

Parent Guide to Kindergarten Report of Learning

Together Everyone Achieves More

Dear Families,

We value your commitment to our TEAM! Below you will find the standards that will be assessed in Kindergarten. We have provided clarification to help you understand the complexities of each standard. **All standards are end of year goals and are expected to be met independently by the end of the school year.** Report cards are sent at the end of each 9 week grading period. Progress reports will be sent home after 4 ½ weeks. We look forward to working with you to make your child's year in Kindergarten a success!

Kindergarten Teachers, Madison City Schools

Reporting Legend for Report Cards: All standards are end of year goals and are expected to be met independently by the end of the school year.

ACADEMIC Grading Scale:

1st, 2nd, and 3rd 9 Weeks:

- 3 – Consistently demonstrates mastery of the standard
- 2 – Sufficient progress towards mastery of the standard by the end of the year
- 1 – Insufficient progress toward mastery of the standard by end of the year

4th 9 Weeks:

- 3 – Consistently demonstrates mastery of the standard
- 2 – Inconsistently and/or partially demonstrates mastery of the standard
- 1 – Insufficient progress toward mastery of the standard

Power Standards – Standards in which **mastery is critical** for success in the subsequent grade level. These standards are noted below with an asterisk.

Reading Standards for Literature and Informational Texts

I can identify and interact with literature and informational texts. 2nd, 3rd, and 4th grading period
The student will be able to identify the two types of texts and interact with purpose and understanding

Reading Standards: Foundational Skills

I can demonstrate an understanding of the organization and basic features of print (words are written left to right, top to bottom, page by page, separated by spaces, and represented by letters). 1st, 2nd, 3rd, and 4th grading period

I can recognize and name all uppercase and lowercase letters. 1st, 2nd, 3rd, and 4th grading period
The student will instantly recognize and name all uppercase lowercase letters when presented in random order.

I can recognize and produce rhyming words. 1st, 2nd, 3rd, and 4th grading period
The student will be able to tell if words rhyme. For example, to identify rhyming words the student will be given words like "mouse" and "house," the student should say they rhyme.

I can blend and segment syllables of spoken words. 2nd, 3rd, and 4th grading period

The student will be able to blend and segment syllables. For example, when given “hamper” the student would count and clap ‘ham’ ‘per.’ When asked to blend given ‘vis’ ‘it’ the student would say ‘visit.’

I can blend and segment onsets and rimes of one syllable spoken words. 2nd, 3rd, and 4th grading period

The student will be able to blend the onset and rime. For example; when given /c/ /at/, the student will say “cat.” When given /sh/ /ip/, the student will say “ship.”

I can identify the beginning, middle, and end sounds in spoken words. 2nd, 3rd, and 4th grading period

The student will be able to produce the sound for each part of a word when asked. For example, if given the word “pig,” the student should say /p/ for the beginning sound. If given the word “mitt,” the child should say /i/ for middle sound. If given the word “bet,” the child should say the sound /t/ as the ending sound.

I can add or substitute sounds to make new words. 3rd and 4th grading period

The student will be able to substitute sounds to form new words. For example: given the word bat, take off the /b/ sound and change it to the /r/ sound. What is the new word? rat

I can blend sounds together to read words. (cvc: consonant – vowel – consonant) 2nd, 3rd, and 4th grading period

The student will be able to put sounds together to read a word. For example, when shown the word “pot” the students should say the sounds p – o – t to read the word pot.

I can say the sound for each letter (all consonants, short and long vowels). 1st, 2nd, 3rd, and 4th grading period

The student will be able to produce the most frequent sound for each consonant and the short and long vowel sounds. The students should be able to say the “true” sound without adding the schwa sound. (For example; /p/ and not /puh/, /t/ and not /tuh/)

I can read the Kindergarten sight words (Fry 1-50) accurately and automatically. 2nd, 3rd, and 4th grading period

The student will be able to read the first 50 FRY words without hesitation. This means they can read the word within 3 seconds without “sounding out”.

I can read emergent reader texts with purpose and understanding. 2nd, 3rd, and 4th grading period

The student will be able to read teacher-selected emergent-reader books and demonstrate understanding by answering questions.

WRITING STANDARDS

I can draw, dictate, and write to express my opinion, give information about a topic, and tell about events in the order they occurred. 1st, 2nd, 3rd, and 4th grading period

The student will write a sentence using letters and sounds they know. The student will write multiple sentences about the same topic. The student will be able to read his/her writing. The student will use and spell sight words correctly.

SPEAKING AND LISTENING STANDARDS

I can ask and answer questions about key details to confirm understanding, seek help, or get information. 1st, 2nd, 3rd, and 4th grading period

The student will be able to speak loudly enough to be heard by the teacher and all peers in a discussion. The student will be able to express themselves in a manner in which all participants can easily understand. The student will be able to clarify something that is not understood.

