

Kindergarten

Report Card
Guide Now
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Redding School District

Sections:

1. **College and Career Readiness**
2. **English Language Arts Standards**
3. **Mathematics Standards**
4. **Next Generation Science Standards**
5. **Social Studies Standards**
6. **Report Card Guide**



*“Let us think of education as the means of
**Developing our
greatest abilities,**
because in each of us there is a private
Hope and Dream
which, fulfilled, can be translated into benefit for
everyone and greater strength for our nation.”*

*John F. Kennedy
35th President of the United States*



Section 1: College and Career Readiness



College and Career Readiness

The Keys to Being Prepared

The Definition:

College and career readiness refers to the content knowledge, skills, and habits that students must possess to be successful in postsecondary education or training that leads to a sustaining career. Being college ready and being career ready are similar, but not necessarily the same. More and more jobs require some amount of post-high school training, and, in any event, all workers are going to need to be adaptive learners throughout their careers to cope with changes to their jobs and the way they work. Some notable differences finds College readiness meaning the ability to complete a wide range of topics and courses leading to a degree and Career readiness referring to a more specific course of study for a certificate or job attainment. Additionally, many of the attitudinal characteristics necessary for success in the workplace are also needed for College or Career studies.

LEARN Cognitive Strategies	KNOW Content Knowledge	APPLY Skills and Techniques	SEEK Transition Knowledge
<p>These are the ways of thinking for college level or productive career work.</p>	<p>Refers to the “big ideas” from core subjects that all students must know.</p>	<p>Self attitudes and habits necessary for success at college or career work.</p>	<p>Information to successfully navigate to a college or career after high school.</p>
<p>Problem formulation</p> <ul style="list-style-type: none"> •Hypothesize •Strategize <p>Research</p> <ul style="list-style-type: none"> •Identify •Collect <p>Interpretation</p> <ul style="list-style-type: none"> •Analyze •Evaluation <p>Communication</p> <ul style="list-style-type: none"> •Organize •Construct <p>Precision & accuracy</p> <ul style="list-style-type: none"> •Monitor •Confirm 	<p>Structure of knowledge</p> <ul style="list-style-type: none"> •Key terms and terminology •Factual information •Linking ideas •Organizing concepts <p>Attitudes Toward Learning</p> <ul style="list-style-type: none"> •Learning content is a challenge •Content is valued •Effort •Intelligence is changed through increased effort •Under the students control 	<p>Ownership of Learning</p> <ul style="list-style-type: none"> •Goal setting •Grit/Perseverance •Self-awareness •Motivation •Help seeking •Progress monitoring •Self-efficacy <p>Learning techniques</p> <ul style="list-style-type: none"> •Time management •Test taking skills •Note taking skills •Memorization/recall •Strategic reading •Collaborative learning •Technology proficiency 	<p>Post High School awareness</p> <ul style="list-style-type: none"> •Ambitions •Norms/culture <p>Postsecondary costs</p> <ul style="list-style-type: none"> •Tuition •Financial aid <p>Admittance</p> <ul style="list-style-type: none"> •Eligibility •Admissions •Program <p>Career awareness</p> <ul style="list-style-type: none"> •Requirements •Readiness <p>Role and Identity</p> <ul style="list-style-type: none"> •Role models <p>Self-advocacy</p> <ul style="list-style-type: none"> •Resource acquisition •Institutional promotion
	<p>Technical knowledge and skills</p>		

Kindergarten - College and Career Readiness

The Keys to Being Prepared

How can I know that my child is on track during Kindergarten?

LEARN Cognitive Strategies	KNOW Content Knowledge	APPLY Skills and Techniques	SEEK Transition Knowledge
<p>(Problem formulation)</p> <p>⇒ Child will think through and attempt to solve simple problems</p>	<p>(Knowledge Building)</p> <p>⇒ Child is meeting targeted Reading Standards by hitting RSD cut scores(see next page)</p>	<p>(Ownership-Set Goals)</p> <p>⇒ Child understands how to set simple goals and work to achieve them.</p>	<p>(Post High School Awareness)</p> <p>⇒ Child understands the terms: college & campus</p>
<p>(Research)</p> <p>⇒ Child can think of a place or item to help solve problems.</p>	<p>(Characteristic-Effort)</p> <p>⇒ Child is giving effort in all work</p> <p>⇒ Child will take on a challenge.</p>	<p>(Learning-Motivation)</p> <p>⇒ Child will be self motivated and complete tasks even when it isn't interesting.</p>	<p>(Career Awareness)</p> <p>⇒ Child and family read books or articles about jobs.</p>
<p>(Precision / Accuracy)</p> <p>⇒ Child is producing work that is increasing in quality as the year progresses.</p>		<p>(Self-Efficacy)</p> <p>⇒ Child has confidence in their own ability to complete tasks.</p>	<p>(Career Awareness)</p> <p>⇒ Child learns about jobs through every day connections (store, driving, trips, etc.)</p>
		<p>(Learning Techniques)</p> <p>⇒ Child works well with others.</p> <p>⇒ Child uses technology for producing items and not just games.</p>	<p>(Role & Identity)</p> <p>⇒ Child thinks of themselves as a person who can learn and do work.</p>

Section 2: English Language Arts Standards

*“The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you’ll go*

Dr. Seuss

English Language Arts



English-Language Arts-Highlights of the Common Core State Standards

The CCSS for English-language arts are divided into four strands: reading, writing, speaking and listening, and language. The standards are organized by grade level for kindergarten through grade eight and by grade span for high school.

