

Kindergarten

The Family Report Card Guide is intended to provide additional information about what students learn in each grade level. The report card is a reflection of student performance based on grade-level expectations. If you have additional questions about your student's progress, please reach out to their classroom teacher.

Math

Frequently Asked Questions:
What is <i>fluency</i>? Fluency is the ability to apply procedures/strategies efficiently, flexibly, and accurately to solve problems involving addition and subtraction. For example, when finding $4 + 2$, a student might not have memorized the sum but is able to count on from 4 rather than starting at zero (4, 5, 6). Kindergarteners can be fluent without having memorized all of their facts.
What is <i>composing</i>? Composing is combining smaller numbers to make a larger number. (Ex: 2 and 1 make 3)
What is <i>decomposing</i>? Decomposing is breaking down a larger number into smaller parts. (Ex: 7 can be separated into 4 and 3)
What is <i>cardinality</i>? Cardinality refers to the relationship between counting and pairing each count with an object. Students learn to answer the question, "How many?" (Ex: When counting 7 bears, students pair each object with one and only one number name.)
What <i>math facts</i> do kindergarteners learn? By the end of the year, kindergarteners fluently add and subtract within 5. They are exposed to addition and subtraction within 10.
How is <i>composing and decomposing</i> different from <i>addition and subtraction</i>? When students compose and decompose, they are not using addition, subtraction, or equal symbols. Instead, they are exploring the various ways numbers can be broken into smaller parts, or how smaller parts can be combined to create a larger number. Once students have an understanding of this, then the connection to addition and subtraction with symbols is made.
What <i>measurable attributes</i> are Kindergarteners learning? (Measurement and Data) Students learn to describe attributes of an object like length (long/short) and weight (heavy/light). They informally compare attributes as having "more of" or "less of".
What <i>shapes</i> do Kindergarteners learn? (Geometry) Students learn to identify and describe "flat shapes" (squares, circles, triangles, rectangles, hexagons) and "solid shapes" (cubes, cones, cylinders, and spheres) using words like sides and corners.

Literacy

Literacy: Reading Foundational Skills:	
What <i>concepts of print</i> are taught in Kindergarten?	Concepts of print references a student's understanding and awareness of how printed language works. In Kindergarten, students should know how to follow words from left to right, top to bottom and page by page. Kindergarten students should also understand that spoken language is represented in written language by specific letters, and be able to recognize and name letters of the alphabet.
What are <i>prerequisite phonological awareness skills</i> in Kindergarten?	Phonological awareness is a group of skills connected to the ability to recognize parts of spoken words and language. In Kindergarten, students work with sounds at the syllable level and individual sound level. In the first semester of Kindergarten, students are working towards beginning to be able to work with sounds at the syllable (a unit of sound that contains a vowel sound) level and understanding the first sound in a word. Additionally, students also work on identifying the onset and rime (identifying the first sound in a word, and everything that comes after that sound) of a word. Onset is the first sound in a word, and the rime is everything after the first sound in a word. In the word "ship," sh- is the onset and -ip is the rime. During the second semester, Kindergarten students move to working with final sounds in words and understanding the individual phonemes in simple words, such as the sounds in cat= /c/ /a/ /t/. Understanding individual phonemes, or speech sounds, prepares students to continue individual sound work in first grade.
What <i>grade-level phonics skills</i> do Kindergarteners learn?	Phonics refers to the relationship between sounds and the letters that represent them. Using phonics skills allows students to decode words by understanding the sounds of letters and letter combinations. Kindergarten students focus on individual letter-sound correspondence. By the end of the first semester, kindergarten students are expected to have mastered (know the sound the letter makes and be able to write) the following letters: T, P, N, A (short vowel sound), M, D, G, S I (short vowel sound), H, B, L, R, O (short vowel sound), C, F, J and W. By the end of the second semester, kindergarten students are expected to have mastered all 26 letters and sounds, and be able to use them to write simple words, such as "cat" or "bug." These simple words are commonly called "cvc" words or consonant-vowel-consonant words. Each letter in CVC words represents only one sound.
What is <i>decodable text</i>?	A decodable text is one that has words and sentences that can be easily read (decoded) by applying known phonics patterns while reading. A student should be able to independently read a decodable text because it uses phonics patterns the student has been taught. A student should recognize those phonics patterns in a word to apply it while reading and sounding out words.
Literacy: Reading Comprehension	
What is included in <i>reading comprehension</i> for a Kindergartener?	

When evaluating reading comprehension, we analyze a student's ability to comprehend or understand text when read out loud to them. In Kindergarten, we evaluate whether or not a student demonstrates an understanding in both Literature and Informational text.

Literature With help from the teacher, students retell stories, including key details. With the teacher's help, students can also identify the author and the illustrator.

Informational With help from the teacher, students ask and answer questions about key details in a text. With help from the teacher, students can also identify what person, place, thing, or idea a picture shows.

