



Madison Public Schools  
2013-2014

# ELEMENTARY REPORT CARD PARENT GUIDE

FOR

# KINDERGARTEN

## **ELEMENTARY REPORT CARD PARENT GUIDE FOR LANGUAGE ARTS**

### **1. READING AND RESPONDING**

Students read, comprehend and respond in individual, literal, critical and evaluative ways to literacy, informational and persuasive texts in multimedia formats.

### **2. EXPLORING AND RESPONDING TO LITERATURE**

Students read and respond to classical and contemporary texts from many cultures and literary periods.

### **3. COMMUNICATING WITH OTHERS**

Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.

### **4. APPLYING ENGLISH LANGUAGE CONVENTIONS**

Students apply the conventions of Standard English in oral, written and visual communications.

## 1. **READING AND RESPONDING**

Students read, comprehend and respond in individual, literal, critical and evaluative ways to literacy, informational and persuasive texts in multimedia formats.

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### **Students use appropriate strategies before, during and after reading in order to construct meaning.**

- Use pre-reading activities to activate prior knowledge and establish purpose. **Student can participate in;**
  - **book introduction**
  - **picture walk w/ discussion**
  - **making connections from life experiences**
  - **understands basic concepts of print**
- Organize information in proper sequence to use in a summary and/or retelling.
  - Student can understand basic story elements (characters, setting, problem-solution)
- Begin to recognize that there are different text structures.
  - Student can differentiate between words, sentences, poems, rhymes, and a story.
- Draw conclusions and use evidence to substantiate them by using texts heard, read and viewed.
  - Student can answer questions and find evidence in the text

### **Students interpret, analyze and evaluate text in order to extend understanding and appreciation.**

- Generate and respond to questions.
  - Student can answer questions, discuss answers
- Make and support judgments about texts.
  - Student can answer questions with discussing “why”
- Identify and discuss the topic or main idea of texts.
  - Student can state what the story is mainly about

**Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.**

- Apply knowledge of letter-sound correspondence, structural, syntactical and contextual clues to read and understand words.  
*Student can:*
  - recognize upper case letters (March/June)
  - recognize lower case letters (March/June)
  - associate sound with letters (March/June)
  
- Build sight word vocabulary.  
*Student can:*
  - recognize Kindergarten Word List words (June)
  - recognize Open Court H.F. words (March/June)
  
- Develop vocabulary through listening, speaking, reading and writing.
  - Student can use words to express ideas / thoughts
  
- Use content vocabulary appropriately and accurately (math, music, science, social studies, etc).
  - Student can use correct ‘names /labels’ when communicating

**Students communicate with others to create interpretations of written, oral and visual texts.**

- Listen to and respect the opinions of others about written, oral and visual texts.
  - Student can listen to others, take-turns communicating
  
- Share opinions and judgments based on texts heard, viewed or read.
  - Student can give his/her opinion, can discuss what ‘they think’ about a topic, can make choices (a favorite).

## **2. EXPLORING AND RESPONDING TO LITERATURE**

Students read and respond to classical and contemporary texts from many cultures and literary devices.

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### **Students recognize how literary devices and conventions engage the reader.**

- Recognize patterns in text.
  - repetitive text
- Read or listen to a text and explain its appeal.
  - student discussion
- Begin to discuss elements of author's craft.
  - feelings evoked from text (happy, sad, scary etc)

### **Students recognize and appreciate that contemporary and classical literature has shaped human thought.**

- Make connections between characters' lives and the real world.
  - life experiences/ personal connections
- Listen to, read and respond to texts about and from many cultures and times.
  - student discussion
- Compare and respond to text about multicultural experiences.
  - student discussion

### **Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.**

- Recognizes simple values and beliefs included in a text.
  - moral of the story / lesson learned
- Discuss how an author, illustrator or filmmaker expresses his or her ideas in a text.
  - author's message –details in the illustrations tell us what?

### **3. COMMUNICATING WITH OTHERS**

Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.

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#### **Students use descriptive, narrative, expository, persuasive and poetic modes.**

- Use oral language to communicate a message.
  - student discussion
  - student can tell a story
  
- Write to delight in the imagination.
  - student writing/drawing samples
  - sentence writing / picture labeling

#### **Students prepare, publish and/or present work appropriate to audience, purpose and task.**

- Determine purpose and choose an appropriate written, oral or visual.
  - sharing work in class
  
- Research information from multiple sources for a specific purpose.
  - computers use, library visits

#### **4. APPLYING ENGLISH LANGUAGE CONVENTIONS**

Students apply the conventions of Standard English in oral, written and visual communications.