For kindergarten through grade five, the reading standards include foundational skills that foster students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English language.

Standards for literacy in history/social studies, science, and technical subjects provide additional specificity about the application of reading and writing standards to subject area content.

At each grade level and grade span, the reading strand includes standards for both literature and informational text. Literature encompasses a broad range of cultures, periods, and genres (e.g., stories, folktales, fantasy, realistic fiction, drama, poetry). Informational texts include biographies and autobiographies; writings about history-social sciences, science, and the arts; technical texts; and digital sources.

The writing standards call for students to write for a variety of purposes and to use technology to produce and publish their writing. Students are expected to write in varied genres, building mastery in a range of skills and applications.

Vocabulary acquisition and practice are threaded throughout the four strands, reflecting current research on how students best learn new words. Both writing and collaborative conversations about grade level topics and text provide students opportunities to practice using new vocabulary.

Students learn to express ideas, work together, and listen carefully to integrate and evaluate information. Skills are not learned in isolation, but in connection with reading and analyzing grade-level texts and topics. Technology is used to gather and present information.

What differences will I see in my student’s assignments and how can I help? The new Common Core State Standards make several important changes to current standards. These changes are called shifts. Below you will see what these shifts change and what you can do to help your student at home.

English Language Arts

What’s Shifting?	What to Look for?	What Can You Do?
Your student will now read more non-fiction in each grade level.	Look for students to have more reading assignments based on real-life events, such as biographies, articles and historical stories.	Read non-fiction books with your children. Find ways to make reading fun and exciting around learning new things.
Reading more non-fiction texts will help your student learn about the world through reading.	Look for your student to bring home more fact-based books about the world. For instance, your 1st grader or Kindergartener might read Clyde Robert Bulla’s <i>A Tree is a Plant</i> . This book involves students in reading and learning about science.	Know which non-fiction books are grade-level appropriate and make sure your student has access to such books. Talk to your school or local librarian.
Your student will read challenging texts very closely , so they can make sense of what they read and draw their own conclusions.	Your students will have reading and writing assignments asking them to reread and/or rewrite a text multiple times for a variety of purposes. For example, your 2nd or 3rd grader might be asked to read aloud Faith D’Aluisio’s non-fiction book titled <i>What the World Eats</i> and retell facts based on multiple close readings.	Provide more challenging texts for your student to read. Show them how to dig deeper into these difficult pieces by rereading and wondering or questioning. Encourage them to talk with you about what they have read.
When it comes to writing or retelling a story, your student will use “evidence” gathered from the text to support what they say.	Look for written assignments asking your student to draw on concrete examples from the text that serve as evidence. “Evidence” is provided through examples from the book that are used to support a response or conclusion.	Ask your student to provide evidence or the “why” they think the way they do in everyday discussions and disagreements.
Your student will learn how to write from what they read.	Look for writing assignments that ask your student to create arguments in writing based on evidence from the text. For 4th and 5th graders, this might mean reading and writing about <i>The Kids Guide to Money</i> , a non-fictional book by Steve Ottenski.	Encourage writing at home. Write together using evidence and details.
Your student will increase their academic vocabulary.	Look for assignments that stretch your student’s vocabulary allowing them to see the “power” in language. For example all grades will be helping students use more formal sentence structures and content specific language when responding to questions during discussions.	Read often to your children and discuss the topic using the language presented in the text. Use math, science and other content rich language when talking about information.

Kindergarten Knowledge Cut Scores

The Keys to Being Prepared

Reading Foundational Skills	<i>Trimester 1</i> <i>Aug. 17 to Nov. 4</i>	<i>Trimester 2</i> <i>Nov. 7 to Feb. 28</i>	<i>Trimester 3</i> <i>Mar. 1 to June 2</i>
Capital Letters	11 out of 26	17 out of 26	26 out of 26
Lowercase Letters	11 out of 26	20 out of 26	26 out of 26
Letter Sounds	10 out of 26	20 out of 26	26 out of 26
Writes Letters	11 out of 52	22 out of 52	41 out of 52
Consonant Vowel Consonant (CVC) Words	Not Tested	4 out of 10	8 out of 10
Sight Words	8 out of 31	15 out of 31	31 out of 31
Rhyming	4 out of 5	4 out of 5	5 out of 5
Blending	2 out of 10	4 out of 10	8 out of 10
Segmenting	Not Tested	4 out of 10	7 out of 10
*Letter Naming Fluency	Not Tested	Not Tested	56 out of 100
*Letter Sound Fluency	Not Tested	Not Tested	44 out of 100
* These tests are timed			

Grade K Overview | English Language Arts

Kindergarten students work with prompting and support to interact with literature or informational text by asking and answering questions and identifying details and main events. Students know and can name all letters, and they can print many letters. They can read common words and draw, tell or write about a book.

