MINIMUM CRITERIA FOR KINDERGARTEN PROMOTION TO FIRST GRADE
AT METROWEST ELEMENTARY SCHOOL

1. The student will be able to read at or above a DRA level 6 with 90% or above accuracy.

2. The student will be able to read the kindergarten sight words list with 80% or above accuracy.

3. The student will be able to fluently add and subtract within 5.

READING

The student will…
- with prompting and support, ask, and answer questions about key details in a text.
- with prompting and support, retell familiar stories, including key details.
- with prompting and support, identify characters, settings, and major events in a story.
- with prompting and support, ask and answer questions about unknown words in a text..
- recognize common types of texts (e.g., storybooks, poems).
- with prompting and support, identify the author and illustrator of a story and define the role of each in telling the story.
- with prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts).
- with prompting and support compare and contrast the adventures and experiences of characters in familiar stories.
- actively engage in group reading activities with purpose and understanding.
- with prompting and support, ask and answer questions about key details in a text.
- with prompting and support, identify the main topic and retell key details of a text.
- with prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- with prompting and support, ask, and answer questions about unknown words in a text.
- identify the front cover, back cover, and title page of a book.
- with prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- with prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts).
- with prompting and support, identify the reasons an author gives to support points in a text.
- with prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).
- demonstrate understanding of the organization and basic features of print (e.g. follow words from left to right, top to bottom, and page by page; recognize and name all upper and lowercase letters of the alphabet.
- demonstrate understanding of spoken words, syllables, and sounds (phonemes) (e.g. recognize and produce rhyming words.)
- know and apply grade-level phonics and word analysis skills in decoding words (e.g. associate the long and short sounds with common spellings (graphemes) for the five major vowels.)
- read emergent-reader texts with purpose and understanding.
- actively engage in group reading activities with purpose and understanding.
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- with guidance and support from adults, explore word relationships and nuances in word meanings (e.g., sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent; demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites).
- use words and phrases acquired through conversations, reading and being read to, and responding to texts.

WRITING

The student will…
- demonstrate command of the conventions of standard English grammar and usage when writing or speaking (e.g. use frequently occurring nouns and verbs; form regular plural nouns orally by adding /s/ or /es/; understand and use a question words).
- use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is. . .).
- use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

- use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- with guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- with guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

MATHEMATICS

The student will…
- count to 100 by ones and by tens.
- count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- read and write numerals from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).
- understand the relationship between numbers and quantities; connect counting to cardinality.
- count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
- identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, (e.g. by using matching and counting strategies).
- compare two numbers between 1 and 10 presented as written numerals.
- describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind, and next to*.
- correctly name shapes regardless of their orientations or overall size.
- identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
- analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g. number of sides and vertices/"corners") and other attributes (ex, having sides of equal length).
- model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"
- describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
- classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (< or = 10).
- compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects and drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
- represent addition and subtraction with objects, fingers, mental images, drawings, sounds, (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- solve addition and subtraction word problems[1], and add and subtract within 10, e.g., by using objects or drawings to represent the problem ([1]Students are not required to independently read the word problems.)
- for any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
- fluently add and subtract within 5.