Literacy: Written Expression

What does it mean to *draw, dictate or write*?

This approach recognizes that literacy development is a gradual process, and students go through different stages of readiness. In kindergarten, standards allow for students to express thoughts in written form through three different methods:

Draw: Students express ideas and stories through drawing. This allows them to visually represent their thoughts without the constraints of spelling or writing conventions.

Dictate: Students share their ideas orally, and an adult writes down their words. This bridges the gap between oral expression and written representation, allowing students to focus on generating ideas without the constraints of spelling or writing conventions.

Write: Students write their own words or sentences independently. Adults can provide guidance on letter formation, spelling, and other writing conventions as needed.

What does *written expression* include?

Written expression effectively conveys ideas, thoughts, and feelings through writing.

Narrative: Development & Organization =

Students tell a story of a single event or loosely linked events in the order they happened.

Informative/Explanatory: Development & Organization =

Students create informative pieces by naming the topic and providing some information about the topic.

Opinion: Development & Organization =

Students share an opinion of a topic or book name and express their preference or opinion about it, such as stating a favorite book.

Literacy: Language

What is *academic vocabulary* while speaking and/or writing?

Academic vocabulary means the specific words and phrases students must learn to understand, talk and write about school subjects. These words are more complex than everyday language and are essential for success in various academic subjects.

SEL

Frequently Asked Questions
Why are we assessing students in Social Emotional Learning (SEL)? It is important to have a holistic view of a student's development beyond academic skills. While teachers monitor the development of their student's SEL skills, they are able to determine which students may need support in certain areas. Teachers are then able to target necessary skills for their students to develop such as; self-control, empathy, cooperation, and problem solving which are skills that are foundational to academic success. Grading social-emotional learning in elementary school is essential for fostering holistic development, identifying areas of growth, setting expectations, encouraging improvement, and preparing students for future success.
Where can I find more information about the Washington State SEL Standards? Washington State SEL Standards, Benchmarks, and Indicators
The benchmarks and indicators for the standards are in grade level bands (K-3). Is my kindergarten grade student assessed at the same level as a 3rd grade student? A student is assessed in comparison to their same-aged peers in the developmental continuum of SEL skills.
What does it mean to regulate emotions? Recognizing how you are feeling and expressing that feeling in a safe and respectful way. Regulating emotions does not mean suppressing feelings. Rather it is about finding appropriate outlets for how you are feeling. Regulating emotions also involves the use of coping strategies and other problem-solving skills. Students are taught to: 1) Stop- Notice you are feeling uncomfortable 2) Name your Feeling- Use an I-feel statement to self or someone else 3) Calm Down- Use a strategy that is safe and respectful (breathing, counting, positive self-talk)
What does it mean to take the perspective and empathize with others? Understanding and considering another person's thoughts, feelings, and point of view. This is explained to students as putting yourself in someone else's shoes. Students are taught to look for clues about how someone else is feeling by noticing facial expressions, body language and what the situation is. Then, they are to think about how they might feel in a similar situation and how their feelings might be the same or different from others. Students are also taught to think about what they can do next after they notice how someone else is feeling.
What is self-efficacy? Confidence that you have the skills, knowledge, and resilience to succeed in most academic and social situations. This also involves persevering when faced with a challenge or a task and viewing mistakes as opportunities for learning.
What does it mean if my student is scored as developing in a Social-Emotional Learning Skill? A student who requires a significant amount of support and prompting compared to same-aged peers would receive a score of developing. With this significant level of teacher support the student rarely

demonstrates these skills independently (0-33% of the time).

What does it mean if my student is scored as sometimes in a Social-Emotional Learning Skill?

A student requires a moderate level of support and prompting compared to same-aged peers. With this increased level of teacher support the student sometimes demonstrates these skills independently (34-67% of the time).

What does it mean if my student is scored as consistently in a Social-Emotional Learning Skill?

A student requires a minimal level of support and prompting compared to same-aged peers. With this level of teacher support the student almost always demonstrates these skills independently (68-100% of the time).

What resources do teachers use to teach Social-Emotional Learning?

All classroom teachers K-5 have access to a curriculum called Second Step. This curriculum covers all of the SEL standards and benchmarks through the teaching of four main units.

1. Skills for Learning: Students gain skills to help themselves learn, including how to focus their attention, listen carefully, use self-talk to stay on task, and be assertive when asking for help with schoolwork.
2. Empathy: Students learn to identify and understand their own and others' feelings. Students also learn how to take another's perspective and how to show compassion.
3. Emotion Management: Students learn specific skills for calming down when experiencing strong feelings, such as anxiety or anger.
4. Problem Solving: Students learn a process for solving problems with others in a positive way

Second Step Family Letter

Science

Frequently Asked Questions

What is the definition of "claim"?

An assertion; a statement believed to be true; an answer to the phenomena (scientific concept being studied) question.

What is the definition of "evidence"?

The data, scientific concepts, and facts that are used to support the claim.