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##### **Students use knowledge of their language and culture to improve competence in English.**

- Read, listen to and tell stories from a variety of cultures, and identify the similarities and differences the way language is used.
  - character voices / phrases / tone / emphasis on bold words

##### **Students speak and write using standard language structures and diction appropriate to audience and task.**

- Use appropriate sentence patterns such as statements, questions and directives.
  - student discussion
- Use appropriate language as related to audience.
  - student uses questions / statements / exclamations in oral language
  - student discussion

##### **Students use Standard English for composing and revising written text.**

- Recognize the difference between standard and nonstandard English and use language appropriately.
  - writes upper / lower case letters
  - writes first name w/ appropriate upper/lower case

<b>MATHEMATICS</b>			
*	<b>NOVEMBER INDICATORS</b>	<b>MARCH INDICATORS</b>	<b>JUNE INDICATORS</b>
	<p><b>Expected Performances:</b></p> <ul style="list-style-type: none"> <li>• <b>Counts to 20 by ones</b></li> <li>• <b>Counts forward to 10 starting with numbers other than 1</b> Can count forward beginning from a given number within the known sequence instead of having to begin at 1.</li> <li>• <b>Write numerals 0 – 10</b> Reversals are OK</li> <li>• <b>Counts sets of objects accurately in range of 1 -10 and tells “how many” <u>without moving the objects.</u></b> When counting objects says, the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. Count objects arranged in a line, a rectangular array or a circle or as many as 10 things in a scattered configuration.</li> <li>• <b>Compares sets of objects in the range of 1- 10 and tells which set has more and</b></li> </ul>	<p><b>Expected Performances:</b></p> <ul style="list-style-type: none"> <li>• <b>Counts to 60 by ones and 100 by tens</b></li> <li>• <b>Counts forward to 32 starting with numbers other than 1</b> Can count forward beginning from a given number within the known sequence instead of having to begin at 1.</li> <li>• <b>Writes numerals 0 -1 0 to represent a number of objects</b> Reversals are ok.</li> <li>• <b>Counts sets of objects accurately in range of 1 -20 and tells “how many” objects <u>without moving the objects</u></b> When counting objects says, the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. Count objects arranged in a line, a rectangular array or a circle or as many as 10 things in a scattered configuration.</li> <li>• <b>Compares sets of objects and numbers in the range of 1- 10 and tells which set has</b></li> </ul>	<p><b>Expected Performances:</b></p> <ul style="list-style-type: none"> <li>• <b>Counts to 100 by ones and tens</b></li> <li>• <b>Writes numerals 0 – 20</b> Reversals of individual numerals are OK, but not reversals of digits. Writing the number 5 backward is common among young students and OK even now, but it is not OK to write 13 as 31.</li> <li>• <b>Solves addition and subtraction story problems, and adds and subtracts within 10</b> Can represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.</li> <li>• <b>For any number to 10, finds different pairs of numbers that combine to make that number, and records them</b> Ex. <math>8 = 5 + 3, 4 + 4, 6 + 2, 7 + 1</math></li> <li>• <b>Adds and subtracts quickly and easily to 5</b></li> <li>• <b>Understands that teen numbers are ten and some more</b> Compose and decompose numbers from 11 to 19 into tens ones and some further ones, and record each composition or</li> </ul>



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	<p><b>which has less</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group by using matching and counting strategies.</p> <ul style="list-style-type: none"> <li>• <b>Describes, names and draws two-dimensional shapes</b> Describes and names triangle, square, circle, rectangle, and hexagon by traits such as number of sides and number of corners. Names these shapes in the environment. Can draw a circle, square and triangle.</li> <li>• <b>Sorts two-dimensional shapes by attributes</b> Sorts two dimensional shapes by attributes such as number of sides/corners, sides of equal length or different length.</li> </ul>	<p><b>more and which has less</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group by using matching and counting strategies.</p> <ul style="list-style-type: none"> <li>• <b>Solves addition and subtraction story problems, and adds and subtracts within 10</b> Can represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.</li> <li>• <b>For any number 1- 9, finds the other number needed to make 10</b> For any number from 1 – 9, find the number that makes 10 when added to the given number, and record the answer with a drawing or equation.</li> <li>• <b>Sorts objects into groups, counts how many in each group, and puts the groups in order from least to most</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</li> <li>• <b>Compares the lengths of two objects and describe the difference</b> Directly compare two objects with a measureable attribute in common to see which object has “more of”/”less of” the</li> </ul>	<p>decomposition by a drawing or equation (e.g., <math>18 = 10 + 8</math>); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <ul style="list-style-type: none"> <li>• <b>Compares the weights of two objects and describes the difference</b> 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 weight of two teddy bears and describe one bear as heavier/lighter.</li> <li>• <b>Describes, identifies and sorts three dimensional shapes and objects</b> Describe objects in the environment using names of shapes. Describe the relative positions of 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 three-dimensional (“solid”). Analyze and compare three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.</li> <li>• <b>Puts smaller shapes together to make larger shapes</b></li> </ul>

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		<p>attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.</p> <ul style="list-style-type: none"> <li> <b>Describes, identifies and sorts two dimensional shapes and objects</b>                      Describe objects in the environment using names of shapes. Describe the relative positions of 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”). Analyze and compare two-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes.                 </li> </ul>	<p>Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”</p>