Welcome to Homewood City Schools' Learning Targets

Homewood City Schools utilizes teacher-constructed "learning targets," written in student-friendly language, in order to bring more clarity of the learning objective to students and families. Grades K-2 focus on language arts & math targets with science and social studies targets beginning in grade 3.

Each content area has approximately 12 "targets," representing the most essential learning objectives in that subject. Each target then has a number of "I can" statements - smaller standards that fit under the target - which represent the gradual building blocks of that target. When a student CAN consistently do all of the "I can" statements, they should have mastered the overall target.

Mastery of the learning target is the goal for students and teachers. In fact, the purpose of Homewood's K-5 standards-based grading system is to allow students and parents the opportunity to more fully understand where the child is on the year-long road to mastery of the learning target. The standard grade report would be a "2" (on the road to mastery) meaning that a student is right where he or she should be at that point in the year. A "1" means that a student is NOT projected to master the target by the end of the year while a "3" means the target has been fully mastered. Students may receive a "2-" or a "2+" which provides the parents with more of a continuum-view of where their child is in relation to target mastery. This grading system is used for K-5 Reading and Math, as well as fourth and fifth grade social studies and science. Students may receive an "**S**" (satisfactory), a "**P**" (progressing), an **"R"** (room for improvement) or a "**U**" (unsatisfactory) for K-5 specials and 1st-3rd grade science and social studies.

Classroom behaviors (completing homework, paying attention, etc.) certainly play a role in a child's learning. Teachers provide parents with feedback on each report card regarding grade-level-appropriate behaviors. Students receive an "**S**" (satisfactory), a "**P**" (progressing), an "**R**" (room for improvement), or a "**U**" (unsatisfactory) in those reported behaviors. Separating behaviors from content mastery provides everyone with a clear understanding of where students are on both fronts.

In a standards-based grading system, teachers work to gather "evidence," in various forms, to determine where a student is on the road to mastery. That evidence could be some combination of student work (individual and/or group), a test, a project, practice-work, conversations with the teacher, and more. Think of a doctor who runs various tests, examines the patient, asks questions, and then applies all of that information in order to make a diagnosis. Teachers are utilizing their professional judgment in order to help you and your child understand where he/she is on the road to mastering each learning target. Standards-based grading keeps the focus of grade reporting on student learning, which should build the appropriate mindset for school when students transition to middle and high schools.

KINDERGARTEN LEARNING TARGETS
Language Arts

Reading Process

1. Demonstrate phonological awareness.
   a. I can recognize and produce rhyming words.
   b. I can count, blend, and segment syllables in a word.
   c. I can identify sounds in the beginning, middle, and ending positions.
   d. I can substitute sounds in the beginning, middle, and ending positions to make new words.
   e. I can segment words orally.
   f. I can blend sounds orally to make new words.

2. Utilize phonics skills, word recognition and fluency when reading.
   a. I can say the sounds that consonants make.
   b. I can identify the long and short vowel sounds.
   c. I can read kindergarten sight words accurately and automatically.
   d. I can distinguish between similarly spelled words by identifying the sounds of the letters that are different.
   e. I can apply grade-level phonics skills to decode words.

3. Demonstrate foundational skills in reading.
   a. I can follow words from left to right, top to bottom and page by page.
   b. I can recognize that spoken words are represented in writing by sequences of letters.
   c. I can understand that words are separated by spaces in writing.
   d. I can identify uppercase letters.
   e. I can identify lowercase letters.
   f. I can identify the front cover, back cover and title page of a book.
   g. I can identify the jobs of the author and illustrator with prompting and support.

Literature and Informational Text

4. Read grade level text with purpose and understanding.
   a. I can make predictions to determine main idea and anticipate an ending.
   b. I can retell simple stories identifying the beginning, middle, end, and key details with guidance and support.
   c. I can ask and answer questions about key details in a text with prompting and support.
   d. I can tell when a story is reality and fantasy and recognize common types of text.
   e. I can identify characters, setting, and major events in a story with prompting and support.
   f. I can ask and answer questions about unknown words in a text.
   g. I can identify similarities and differences between two pieces of text with prompting and support (including comparing characters, ideas & events).
   h. I can identify the main topic and retell key details of an informational text with prompting and support.
   i. I can describe how the illustrations correspond with the text with prompting and support.

