



# Grade Level Expectations

New York State learning standards outline what a student should know and be able to do by the end of the grade level or band. There are also additional skills that a well-rounded student should possess. Listed below are examples of Buffalo Public Schools' academic expectations for kindergarten students. These should be viewed holistically and are not meant to determine promotion or retention; a student may demonstrate or be on track for proficiency without having mastered every skill. Teachers intervene as appropriate to support skills development.

## READING

- Recognize and produce rhyming words (e.g., know *hat* & *pat* rhyme)
- Blend and segment syllables in spoken words (e.g., *tomorrow* has 3)
- Blend and segment individual sounds (phonemes) in spoken, one-syllable words (e.g., *tap* = /t/ /a/ /p/)
- Understand that speech sounds are represented by specific letters in print
- Recognize and name all upper- and lowercase letters
- Produce the most common sounds for each consonant (e.g., /k/ for *c*)
- Recognize the difference between letter sounds and letter names
- Read high-frequency words by sight (e.g., *the*, *you*, *does*)
- Recognize characteristics of reading and print (e.g., read from left to right)
- Name the author and illustrator and explain what they do
- With support, identify main idea and supporting details in K texts
- With support, retell stories and identify characters, settings, events

## WRITING AND LANGUAGE

- Write most upper- and lower-case letters
- Write a letter(s) to represent most consonant & short-vowel sounds
- Sound out spellings for simple words
- Capitalize the pronoun *I* and the first word in a sentence
- Use drawing, dictating, and writing to
  - state an opinion about a familiar topic; provide a reason to support
  - name a familiar topic and give information about the topic
  - narrate an event or events in a sequence

## VOCABULARY

- Determine the meaning of unknown and multiple-meaning words
- Sort common objects into categories (e.g., shapes, colors, size, use)
- Relate verbs and adjectives to their opposites (antonyms) (e.g., *stop/go*)

## LISTENING & SPEAKING

- Follow agreed-upon rules of conversation (e.g., take turns speaking)
- Express thoughts, feelings, and ideas clearly and in complete sentences
- Ask/answer questions to demonstrate understanding or seek clarification

# GRADE K

Kindergarten students in BPS are screened three times per year for literacy and mathematics to ensure they are on track for proficiency.

## Grade K Literacy Screening Measures

- Letter Naming Fluency (LNF) measures ability to name letters
- First Sound Fluency (FSF) measures ability to identify & pronounce the first sound of a spoken word (e.g., the first sound in *plot* is /p/)
- Phoneme Segmentation Fluency (PSF) measures ability to break spoken words into separate sounds (e.g., *cat* has 3 sounds - /k/ /a/ /t/)
- Nonsense Word Fluency (NWF) measures understanding that spoken sounds are represented by letters in print (e.g., the sound /k/ is usually spelled with a *c* or *k*); NWF uses unique letter combinations to test application (e.g., *toz*)

If screening results indicate that a student is at risk of not achieving proficiency, teachers administer a diagnostic assessment to determine specific areas in need of reinforcement.

## Grade K Math Screening Measure

Short, computer adaptive tests adjust to each answer students provide, tracking development in four areas:

- Numbers and Operations
- Algebra
- Geometry and Measurement
- Data Analysis, Statistics, and Probability

Grade K students are also assessed for writing fluency 2 times per year & take quarterly assessments in math to help measure progress toward standards.



Office of Instruction  
Buffalo Public School

# GRADE K



## TIPS FOR PARENTS

Read to your student every day; choose books with rich vocabulary that are about two levels more difficult than your student could read without help. Stop every few pages and ask your student to retell parts of the story.

Listen to your student read aloud; choose books with easy to sound out and/or high frequency words while s/he is first learning.

Say a word and ask your student to name its opposite (hot/cold, up/down, yes/no).

Play rhyming games; read or say nursery rhymes together.

Clap for each syllable in a word (e.g., *ba/na/na* has 3 syllables).

Practice writing and naming letters.

Help your student practice high frequency words using a word list from school.

Practice sorting objects into categories (e.g., shape, color, use).

Practice adding and subtracting within 5 using flash cards.

Pose simple addition and subtraction problems to your child, expecting a quick response.

Look for shapes around you (e.g., *That table is a rectangle!*).

## MATH

**Grade Level Fluencies:** Add and subtract within 5

### Geometry:

- Identify and describe shapes (e.g., circles, spheres, triangles, squares)
- Analyze, compare, create, and compose shapes

### Counting and Cardinality

- Know number names and the counting sequence
- Count to tell the number of objects
- Compare numbers

### Operations and Algebraic Thinking

- Understand addition as putting together and adding to
- Understand subtraction as taking apart and taking from

### Number and Operations in Base Ten

- Work with the numbers 11-19 to gain foundations for place value

### Measurement and Data

- Describe and compare measurable attributes
- Classify objects and count the number of objects in each category

## SCIENCE

- Understand science concepts related to the Living Environment and/or the Physical Setting
- Demonstrate mastery of skills involved in scientific measurements (including units) using scientific equipment
- Demonstrate understanding of the scientific process and of science concepts using scientific inquiry

## SOCIAL STUDIES

- Examine similarities and differences between children, families, and communities
- Describe American holidays, symbols and traditions
- Demonstrate respect for others and understand individual rights and responsibilities
- Analyze geographical concepts such as maps and globes, physical features and man-made structures

## ART

- Make independent decisions guided by Elements/Principles of Art
- Develop technical skills, select materials/tools/media to serve creative intent
- Examine, reflect, interpret artwork, making and explaining inferences
- Explore, explain art/history relationships between different cultures

## MUSIC

- Maintain tone, pitch, rhythm, tempo and dynamics while singing
- Describe music in terms related to the basic elements such as melody, rhythm, harmony, form and style
- Use instruments in creating and performing music
- Identify a basic repertoire of songs from various world cultures

## PHYSICAL EDUCATION

- Perform basic motor and manipulative skills
- Show competence in a variety of physical activities
- Demonstrate safe, responsible, personal and social behavior