

# PERFORMANCE DESCRIPTORS FOR MASTERY

## KINDERGARTEN ENGLISH LANGUAGE ARTS

### Reading:

Performance Descriptors
Mastery
<p>Kindergarten students at mastery level in reading:</p> <p>with prompting and support retell literary and informational texts, identify story elements, key details and main ideas and make connections between two individuals, events, ideas or texts; use questioning to develop vocabulary, recognize types of texts and, with prompting and support, identify the role of authors and illustrators to comprehend literary and informational texts;</p> <p>with prompting and support, compare and contrast key elements, similarities and central ideas; describe relationships between text and illustrations; and identify authors' supporting reasons in literary and informational texts;</p> <p>actively engage in group reading experiences of literary and informational texts with purpose and understanding;</p> <p>demonstrate directionality and word recognition; recognize and name all upper and lowercase letters of the alphabet;</p> <p>recognize and produce rhyming words; count, segment, pronounce and blend onsets, rimes and syllables; pronounce all phonemes in three phoneme words; and substitute phonemes in one-syllable words to make new words;</p> <p>produce the primary sound for each consonant as well as for each long and short vowel; read high-frequency sight words; and distinguish word families by identifying sounds and letters that differ;</p> <p>read emergent level text with purpose and understanding.</p>

### Writing:

Performance Descriptors
Mastery
<p>Kindergarten students at mastery level in writing:</p> <p>use a combination of drawing, dictating and writing to compose opinion pieces about books, informative/explanatory pieces that state a main topic with supporting information and narrate a sequence of events including their reactions to them;</p> <p>collaborate with peers and adults and use multiple digital tools to expand and publish their writings;</p> <p>work with adults and peers to recall or gather information and answer questions to participate in shared research and writing projects.</p>

### Speaking and Listening:

Performance Descriptors
Mastery
<p>Kindergarten students at mastery level in speaking and listening:</p> <p>follow rules to participate in and continue multiple conversations with diverse partners in small and large groups; ask and answer questions about key details of diverse media, seek help and clarify misunderstandings;</p> <p>demonstrate increasing ability to speak audibly and to express thoughts, feelings and ideas clearly using visuals for clarification when appropriate.</p>

### Language:

Performance Descriptors
Mastery
<p>Kindergarten students at mastery level in language:</p> <p>print many letters, use nouns, verbs, prepositions, interrogatives and the formation of regular plural nouns to expand complete sentences in shared language activities; capitalize the first word in a sentence and the pronoun "I," recognize and name end punctuation, write letter(s) for consonant and vowel sounds and spell simple words phonetically;</p> <p>use acquired vocabulary, inflections and affixes to determine or clarify unknown multiple meaning words and phrases; with adult guidance and support, sort objects, relate antonyms to verbs and adjectives, identify real-life connections to words and act out verbs.</p>

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## KINDERGARTEN MATHEMATICS

### Operations and Algebraic Thinking:

Performance Descriptors
Mastery
<p>Kindergarten students at the mastery level in mathematics:</p> <p>represent addition and subtraction within ten (fluently to five), solve word problems, and decompose numbers.</p>

### Mathematical Practices:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

### Number and Operations in Base 10:

Performance Descriptors
Mastery
<p>Kindergarten students at the mastery level in mathematics:</p> <p>compose and decompose numbers from 11 - 19 using place value with objects, drawings, or equations.</p>

### Counting & Cardinality:

Performance Descriptors
Mastery
<p>Kindergarten students at the mastery level in mathematics:</p> <p>count to 100 by ones and tens, count forward from a given number, write and represent numbers 0 to 20 using concrete objects;</p> <p>know that the last number said tells the number of objects counted and that each successive number is one more, tell how many when given different arrangements and structures of up to twenty objects;</p> <p>use matching and counting strategies to identify groups of objects as greater than, less than, or equal to the number of objects in another group and compare values of written numerals between 1 and 10.</p>

### Geometry:

Performance Descriptors
Mastery
<p>Kindergarten students at the mastery level in mathematics:</p> <p>identify, name and describe two- and three-dimensional shapes in the environment, by their orientation, size and relative positions;</p> <p>analyze, compare and describe two- and three-dimensional shapes; model, build and draw shapes, and use simple shapes to compose larger ones.</p>

### Measurement and Data:

Performance Descriptors
Mastery
<p>Kindergarten students at the mastery level in mathematics:</p> <p>measurable attributes using vocabulary such as more/less, taller/shorter, etc.;</p> <p>classify, count, and sort objects equal to or less than ten.</p>



### Text-dependent Questions:

- Can only be answered with evidence from the text.
- Can be literal (checking for understanding) but must also involve analysis, synthesis, evaluation.
- Focus on word, sentence, and paragraph, as well as larger ideas, themes, or events.
- Focus on difficult portions of text in order to enhance reading proficiency.
- Can also include prompts for writing and discussion questions.



### Literacy Shifts in All Content Areas:

1. Regular practice with complex text and its academic language.
2. Reading, writing and speaking grounded in evidence from text, both literary and informational.
3. Building knowledge through content-rich nonfiction.