Vocabulary

5. Develop word meaning through reading, listening, writing, and speaking.
    a. I can identify new meanings for familiar words used in kindergarten content and use them correctly.
    b. I can use prefixes and suffixes (-ed, -s, un-, -ful, -less) as a clue to figure out unknown words.
    c. I can put words that go together in a group or category with guidance and support (e.g., shapes, food, etc.).
    d. I can identify antonyms of common words with guidance and support.
    e. I can identify subtle differences between words with similar meanings with guidance and support (e.g., walk, march, strut, prance).
    f. I can identify real life connections between words and their use with guidance and support (e.g., places at school that are colorful).
    g. I can use words from shared reading in speaking with guidance and support.

Writing and Communication

6. Collaborate and communicate effectively within a kindergarten classroom.
    a. I can follow the rules for classroom discussion including listening to others, taking turns and talking about the topic.
    b. I can participate in and follow a conversation through multiple exchanges.
    c. I can ask or answer questions about key details of text read aloud or information presented orally.
    d. I can ask and answer questions in order to clarify something that is not understood.
    e. I can speak audibly and express my thoughts and feelings clearly.
    f. I can actively engage in group reading activities with purpose and understanding.
    g. I can describe familiar nouns and events and provide additional details with prompting and support.
    h. I can work with classmates to research a given topic and generate a product.
    i. I can recall information from experiences or gather information from provided sources to answer questions with guidance and support.

7. Demonstrate proper handwriting techniques.
    a. I can grip a pencil.
    b. I can trace letters in the correct pattern.
    c. I can print uppercase letters with proper formation.
    d. I can print lowercase letters with proper formation.
    e. I can form and print uppercase and lowercase letters within a given space.

8. Apply language skills when speaking and writing.
    a. I can use frequently occurring nouns, verbs and prepositions correctly.
    b. I can form plural nouns by adding /s/ or /es/.
    c. I can understand and use question words (who, what, where, why, when, how).
    d. I can produce complete sentences in speaking and writing.
    e. I can capitalize the first word in a sentence in my writing.
    f. I can capitalize the pronoun "I" in my writing.

g. I can recognize and name end punctuation.
h. I can identify and use end punctuation correctly in my writing.
i. I can write the letter(s) for consonant and vowel sounds.
j. I can spell words like they sound using my knowledge of letter-sound relationships.

9. Express meaning through writing.
   a. I can use words and pictures to express my opinion and explain information.
   b. I can use words and pictures to tell about events and include events in a logical order.
   c. I can add details to strengthen my writing with guidance and support.
   d. I can use drawings or other visuals to provide additional detail in my writing.
   e. I can use a variety of digital tools to produce and publish writing with guidance and support.

Math

<u>Foundations of Counting</u>

1. Know number names and the count sequence.
   a. I can count forward from 0 to 100 by ones.
   b. I can count forward from 0 to 100 by tens.
   c. I can count backwards from 10 to 0 by ones.
   d. I can count forward to 100 by ones beginning with any given number between 0 and 99.
   e. I can write numerals from 0 to 20.
   f. I can represent 0 to 20 using concrete objects when given a written number from 0 to 20.

2. Connect counting to cardinality using a variety of objects.
   a. I can say the number names in consecutive order when counting objects.
   b. I can use the final number in my counting sequence to tell the quantity being counted.
   c. I can count objects correctly no matter how they are arranged.
   d. I can explain that as I count forward, each number is one larger.
   e. I can count up to 20 concrete objects when arranged in a line, a rectangular array, a circle, and in a scattered configuration.
   f. I can draw the number of objects that matches a given number from 0 to 20.