LANGUAGE STANDARDS

I can print many uppercase and lowercase letters. 1st, 2nd, 3rd, and 4th grading period

The student will be able to use correct formation to write uppercase and lowercase letters in his/her daily work.

I can use nouns, verbs, plural nouns, question words, and simple prepositions when writing and speaking. 3rd and 4th grading period

The student will be able to consistently use nouns, verbs, plural nouns, questions words, and simple prepositions when writing and speaking.

I can produce and expand complete sentences when writing and speaking. 3rd and 4th grading period

The student will be able to consistently expand complete sentences when writing and speaking in shared language activities.

I can recognize and use capital letters and ending punctuation when writing. 3rd and 4th grading period

The student will be able to identify the name of punctuation found at the end of a sentence. These include a period, question mark, and exclamation point.

I can spell simple words phonetically by writing a letter(s) for most consonant and short vowel sounds. 2nd, 3rd, and 4th grading period

The student will be able to write the sounds they hear to spell words. For example, if the student wants to write the word dog, he/she will say the sounds in the word and write the letters that says those sounds to spell dog.

I can understand and use words and phrases based on kindergarten reading and content. 1st, 2nd, 3rd, and 4th grading period

The student will be able to consistently understand and use words and phrases based on kindergarten reading and content.

Math Standards: Counting and Cardinality

I can count to 100 by ones. 1st, 2nd, 3rd, and 4th grading period

The student will be able to count to 100 without prompting from the teacher.

I can count to 100 by tens. 3rd and 4th grading period

The student will be able to count to 100 by 10s without prompting by the teacher.

I can count forward beginning from any given number to 100. 3rd and 4th grading period

The student will be able to count from any given number to 100. For example, when given the number 13 the student will then continue counting 14, 15, 16, etc.

I can write numerals 0-20 to represent a number of objects. 1st, 2nd, 3rd, and 4th grading period

The student will be able to represent a number of objects with a written numeral 0-20. For example, when given a pile of fourteen objects, the student will count the objects and then either write or identify the numeral 14.

I can identify that one number name goes with one object when counting and use the final number in my counting sequence to tell the quantity being counted. 1st, 2nd, 3rd, and 4th grading period

- a) The student will be able to represent a number of objects with a written numeral 0-20.
- b) When counting objects, the student will be able to say the number names in the standard order, pairing each object with one and only one object.
- c) The student will be able to understand that the last number name said tells the number of objects counted, and that the number of objects is the same regardless of their arrangement or the order in which they were counted.
- d) The student will be able to understand that each successive number name refers to a quantity that is one larger.
- e) The student will be able to 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.
- f) When given a number from 1-20, the student will be able to count out that many objects.

I can count objects up to 20 correctly no matter how they are arranged. 1st, 2nd, 3rd, and 4th grading period

The student will be able to organize his or her counting process to avoid errors such as recounting or skipping objects in varied arrangements within 20. When given a number 1-20, the student will be able to count out that many objects and understand that the number of objects does not change when the objects are moved, rearranged, or hidden.

I can compare and count sets of objects using vocabulary terms (more than, less than, equal to). 1st, 2nd, 3rd, and 4th grading period

The student will be able to identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.

I can compare two numbers between 1-10 presented as written numerals. 1st, 2nd, 3rd, and 4th grading period

The student will be able to consistently compare two numbers between 1-10.

Math Standards: Operations and Algebraic Thinking

I can represent addition and subtraction within 10 by using objects, fingers, drawings, and role play.

2nd, 3rd, and 4th grading period

The student will be able to represent addition as putting together and adding to and represent subtraction as taking apart and taking from.

I can solve addition and subtraction word problems and add and subtract within 10 by using objects or drawings to represent the problem. 2nd, 3rd, and 4th grading period

The student will be able to solve addition and subtraction word problems and add and subtract within 10 by using objects or drawings to represent the problem.

I can decompose numbers less than or equal to ten into pairs in more than one way. 3rd and 4th grading period

The student will use objects or drawings and record their answer by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

I can find the number that makes ten when adding any number 1 to 9. 3rd and 4th grading period

The student will find the number that makes 10 when given a number (e.g. use objects or drawings to record the answer of $6 + \underline{\quad} = 10$).

I can fluently add within 5 accurately and automatically. 3rd and 4th grading period

The student will be able to demonstrate fluency with all number pairs for 0, 1, 2, 3, 4 and 5. The student needs to do this within 3-5 seconds without resorting to counting.

I can fluently subtract within 5 accurately and automatically. 3rd and 4th grading period

The student will be able to demonstrate fluency with all number pairs for 0, 1, 2, 3, 4, and 5. The student needs to do this within 3-5 seconds without resorting to counting.