Reading

With prompting and support:

- Ask and answer questions about a reading selection
- Identify characters, setting, and main events in a story
- Retell stories, including details

Reading: Foundational Skills

- Understand basic print features
 - ◇ Left to right
 - ◇ Top to bottom
 - ◇ Page by page
- Recognize and name all uppercase and lowercase letters
- Recognize that spoken words are made up of syllables and sounds
- Recognize and produce rhyming words
- Blend two or three sounds together to make a recognizable word
- Use phonics when reading words
- Say the most frequent sounds for each consonant and vowel
- Read common high-frequency words by sight
 - ◇ The, of, to, you, is

Writing

- Draw, tell, or write about a book
- Draw, tell, or write about events in the order they happened

Speaking and Listening

- Participate in discussions
 - ◇ Listen to others
 - ◇ Take turns speaking
- Follow oral directions
- Ask and answer questions
- Describe people, places, things, and events, providing detail

Language

- Print many uppercase and lowercase letters
- Use capitalization, punctuation, and spelling
- Identify new meanings for familiar words
 - ◇ Knowing *duck* is a bird, and learning the verb form of *to duck*

College and Career Readiness

Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Reading - Foundational Skills

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and page by page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.
 - d. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize and reproduce rhyming words.
 - b. Count, pronounce, blend, and segment syllables in spoken words.
 - c. Blend and segment onsets and rimes of single-syllable spoken words.
 - d. **Blend two to three phonemes into recognizable words.**
 - e. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
 - f. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words

Phonics & Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text.**
 - a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
 - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
 - c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
 - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

4. Read emergent-reader texts with purpose and understanding

Reading - for Literature

Key Ideas & Details

1. With prompting and support, ask and answer questions about details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

Craft & Structure

4. Ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 on pages 25-26 for additional expectations.)
5. Recognize common types of texts (e.g. storybooks, poems, fantasy, realistic text).
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge & Ideas

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
8. **(Not applicable to literature)**
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.
 - a. Activate prior knowledge related to the information and events in texts.
 - b. Use illustrations and context to make predictions about text.

Reading - for Informational Text

Key Ideas & Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft & Structure

4. With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 on pages 25-26 for additional expectations.)
5. Identify the front cover, back cover, and title page of a book.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge & Ideas

7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
8. With prompting and support, identify the reasons an author gives to support points in a text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.
 - a. Activate prior knowledge related to the information and events in texts.
 - b. Use illustrations and context to make predictions about text.

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Writing Standards

Text Types & Purposes

1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).
2. Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production & Distribution of Writing

4. **(Begins in grade 2)**
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build & Present Knowledge

7. Participate in shared research and writing projects (e.g., *explore a number of books by a favorite author and express opinions about them*).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
9. **(Begins in grade 4)**
10. **(begins in grade 2)**

College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Speaking & Listening

Comprehension & Collaboration

1. Participate in collaborative conversations with diverse partners about *Kindergarten topics* and *texts* with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - b. Continue a conversation through multiple exchanges.
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
 - a. Understand and follow one-and two-step oral directions.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge & Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail
6. Speak audibly and express thoughts, feelings, and ideas clearly.

College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Language—Conventions

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - a. Print many upper- and lowercase letters.
 - b. Use frequently occurring nouns and verbs.
 - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
 - d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
 - e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
 - f. Produce and expand complete sentences in shared language activities.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize the first word in a sentence and the pronoun *I*.
 - b. Recognize and name end punctuation.
 - c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

3. (Begins in grade 2)

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.
 - a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
 - b. Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.
5. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
 - d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

How you can help your child at home with reading and writing.

- Talk with your child often to build listening, speaking, and vocabulary skills—as you eat together, shop for groceries, walk to school, or wait for a bus.
- Ask questions that will encourage him/her to talk.
- Have your child use his/her imagination to make up and tell you stories. Ask questions that will encourage him/her to expand the stories.
- Read a story or poem and ask your child to listen for words that begin with the same sound (such as /b/in boy). Have him/her say the words. Then have him/her say another word that begins with that sound.
- Listen to your child read words and books from school. Be patient and listen as your child practices. Let your child know you are proud of what he/she is learning.
- Play word games. On cards, write words that contain the letter-sound relationships he/she is learning at school. Take turns choosing a card and blending the sounds to make the word. The use the word in a sentence.
- Encourage your child when he/ she is writing to spell words by using what he/she knows about sounds and letters.
- Encourage your child to write notes, e-mails, and letters to family members and friends.
- Help make connections between a child's life and what's happening in the book. Explain new ideas and words to him/her.
- Encourage your child to ask questions about the book. Ask him/her to tell in his own words what the book was about.



