

# Grand Island Central School District

## PreK-5 Report Card Defining Document:

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### **Reading Literature:**

These standards represent your child's ability to read and comprehend a range of literary (fiction) texts and tasks at the appropriate grade level.

### **Reading Informational Text:**

These standards represent your child's ability to read and comprehend a range of informational (non-fiction) texts and tasks at the appropriate grade level.

### **Reading Foundational Skills:**

These standards represent your child's ability to apply grade level phonics skills (letter sound correspondence), word decoding skills (sounding out a word), and reads grade level text with accuracy, fluency, and purpose.

### **Writing:**

These standards represent your child's ability to apply grade level skills to write for a variety of purposes (letters, stories, poems, reports, and responses to literature).

### **Speaking and Listening:**

These standards represent your child's ability to participate in classroom discussions and contribute relevant content at the appropriate grade level.

### **Language:**

These standards represent your child's ability to apply grade level grammar, conventions of writing (punctuation, capitalization, spelling), and word relationships to write & speak for a variety of purposes.

### **English Language Arts Literacy Level:**

**The literacy level** reflects the level at which your child is **able to read and write, reflective of the same level**. It is not reading in isolation. It is not writing in isolation. It is the ability to demonstrate deeper understanding ***through integration of both skills***. Literacy can be a representation of your child's ability to think about reading as a writer, and think about writing as a reader.

Literacy levels are generally reported at an *independent level*, (that which your child can do *without* assistance). For the purposes of the Grand Island Central School District Report Card, we reference your child's *independent level* as one indicator of his or her progress toward meeting the NYS literacy standards. Within the classroom, your child's teacher is using the *instructional level* to articulate specific teaching/learning goals for your child. This is

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the level at which your child is receiving instruction within the classroom, addressing standards, skills, and strategies to support continued growth in reading, writing, listening and speaking.

### **Counting and Cardinality (Kindergarten)**

These standards represent your child's ability to identify numbers, count, and compare numbers at the kindergarten level.

### **Operations and Algebraic Thinking:**

These standards represent your child's ability to apply grade level skills to solve mathematical equations and word problems (addition, subtraction, multiplication, division).

### **Number and Operations in Base Ten:**

These standards represent your child's ability to apply grade level place value concepts.

### **Numbers & Operations - Fractions (Grades 3, 4, & 5)**

These standards represent your child's ability (at the third – fifth grade levels) to apply grade level skills to understand and apply fractional skills.

### **Measurement and Data:**

These standards represent your child's ability to apply grade level skills in measurement and interpreting information (graphs, charts, maps).

### **Geometry:**

These standards represent your child's ability to apply grade level skills to understand fractional parts of shapes, 2 and 3 dimensional shapes, and graphing.

### **Mathematical Literacy Level:**

**Mathematical literacy** involves more than just using mathematical operations and having basic knowledge. Mathematical literacy **is the combined ability** to use mathematical knowledge, methods, and processes in a variety of situations in insightful and reflective ways (understanding how and why). Students are able to demonstrate the appropriate mathematical practices where applicable which includes but is not limited to:

- persevering through challenging problems
- think about abstract concepts
- construct viable arguments and critique other's work regarding "reasonable thinking"
- use tools strategically
- use precise math language