace with instruction

## Fine/Gross Motor Skills

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| <ul style="list-style-type: none"> <li>• use age-appropriate pencil grip, draw with a variety of tools; scribble write</li> <li>• cut with scissors</li> <li>• begin to trace shapes as directed with finger or another classroom tool</li> <li>• participate in balance and hand/eye coordination-building activities</li> </ul> | <ul style="list-style-type: none"> <li>• use proper pencil grip; begin to form letters independently</li> <li>• cut with scissors, near the line as directed</li> <li>• trace basic shapes, letters and numbers</li> <li>• hop, jump, skip, and catch and bounce a ball</li> </ul> | <ul style="list-style-type: none"> <li>• can maintain pencil grip for the time necessary to complete tasks in an appropriate length of time</li> <li>• cut on the line as directed</li> <li>• color appropriately within the lines</li> <li>• participate appropriately in sports activities</li> </ul> |
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## Language/Literacy Skills

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| <ul style="list-style-type: none"> <li>• recite alphabet, begin to identify the names of letters with the letter shapes</li> <li>• listen to stories and answer simple comprehension questions</li> <li>• write name (all caps is fine)</li> <li>• understand that words convey messages</li> </ul> | <ul style="list-style-type: none"> <li>• recognize, write, point-to letters in first name</li> <li>• recite alphabet and identify the names of most letters</li> <li>• handle books properly; right side up, front/back</li> <li>• retell key events and characters from stories that have been read-aloud</li> <li>• understand vocabulary related to position, size, direction, comparison: up/down, front/back, like/different, first/last, big/little, inside/outside etc.</li> <li>• identify the beginning sounds of some words</li> <li>• recognize rhyming sounds/words</li> </ul> | <ul style="list-style-type: none"> <li>• identify all letters: lower case, capital</li> <li>• articulate and write all letter sounds, including long vowels</li> <li>• write all letters lower case and capital legibly</li> <li>• decode CVC, CVCC, CCVC, CCVCC, and CV words</li> <li>• recognize all pre-primer (at minimum) high-frequency words (Dolch)</li> <li>• read independently at Level C (F &amp; P)</li> <li>• retell stories read aloud; can identify main character, setting, main events, and key details</li> <li>• identify fiction and nonfiction text features</li> <li>• write simple/complete sentences with proper usage of capital and lower-case letters/punctuation/spacing</li> <li>• identify initial/medial/final sounds and can write appropriate letters to represent them; use phonetic spelling and word wall to create readable text</li> <li>• illustrate and compose stories/nonfiction pieces of writing as directed</li> </ul> |
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## Math

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| <ul style="list-style-type: none"> <li>• identify colors, and can sort objects by shape/color</li> <li>• count to 5</li> <li>• match small amounts of objects with number words</li> <li>• display interest in patterns/sequences</li> </ul> | <ul style="list-style-type: none"> <li>• identify colors, basic shapes (circle, square, triangle, rectangle)</li> <li>• count to 10</li> <li>• sort by shape/color/size</li> <li>• understand more than/less than</li> <li>• use one-to-one correspondence to model amounts from 1-5</li> </ul> | <ul style="list-style-type: none"> <li>• recognize color/number words</li> <li>• count to 100 by ones/tens</li> <li>• categorize items in multiple ways by identifying key characteristics</li> <li>• write numbers 0-20 (at minimum)</li> <li>• add/subtract within 10, writing equations and drawing appropriate models</li> <li>• model and identify 11-19 as a number of items added to a group of 10</li> <li>• quickly identify one more and one less than a given number</li> <li>• use academic vocabulary properly (add, subtract, greater than/less than, fewer, sum, equation, etc.)</li> </ul> |
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