Parent Toolkit: <http://www.parenttoolkit.com>



National PTA <http://www.pta.org>
Kinder Booklet

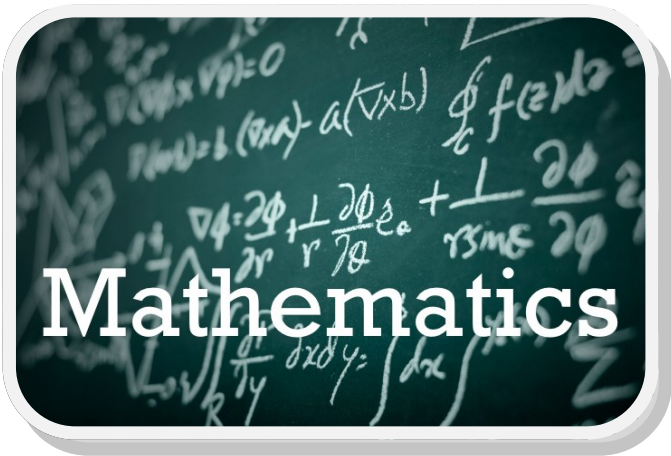


California PTA <http://capta.org/>

Section 3: Mathematics Standards

*“Pure **Mathematics** is,
in its way, the **Poetry**
of **logical** ideas”*

Albert Einstein



“If I had an hour to solve a problem. I’d spend 55 minutes thinking about the problem and 5 minutes thinking about solutions.”

Albert Einstein.

What differences will I see in my student's assignments and how can I help? The Common Core State Standards (CCSS) for mathematics connects two types of standards: one for mathematical practice [habits of mind to foster student mathematical thinking] and one for mathematical content [what students should know and be able to do at each particular grade level]. Developing students at the elementary and middle school levels will engage in a variety of mathematical activities as they grow in subject maturity and expertise.

Mathematics

What's Shifting?	What to Look for?	What Can You Do?
Your student will work more deeply in fewer topics , which will ensure full understanding, less if more!	Look for assignments that require students to show their work and explain how they arrived at an answer. Look for work asking students to make sense of problems and to persevere in solving them.	Know what concepts are important for your student based on their grade level and spend time working on those concepts. Ask your student to explain how they arrived at an answer.
Your student's learning will be a progression, building year after year.	Look for assignments that build on one another. For example, students will focus on adding, subtracting, multiplying and dividing before studying fractions. Each concept forms the foundation for increasingly complex mathematical thought and application.	Know what concepts are important for your student based on their grade level and spend time working on those concepts.
Your student will spend time practicing and memorizing math facts.	Students may have assignments focused on memorizing and mastering basic math facts which are important for success in more advanced mathematical problems.	Help your students know and memorize basic math facts. Play games and engage in activities that encourage mental math.
Your student will understand why the math works and be asked to talk about and prove their understanding.	Look for assignments requiring your student to reason abstractly and quantitatively, to construct viable arguments and critique the reasoning of others, and to model with mathematics and to utilize appropriate tools in problem solving. Students will explore more than one way to solve a problem.	Be aware of what concepts your student struggled with last year and support your student in those challenge areas moving forward. Encourage your student to share their mathematical thinking.
Your student will now be asked to use math in real-world situations.	Look for math assignments that are based on the real world. For instance, homework for 5th graders might include adding fractions as part of a dessert recipe or determining how much pizza friends ate based on fractions.	Provide time every day for your student to work on math at home. Ask your student to "do the math" that pops up in daily life. For example, determining the length, width, and depth of a garden plot to know how many bags of garden soil to buy.

Kindergarten Knowledge Cut Scores

The Keys to Being Prepared

Math Foundational Skills	<i>Trimester 1</i> <i>Aug. 17 to Nov. 4</i>	<i>Trimester 2</i> <i>Nov. 7 to Feb. 28</i>	<i>Trimester 3</i> <i>Mar. 1 to June 2</i>
Identify Numbers	10 out of 20	15 out of 20	20 out of 20
Write Numbers	10 out of 20	15 out of 20	20 out of 20
Counts w/Objects	10 out of 26	15 out of 20	20 out of 20
Count in Order	20 out of 100	50 out of 100	100 out of 100
Group (Same as, More than, Less than)	3 out of 3	3 out of 3	3 out of 3
Shapes 2D (circle, triangle, square, rectangle) 3D (cone, cube, sphere, hexagon, cylinders)	Not Tested	5 out of 9	9 out of 9
Sort & Classify	Not Tested	5 out of 5	5 out of 5
Length of Objects	Not Tested	Not Tested	2 out of 2
Add w/Objects	Not Tested	2 out of 2	2 out of 2
Subtract w/Objects	Not Tested	Not Tested	2 out of 2
Count forward from any number	Not Tested	Not Tested	3 out of 3
Count answering “how many” questions	Not Tested	Not Tested	2 out of 2

K

Grade K Overview

Counting and Cardinality

Know number names and the count sequence.