Math Standards: Number and Operations in Base Ten

I can work with numbers 11-19 to demonstrate place value. 3rd and 4th grading period

The student will be able to compose and decompose numbers from 11 to 19 into ten ones and some further ones by using objects or drawings. They can record each composition and decomposition with a drawing or equation. The student will be able to understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine additional ones.

An example using the numeral 17: To decompose, the student will be able to make a group of ten ones and seven additional ones and/or be able to say $17 = 10 + 7$. To compose, when given a group of ten ones and seven more ones, they will understand that it is a representation of 17 and/or be able to say $10 + 7 = 17$.

Math Standards: Measurement and Data

I can compare and describe the height, length, and weight of objects using vocabulary such as shorter than, taller than, heavier, etc. 4th grading period

The student will be able to describe and compare several measurable attributes of two objects.

- a) When comparing height, the student will use the vocabulary words taller and shorter.
- b) When comparing length, the student will use the vocabulary words longer and shorter.
- c) When comparing weight, the student will use the vocabulary words heavier and lighter.

I can sort objects less than or equal to ten into categories, count the number of objects in each category, and sort the categories by count. 4th grading period

The students will be able to sort objects less than or equal to ten into categories, count the number of objects in each category, and sort the categories by count.

Math Standards: Geometry

I can describe the location of an object using positional words (above, below, beside, in front of, behind, and next to). 4th grading period

The student will be able to describe the relative position of an object using positional words. Examples of positional words are above, below, beside, in front of, behind, and next to.

I can identify, describe, and compare two-dimensional shapes (square, circle, triangle, rectangle, and hexagon) and compose simple shapes to form larger shapes. 4th grading period

The student will be able to identify all of the above two-dimensional shapes and will be able to describe how they are alike and different. For example, the student will be able to say that a square and a triangle are alike because they both have sides and corners. A square and triangle are different because a square has 4 sides and 4 corners and a triangle has 3 sides and 3 corners.

I can identify, describe, and compare three-dimensional shapes (cube, cone, cylinder, and sphere). 4th grading period

The student will be able to identify all of the above three-dimensional shapes and will be able to describe how they are alike and different. For example, the student will be able to say that a cylinder and cone are similar because they both roll. A cube and a sphere are different because a cube can stack and a sphere cannot stack.

SCIENCE AND HUMANITIES

In order to provide a well-balanced curriculum, you child will be participating in science, social studies, health, physical education, music, art, Spanish, and engaging in the use of technology during the school day. These various activities incorporate activities in whole group, small group, and independently.

BEHAVIORS THAT SUPPORT LEARNING Grading Scale:

S – Satisfactory - Consistently demonstrates the behavior

N – Needs Improvement – Inconsistently demonstrates the behavior

U – Unsatisfactory - Rarely demonstrates the behavior and learning is affected

Behaviors that Support Learning

I can be neat and careful when completing my work.

The student will be neat and careful when completing their work. For example, taking time to cut correctly, coloring in the lines, and writing in best handwriting.

I can follow directions and procedures without reminders.

The student will be able to follow any directions given by the teacher. For example, when the teacher says, "It's time to clean up Centers," the student should immediately stop playing and clean his/her Center. The student will be able to follow daily classroom procedures. For example, when the student arrives he/she will unpack his/her belongings correctly without teacher help.

I can complete my work independently.

The student will be able to complete their work with minimal teacher assistance. This includes whole group and small group assignments.

I can work with others.

The student will get along with others; for example, take turns, not be bossy, share space and share materials. He/She should be polite to peers when working in a group. He/She should refrain from tattle-telling.

I can finish my work on time.

The student will be able to finish their work in the time given.

I can stay focused.

The student should be able to stay engaged during classroom activities without redirection.

I can organize my work space and take care of materials.

The student will maintain a clean and organized workspace. He/She should also keep up with their supplies and not purposely damage them. Two examples are purposely breaking crayons or chewing pencils.

I can listen without interrupting.

The student will be able to listen attentively when others are speaking and refrain from interrupting.

I can respect myself and others.

The student will be able to accept and respect authority without talking back, arguing, rolling eyes, etc. He/She will also keep his/her hands, feet and objects to him/herself. He/She will refrain from destructive behavior towards school property.

I can show self-control.

The student will make good choices in how he/she responds to a variety of situations. For example, not blurting out, stays seated when asked, walks in the building. He/She understands that there is a time to work and a time to play.

I can accept responsibility for my choices.

The student will be able to admit fault and accept consequences for his/her choices.

I can write my first and last name.

The student will be able to print first and last name correctly with the first letter uppercase and the rest of the letters lowercase with the correct formation and spacing in his/her daily work.