3. Compare numbers in groups containing up to 10 objects.
   a. I can identify whether the number of objects in a group is greater/more than, less/fewer than, or equal/the same as the number of objects in a group.
   b. I can prove my comparison of objects by using matching, counting, or other strategies.
   c. I can compare two numbers between 0 and 10 presented as written numerals.

<u>Operations and Algebraic Thinking</u>

4. Demonstrate addition processes needed to solve problems.
   a. I can understand addition as *putting together* and *adding to*.

b. I can represent addition up to 10 with concrete objects, subitizing, drawings, role play, verbal explanations or equations.
c. I can identify pennies by name and use them for one-to-one correspondence with addition.
d. I can solve addition word problems by using concrete objects or drawings to represent the problem.
e. I can fluently add up to 5.
f. I can find the number that makes 10 when adding any number from 0 to 10, by using concrete objects or drawings and record the answer with a drawing or equation.

5. Demonstrate subtraction processes needed to solve problems.
   a. I can understand subtraction as *taking apart* and *taking away*.
   b. I can represent subtraction up to 10 with concrete objects, subitizing, drawings, role play, verbal explanations or equations.
   c. I can identify pennies by name and use them for one-to-one correspondence with subtraction.
   d. I can solve subtraction word problems by using concrete objects or drawings to represent the problem.
   e. I can fluently subtract within 5.
   f. I can demonstrate that one number can be broken down in more than one way within 10 into smaller numbers, by using concrete objects or drawings and record the answer with a drawing or equation. (decompose numbers)

6. Understand simple patterns.
   a. I can duplicate and extend simple patterns using concrete objects, including two different colored chips or cubes.
   b. I can duplicate and extend simple patterns with shapes, colors, claps, etc., focusing on what comes next.
   c. I can identify one more or one less in a growing pattern.

<u>Operations with Numbers</u>

7. Work with numbers 11 to 19 to gain foundations for place value.
   a. I can compose numbers from 11-19 by using concrete objects or drawings to demonstrate understanding that these numbers are composed of tens and ones (e.g., 13 is 10 and 3 ones).
   b. I can decompose numbers from 11-19 by using concrete objects or drawings to demonstrate understanding that these numbers are composed of tens and ones (e.g., 13 is 10 and 3 ones).

<u>Measurement</u>

8. Describe and compare measurable attributes.
   a. I can identify and describe measurable attributes (length, weight, height) of a single object using vocabulary such as long/short, heavy/light or tall/short.
   b. I can directly compare two objects with a measurable attribute in common to see which object has "more of" or "less of" the attribute and describe the difference. (e.g., Directly compare the heights of two shelves and describe one shelf as "taller" or "shorter".)

<u>Data Analysis</u>

9. Collect and analyze data and interpret results.

a. I can classify and sort objects into given categories of 10 or fewer.
b. I can count the number of objects in each category.
c. I can sort objects by count.
d. I can categorize data on venn diagrams, pictographs, and "yes-no" charts using real objects, symbols, or pictures. (limited to two categories)

Geometry

10. Identify and describe shapes.
    a. I can describe objects in the environment using names of shapes.
    b. I can describe the relative positions of objects using terms, such as above, below, beside, in front of, behind, and next to.
    c. I can identify two-dimensional shapes by name (squares, circles, triangles, rectangles, and hexagons).
    d. I can identify three-dimensional shapes by name (cubes, cones, cylinders, and spheres).

11. Analyze, compare, create, and compose shapes.
    a. I can identify the difference between two-dimensional (lying on a plane, "flat") and three-dimensional ("solid") shapes.
    b. I can analyze, compare, and describe two- and three-dimensional shapes regardless of their orientation and size (e.g., number of sides and vertices or "corners").
    c. I can model shapes in the world by building them from sticks, clay, or other components.
    d. I can model shapes in the world by drawing them. (rectangle, square, circle, triangle)
    a. I can use simple shapes to compose larger shapes. (e.g., Join two triangles with full sides touching to make a rectangle.)