Count to tell the number of objects.

Compare numbers.

Operations and Algebraic Thinking

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten

Work with numbers 11–19 to gain foundations for place value.

Measurement and Data

Describe and compare measurable attributes.

Classify objects and count the number of objects in categories.

Geometry

Identify and describe shapes.



California Math Council for Families:

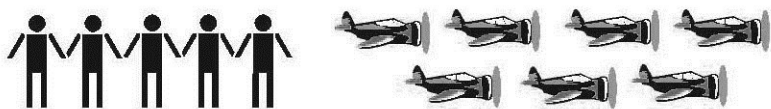
<http://cmc-math.org/temp/wp-content/uploads/2013/05/K%E2%80%9312Math@HomeEnglishBW.pdf>

Here you will find California Math Council (CMC)'s Math at Home booklets which provide brief, helpful information to parents and guardians including information about the Common Core and helping with math homework.

Grade K Overview | Mathematics

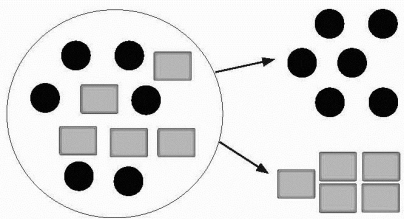
Kindergarten students learn to count to 100 and write numbers to 20. Attention is given to numbers 11-20 where emphasis is placed on tens and ones building a foundation for place value understanding. Beginning addition and subtraction starts in kindergarten. Students sort and classify groups of objects and identify basic shapes.

- Know number names and be able to count to 100
- Write numbers 0 – 20
- Learn about numbers 11-20, with tens and ones
- Count objects to tell the number of things in a group up to 20
- Compare numbers and groups



Which group has more? Which group has less?
Are these groups equal?

- Understand that addition is putting together groups and adding to groups
- Understand that subtraction is taking apart groups and taking from groups
- Fluently add and subtract within 5
- Understand concepts of time (morning, afternoon, evening, etc.)
- Sort objects into groups



Mathematics | Standards for Mathematical Practice

The Standards for Mathematical Practice describe behaviors that all students will develop in the Common Core Standards. These practices rest on important “processes and proficiencies” including problem solving, reasoning and proof, communication, representation, and making connections. These practices will allow students to understand and apply mathematics with confidence.

1. Make sense of problems and persevere in solving them.
 - ◇ Find meaning in problems
 - ◇ Analyze, predict and plan solution pathways
 - ◇ Verify answers
 - ◇ Ask themselves the question: “Does this make sense?”
2. Reason abstractly and quantitatively.
 - ◇ Make sense of quantities and their relationships in problems
 - ◇ Create coherent representations of problems
3. Construct viable arguments and critique the reasoning of others.
 - ◇ Understand and use information to construct arguments
 - ◇ Make and explore the truth of conjectures
 - ◇ Justify conclusions and respond to arguments of others
4. Model with mathematics.
 - ◇ Apply mathematics to problems in everyday life
 - ◇ Identify quantities in a practical situation
 - ◇ Interpret results in the context of the situation and reflect on whether the results make sense
5. Use appropriate tools strategically.
 - ◇ Consider the available tools when solving problems
 - ◇ Are familiar with tools appropriate for their grade or course (pencil and paper, concrete models, ruler, protractor, calculator, spreadsheet, computer programs, digital content located on a website, and other technological tools)
6. Be precise.
 - ◇ Communicate precisely to others
 - ◇ Use clear definitions, state the meaning of symbols and are careful about specifying units of measure and labeling axes
 - ◇ Calculate accurately and efficiently
7. Look for and make use of structure.
 - ◇ Discern patterns and structures
 - ◇ Can step back for an overview and shift perspective
 - ◇ See complicated things as single objects or as being composed of several objects
8. Look for and identify ways to create shortcuts when doing problems.
 - ◇ When calculations are repeated, look for general methods, patterns and shortcuts
 - ◇ Be able to evaluate whether an answer makes sense

Counting and Cardinality

Know number names and the count sequence.

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Count to tell the number of objects.

4. Understand the relationship between numbers and quantities; connect counting to cardinality.
When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
Understand that each successive number name refers to a quantity that is one larger.
5. 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; given a number from 1–20, count out that many objects.

Compare numbers.

6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.¹
7. Compare two numbers between 1 and 10 presented as written numerals.

¹ Includes groups with up to ten objects.

Operations and Algebraic Thinking

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

1. Represent addition and subtraction with objects, fingers, mental images, drawings², sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

² Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards)

2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
5. Fluently add and subtract within 5.

Number and Operations in Base Ten

Work with numbers 11–19 to gain foundations for place value.

1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement and Data

Describe and compare measurable attributes.

