Kindergarten Reporting Standards

ENGLISH LANGUAGE ARTS		
Literacy skills and knowledge are essential for student success in every area of the curriculum. District 28 has adopted a comprehensive literacy philosophy, which is designed to meet the needs and readiness of individual students. Reading, writing, speaking and listening are integrated within the literacy program. The development of literacy skills is supported by our library curriculum that focuses on literature appreciation, informational literacy skills, and cultivating a lifelong love of reading through exposure to a wide variety of reading materials.		
Trimester One	**Trimester Two**	**Trimester Three**
Reading ● Understands that text goes from left to right, top to bottom, and page by page ● Recognizes that spoken words are represented in written language ● Identifies letter names (upper and lowercase) ● Produces correct letter sounds **Writing** ● Uses drawing to express thoughts **Listening and Speaking** ● Participates in collaborative conversations with partners	**Reading** ● Recognizes and produces rhyming words ● Asks and answers questions about a text ● Decodes consonant-vowel-consonant (CVC) words **Writing** ● Uses a combination of drawing and writing to express thoughts ● Writes consonant-vowel-consonant (CVC) words **Listening and Speaking** ● Participates in collaborative conversations with partners	**Reading** ● Isolates and pronounces the initial, medial vowel, and final sounds in CVC words ● Asks and answers questions about a text ● Reads emergent reader texts with purpose and understanding ● Knows and applies grade level and word analysis skills in decoding words ● Retells familiar stories **Writing** ● Uses a combination of drawing and writing to express thoughts ● Uses appropriate grade level conventions **Listening and Speaking** ● Participates in collaborative conversations with partners

MATH		
The elementary math is aligned to the Common Core State Standards (CCSS) which provide a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals. These elements support a student's ability to learn and apply more demanding math concepts and procedures. Additionally, the standards reflect application to the real world. Students practice applying mathematical ways of thinking to real world issues and challenges, preparing students to think and reason mathematically.		
Trimester One	**Trimester Two**	**Trimester Three**
Number Sense ● Counts to 20 by ones ● Writes numerals 0–10 ● Tells the number of objects counted in the range of 1–10	**Number Sense** ● Counts sets of objects accurately in the range of 1–20 ● Tells the number of objects counted in the range of 1–20 ● Compares sets of objects in the range of 1–10, and tells which set has more and which has less **Geometry and Measurement** ● Compares the lengths of two objects and describes the difference using words like shorter and longer ● Describes two-dimensional shapes and objects ● Sorts two- and three-dimensional shapes in various ways	**Number Sense** ● Counts to 100 by ones ● Counts to 100 by tens **Operations** ● Shows addition and subtraction using objects, drawings, numbers, or equations ● Solves addition and subtraction story problems

SCIENCE		
The science program in Northbrook 28 incorporates the three-dimensions of the Next Generation Science Standards to empower students to observe and engage with science in school and their daily lives. Through the lenses of earth and space science, life science, physical science, and engineering design, students deepen their understanding of what scientists and engineers do and the ways they think. Students learn through investigation and collaboration, while utilizing evidence and reasoning to derive understanding.		
Trimester One	**Trimester Two**	**Trimester Three**
Life Science ● Explains how plants and animals can change the environment to meet their needs ● Identifies ways to help the environment	**Physical Science** ● Analyzes the effects of pushes and pulls	**Earth & Space Science** ● Observes local weather and describes patterns ● Makes connections between forecasted weather and daily activities ● Observes the sun's effect on surfaces **Engineering Design** ● Develops a drawing or model as a step in solving a problem ● Designs and builds a structure to reduce the effect of sunlight on an area

SOCIAL STUDIES		
The purpose of Social Studies in District 28 is to develop curious global citizens who think deeply about the world, can take multiple perspectives, and are inspired to take action. Using an inquiry approach, students will study history, economics, geography, and civics at all grade levels. Social Studies for kindergarten through fifth grade focuses on the home, school, community, city of Chicago, state of Illinois, regions of our nation, and the United States.		
Trimester One	**Trimester Two**	**Trimester Three**
Inquiry ● Describes similarities and differences among individuals **Civics** ● Explains roles and responsibilities of people in authority	**History** ● Compares life in the past with life today **Inquiry** ● Gathers information from one or two sources	**Civics** ● Describes the roles of people within the school (e.g. principal, teachers etc.) and local communities **Economics** ● Describes the difference between needs and wants

ART		
The purpose of art education is to foster critical thinking and promote creativity. In District 28, students explore how art is used to communicate, how art expresses different points of view, and identifies how art can be found everywhere and influences aspects of our daily lives. Students will not only experience using different tools and techniques in order to create meaningful works of art, but will also reflect and share the work they create with others.		
Trimester One	**Trimester Two**	**Trimester Three**
● Communicates ideas visually through the use of line, shape, and color	● Expresses point of view through oneself	● Identifies and visually uses inspiration from nature

MUSIC		
The purpose of music education in District 28 is to cultivate thoughtful members of society who are tuneful, beatful, and artful. This is achieved by incorporating folk songs, multicultural music, and historical musical selections into the curriculum. A balanced mix of learning experiences utilizing creative movement, instruments, and singing are extended and further developed each year.		
Trimester One	**Trimester Two**	**Trimester Three**
● Plays instruments with appropriate technique and expression	● Demonstrates a steady beat	● Uses a singing voice

SOCIAL EMOTIONAL LEARNING COMPETENCIES		
District 28 values developing our students' essential skills as well as their content knowledge.Social Emotional Learning Competencies are the standards aligned to essential social emotional learning standards. The competencies are: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These competencies refer to a set of skills that help children manage their emotions, build positive relationships, and make responsible decisions. These competencies are important for children's overall development, both academically and personally.		
Kindergarten		
Self-Awareness ● Identifies and names emotions (happy, sad, angry, etc.) ● Seeks help when appropriate	**Self-Management** ● Demonstrates basic self-regulation skills (e.g., calm down skills, raising hand, etc.) ● Follows classroom routines and expectations ● Effectively manages classroom materials and personal belongings	**Social Awareness** ● Shares and takes turns during work and play ● Understands that people are unique and have differing needs
Relationship Skills ● Uses kind words and gestures to build positive relationships ● Takes steps to resolve simple conflicts with peers	**Responsible Decision-Making** ● Understands and follows classroom rules ● Understands and practices safe choices	

Academic Levels of Proficiency

Level 4 – Exceeds = Student independently applies knowledge in novel and unexpected ways.
Level 3 – Meets = Student understands concepts and demonstrates proficiency. Student can show understanding and apply his/her learning.
Level 2 – Approaching = Student is approaching understanding, but still needs support from teachers and parents.
Level 1 – Below = Student is beginning to identify concepts, but does not demonstrate understanding. Student requires a high level of support.

Social Emotional Learning Competencies Levels of Proficiency

Level 4 – Exceeds = Student consistently and independently demonstrates characteristics.
Level 3 – Meets = Student often demonstrates the characteristics.
Level 2 – Approaching = Student needs teacher reminders to successfully demonstrate characteristics.
Level 1 – Below = Student rarely demonstrates the characteristics and needs significant support.