

North Kansas City Schools Parent Guide to the Grade Card



Kindergarten Parent Guide

Kindergarten

Measurement Topics and Descriptions

Explanation of Reading Levels

(Fountas & Pinnell (1996) *Guided reading: Good first teaching for all children*. p.177; Jan Richardson (2016) *The Next Step Forward in Guided Reading*)

Emergent (EM) Description	Early (EA) Description	Transitional (TR) Description	Fluent (FL) Description
<p>Emergent Readers:</p> <ul style="list-style-type: none"> heavily rely on information from pictures may attend to and use some features of print may notice how print is used may know some words use the introduced language pattern of books respond to texts by linking meaning with their own experience begin to make links between their own oral language and print 	<p>Early Readers:</p> <ul style="list-style-type: none"> rely less on pictures and use more information from print have increasing control of early reading strategy know several frequently used words automatically read using more than one source of information read familiar texts with phrasing and fluency exhibit behaviors indicating strategies such as monitoring, searching, cross-checking, and self-correction 	<p>Transitional Readers:</p> <ul style="list-style-type: none"> have full control of early strategies use multiple sources of information while reading for meaning integrate the use of cues have a large core of frequently used words notice pictures but rely very little on pictures to read the text for the most part, read fluently with phrasing read longer, more complex texts 	<p>Fluent Readers:</p> <ul style="list-style-type: none"> use all sources of information flexibly solve problems in an independent way read with phrasing and fluency extend their understanding by reading a wide range of texts for different purposes read for meaning, solving problems in an independent way continue to learn from reading read much longer, more complicated texts read a variety of genres

Reading Performance

Beginning second quarter, independent reading performance (what a child can do without support) will be reported out in two ways. The child's independent reading stage will be provided and whether their reading performance is at grade level (=), above grade level (+), or below grade level (-) expectations for that quarter.

English Language Arts

Reading Foundational Skills

Students will know and apply grade-level phonics (one-to-one letter-sound correspondence; long and short vowel sounds) and word analysis skills in decoding words. Students will also read common high-frequency words by sight.

Reading Fiction and Non-Fiction Text

With prompting and support, students will ask and answer questions, identify the main topic, describe the connection between two individuals, events, ideas, or pieces of information. Students will also identify basic similarities in and differences between two texts on the same topic.

Writing

Students will use a combination of drawing, dictating, and writing to compose a variety of pieces in which they provide opinions, information, and a reaction to what happened. Students will conduct research projects to build knowledge about a topic. With guidance and support from adults, students will focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Language

Students will demonstrate command of the conventions of standard English grammar, usage, and mechanics when writing, speaking, reading, and listening.

Listening and Speaking

Students will participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups. Students will also speak and express thoughts, feelings, and ideas clearly.

Mathematics

Number Sense

Students will count to 100 by ones and tens; count forward beginning from a given number between 1 and 20; count backward from a given number between 10 and 1; read and write numerals and represent a number of objects from 0 to 20; say the number names when counting objects, in the standard order, pairing each object with one and only one number name and each number name with one and only one object; demonstrate that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted; demonstrate that each successive number name refers to a quantity that is one larger than the previous number; recognize, without counting, the quantity of groups up to 5 objects arranged in common patterns; demonstrate that a number can be used to represent "how many" are in a set; compare two or more sets of objects

and identify which set is equal to, more than, or less than the other; and, compare two numerals, between 1 and 10, and determine which is more than or less than the other.

Number Sense and Operation in Base Ten

Students will compose and decompose numbers from 11 to 19 into sets of tens with additional ones.

Relationships and Algebraic Thinking

Students will represent addition and subtraction within 10; demonstrate fluency for addition and subtraction within 5; decompose numbers less than or equal to 10 in more than one way; and, make 10 for any number from 1 to 9.

Geometry and Measurement

Students will describe several measureable attributes of objects; compare the measurable attributes of two objects; demonstrate an understanding of concepts of time and devices that measure time; name the days of the week; identify pennies, nickels, dimes and quarters; identify shapes and describe objects in the environment using names of shapes, recognizing the name stays the same regardless of orientation or size; describe the relative positions of objects in space; identify and describe the attribute of shapes, and use the attributes to sort a collection of shapes; draw or model simple two-dimensional shapes; and, compose simple shapes to form larger shapes using manipulatives.

Data and Statistics

Students will classify objects into given categories; count the number of objects in each category; and, compare category counts using appropriate language.

Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise we work to develop in our students. In doing so, we expect students to make sense of problems and persevere in solving them; reason abstractly and quantitatively; construct viable arguments and critique the reasoning of others; model with mathematics; use appropriate tools strategically; attend to precision; look for and make use of structure; and, look for and make use of regularity in repeated reasoning.

Science

Matter

Students will make observations by describing objects using their five senses.

Weather and Seasons

Students will understand that the weather changes throughout four seasons and those changes affect the environment.

Motion

Students will understand that pushes and pulls are forces that move objects.

Living Things

Students will understand basic needs and relationships of plants and animals (including humans).

Science and Engineering Practices

Students will utilize scientific and engineering practices in order to better understand the work and thinking of scientists.

Social Studies

Democracy

Students will explain why laws and rules are made and participate in democratic decision-making. Students will also explain how to resolve disagreements peacefully and describe how groups make decisions.

Economics

Students will identify examples of scarcity and opportunity cost.

Cultures and People

Students will name physical, social and emotional needs of people.

Geography and Geographic Tools

Students will identify maps and globes and describe how they are used.

U.S. Documents and Symbols

Students will identify the flag as a national symbol and recite the Pledge of Allegiance.

Influential Individuals

Students will identify George Washington and Abraham Lincoln as national leaders.