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

Classify objects and count the number of objects in each category.

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.³

³ Limit category counts to be less than or equal to 10.

Geometry

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

Analyze, compare, create, and compose shapes.

4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
6. Compose simple shapes to form larger shapes. *For example, “Can you join these two triangles with full sides touching to make a rectangle?”*

CCSS Domains

The CCSS are organized by domains. The table lists the domains for grades kindergarten through grade eight. The table identifies which domains are addressed in kindergarten through grade five (an “X” indicates the domain addressed at a grade level). The shaded rows indicate domains to be covered at later grades.

Domains	Kinder- garten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five
Counting and Cardinality (CC)	X					
Operations and Algebraic Thinking (OA)	X	X	X	X	X	X
Number and Operations in Base Ten (NBT)	X	X	X	X	X	X
Measurement and Data (MD)	X	X	X	X	X	X
Geometry (G)	X	X	X	X	X	X
Number and Operations – Fractions (NF)				X	X	X
Ratios and Proportional Relationships (RP)						
The Number System (NS)						
Expressions and Equations (EE)						
Statistics and Probability (SP)						
Functions (F)						



Great Kids Milestones Math Videos

<http://www.greatschools.org/gk/category/milestones-subjects/math/>

Milestones is a free online collection of videos aimed at helping parents and guardians understand grade-level expectations in kindergarten through grade five. On this page, find videos featuring students demonstrating what success looks like in math, grade by grade.

How you can help your child at home with Math.

1. Use everyday objects to allow your child to count and group a collection of objects.
2. Encourage your child to construct numbers in multiple ways. For example, what are some ways that you can make 10? Answers might include $5+5$, $6+4$, $8+2$, etc. Have your child explain his or her thinking.
3. Have your child create story problems to represent addition and subtraction of small numbers. For example, “Ann had eight balloons. Then she gave three away, so she only had five left.”
4. Encourage your child to stick with it whenever a problem seems difficult. This will help your child see that everyone can learn math.
5. Praise your child when he or she makes an effort and share in the excitement when he or she solves a problem or understands something for the first time.



Parent Toolkit: <http://www.parenttoolkit.com>



National PTA <http://www.pta.org>
Kinder Booklet



California PTA <http://capta.org/>

Section 4: Next Generation Science Standards





“Principles for the Development of a Complete Mind: Study the science of art. Study the art of science. Develop your senses—especially learn how to see. Realize that everything connects to everything else.”

Leonardo Da Vinci



Kindergarten may be students’ first experience with classroom learning of science, but they have been exploring the world around them since birth. Students’ natural curiosity and questions are the initial basis for science instruction and must be used, developed, and refined. Each of the instructional segments in this lesson is framed around phenomena that students can directly experience, observe, and inquire: What do plants and animals need to survive? Why do certain plants and animals live in our community? Will it be hot tomorrow? What happens when two toy trucks crash? The table shows one possible sequence for arranging science instruction in kindergarten.

Overview of Instructional Segments for Kindergarten

	<p>1 Plant and Animal Needs</p>	<p>Students observe plants and animals directly and through books and media to discover patterns in what they need to survive. They distinguish between plants and animals based on these needs. They describe how an organism’s surroundings help it meet its needs.</p>
	<p>2 Plants and Animals Change Their Environment</p>	<p>Students gather evidence about how organisms can directly change their environment. They focus especially on human impacts by gathering information about ways to reduce those impacts. They communicate their solutions.</p>
	<p>3 Weather Patterns</p>	<p>Students observe the weather to spot patterns in the rhythm of the seasons and of the day. They investigate the effects of the Sun on the Earth and design a shade shelter.</p>
	<p>4 Pushes and pulls</p>	<p>Students explore how pushes and pulls speed objects up, slow them down, or change their direction. They design solutions to schoolyard challenges such as moving heavy boxes and protecting a block structure from an oncoming ball.</p>

Engineering
Connection



Engineering Connection

Once students understand that producing everyday objects affects natural systems, they can begin to come up with solutions that reduce the effects. For example, students can brainstorm ways that they can save water or paper. Their solutions probably fall into the categories of reducing, reusing, or recycling, so teachers can introduce these terms and help students categorize their suggestions. Students might come up systems for reusing materials in the classroom or design a way to capture wasted water in their classroom sink. To communicate their solutions, students can draw a picture of one of their ideas and then choose the appropriate label for their suggestion ('reduce', 'reuse', or 'recycle'). Students should be able to identify the natural system that benefits from the action and explain how their solution will help.



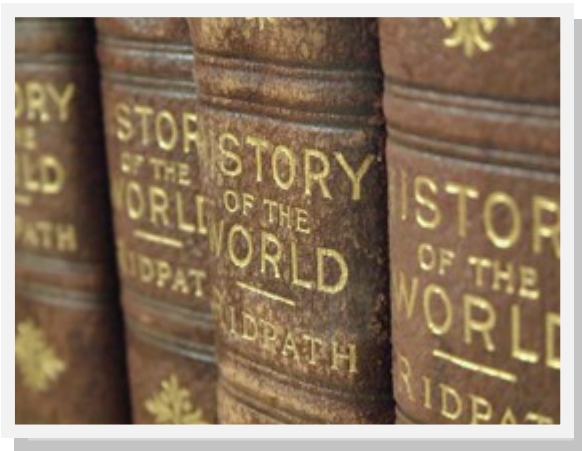
Section 5: History Social Science Standards

“The more you know about the past, the better prepared you are for the future.”

Theodore Roosevelt

“Observe good faith and justice toward all nations. Cultivate peace and harmony with all.”

George Washington



Learning and Working Now and Long Ago

Students in kindergarten are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.

K.1 Students understand that being a good citizen involves acting in certain ways.

1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.

K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.

K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.

K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.
2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.
3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).
4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.
5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there.

K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.

K.6 Students understand that history relates to events, people, and places of other times.

1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).
2. Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.
3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).



**REDDING ELEMENTARY
SCHOOL DISTRICT**

STANDARDS-BASED

REPORT CARD

**KINDERGARTEN
PARENT GUIDE**



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A message from the Redding School District

The Redding Elementary School District will use a new standards-based report card for all elementary school students. This is an exciting step toward making sure all students are successful at meeting grade level standards.



Educators are expected to teach to the standards outlined in the California State Curriculum Frameworks and to assess student learning along the way using a variety of assessments. The standards-based report card gives us a tool to accurately communicate to parents and guardians the progress their child is making on learning the district-identified Essential Standards for each grade level, as outlined within this handbook. These Essential Standards were identified by district teachers as the foundational standards that students need to master in order to be successful in the next grade level. The new report card reports that the student has reached understanding of these standards at the four following levels.

- **Standard Exceeded** – meaning that the student is consistently using the skill or concept but can also use the skill or concept for a higher level problem solving activity.
- **Standard Met** – meaning that the student has met the standards and is consistently demonstrating the skill;
- **Standard Nearly Met** – meaning the student is nearly meeting the standards and inconsistently demonstrates the skill;
- **Standard Not Met** – meaning that the student is not demonstrating a clear understanding of the standards and is not meeting standards. The report card will be issued three times a year and provide information on student progress and proficiency in core subject areas.

The standards-based report card is helpful in several ways. First, it helps make sure there is more consistency of expectations from teacher to teacher. It helps teachers and students focus on the standards from the very beginning of the school year, giving students the essential targets for their learning. Finally, it gives parents information on how their student is doing based on the standards.

This guide is meant to provide information about the report card itself, and a description of the analysis process for determining proficiency. Each grade level report card includes the Essential Standards in Mathematics and Language Arts for that grade level.

I trust that you will find the new standards-based report card a useful tool. Please don't hesitate to contact the student services office at (530) 225-0011 should you have any questions.

Sincerely,
Robert Adams

Assistant Superintendent of Educational Services

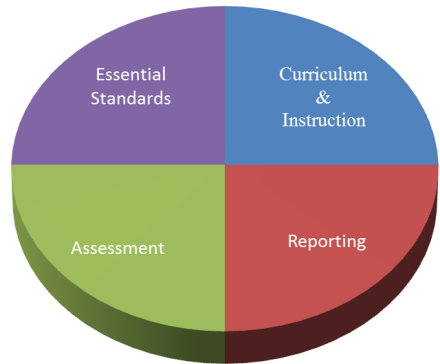
Components of a Standards-Based System

Here are the four components of our standards-based system.

Standards: are outlined by the California Department of Education. The Redding School District has outlined those Essential Standards that describe what a student should know and be able to do at a given grade level. (see standards as outlined within this booklet)

Curriculum: is then aligned with those essential standards as a roadmap for a teacher to use to ensure that instruction targets these standards.

Assessments: are used to measure learning and the extent to which a student has met or is progressing towards the standards both during the reporting period and at the end.



Reporting tools consist in two varieties. Teachers keep students and parents' informed about progress towards specific learning targets so students can adjust during the reporting period. Second the standards-based report card completes our reporting system so at critical junctures in the academic year students get a more formal picture of progress.

Students with Special Needs and the Standards-Based Report Card

For students with special needs, the Individualized Education Plan (IEP) progress report informs parents about their child's progress toward their IEP goals and is included with every report card. The classroom teacher will mark – M Progressing w/Modified Curriculum in the slot that the IEP report is showing progress for.

Format of the Standards-Based Report Card

The format of the report card is such that there are several areas to help you know how your child is progressing towards grade level proficiency.



- The English Language Arts—The Reading graph section gives you a clear picture of reading success for your child and how that matches to our success benchmarks for those indicators. We track all the beginning reading indicators; Letter recognition (upper and lower); Letter sounds; Writing letters; Rhyming; Blending sounds; sight words. The trimester benchmarks are indicated on the report card to help you focus your work at home around those items your child is struggling with.
- The English Language Arts—Writing section helps you know the progress of your child's understanding of the three purposes of writing that we are monitoring; Narrative (story, poem, fable, novel, play, etc); Informational or Explanatory (explaining a process, detailing components, providing knowledge about a topic, etc.); and Opinion or Argumentative (critique, persuasion, scholarly evidence, etc.)
- Mathematics offers you a look at how your child is doing on learning targets within the different standards. They are organized by individual skills.
- Social Studies and Science do not have specific content standards at this time. However, several Core literacy standards do apply directly to these subjects. While learning these content standards students are expected to incorporate their reading, writing, listening, and speaking skills to help them be successful in Social Studies and Science.
- Physical Education and Visual & Performing Arts are also measured for understandings within these content areas.
- Technology Success is imperative for today's learner. We are monitoring a few key skills at each grade level to make sure students are getting exposed and learning these skills.
- Successful Learning Behaviors have been found to be one of the key factors to future success in college and career. We are tracking and teaching those that have been shown to be the most important for this future success.

Successful learning Behaviors: Proficiency measured using these indicators.

LANGUAGE ARTS, WRITING: Proficiency levels are reported using these levels

Redding School District REPORT TO PARENTS - KINDERGARTEN

Student:
Teacher:
Stu #:
Birth Date:

School: _____
Principal: _____
03/01/2016 - 06/02/2016

Year: 2016-2017
Grade: K

EXPLANATION OF MARKS

Effort	Progress Toward Standard
O Outstanding	4 Standard Exceeded
S Satisfactory	3 Standard Met
P Progressing	2 Standard Nearly Met
N Not Yet	1 Standard Not Met
	M Progressing w/Modified Curriculum
	NT Not Tested

Parent Information	1st	2nd	3rd
Please Call for a Conference			
Promotion in Question			
Attendance affecting performance			

Support Services	1st	2nd	3rd
Speech			
RSP (See attached documents)			
EL			
SDC			

Reporting Period	1	2	3
English Language Arts - Writing			
Narrative Writing			
Narrate a single event or several events, in order, & provide a reaction to what happened in the story.			
Informational Writing			
Write informative text which names a topic & gives some information.			
Opinion Writing			
Names topic & states an opinion.			
Expected Benchmark for all Writing	1-2	2-3	3
Language Conventions (capitalization & punctuation)			

Reporting Period	1	2	3
Successful Learning Behaviors			
Ownership of Learning			
SELF-ADVOCATE: Asks for help when needed, accepts feedback, perseveres through failure	Effort		
SELF-MOTIVATED: Works independently; uses time wisely; monitors own progress.	Effort		
ACADEMICALLY RESPONSIBLE: Completes tasks on time; produces quality work; participates in class activities.	Effort		
HOMEWORK: Completes homework on time.	Effort		
Learning Techniques			
RESPECTFUL: Respects others needs and rights; follows school rules and procedures.	Effort		
SOCIALLY RESPONSIBLE: Resolves conflicts; takes responsibility for actions; works cooperatively with others.	Effort		
SELF DISCIPLINED: Listens without interruption; exhibits impulse control and self-regulation.	Effort		

For attendance & teacher comments, please turn the page over.

Rev.6.22.16

Attendance information is reported in this area, including the number of days tardy and absent. Teacher will indicate whether absenteeism has affected learning on front page.

Student:

Teacher:

ATTENDANCE	1	2	3
Days Enrolled			
Days Absent			
Days Tardy			

TEACHER COMMENTS

1st Trimester:

2nd Trimester:

3rd Trimester:

Teacher Signature: _____

These sections will contain teacher comments about the individual student.

A Body of Evidence for Reporting: Language Arts, Mathematics, History/Social Studies and Science

The following lists indicate what evidence a teacher will collect in preparation for using the standards-based report card. While it is not required to collect every piece listed below for every student, these pieces of evidence will create a well-rounded picture of your student's progress towards meeting grade-level standards.

Language Arts:

- Screening/Diagnostic/Benchmark:
 - ◇ Upper Case Letters
 - ◇ Lower Case Letters
 - ◇ Letter Sounds
 - ◇ Writes Letters
 - ◇ Segmentation
 - ◇ Blending, Rhyming
 - ◇ CVC Words
 - ◇ Kindergarten Sight Words
 - ◇ Letter Naming Fluency
 - ◇ Letter Sound Fluency
 - ◇ Segmentation Fluency
 - ◇ Reading logs
 - ◇ Anecdotal records
 - ◇ end of unit assessments
- Writing samples - prompts



Mathematics:

- Benchmark/Diagnostic:
 - ◇ District Assessments
 - ◇ End of unit assessments
 - ◇ Teacher-created essential standards assessments
 - ◇ Performance Tasks

History/Social Studies and Science:

- Student response to teacher made prompts or questions (Responses can be in written form, drawings and diagrams, teacher scripting or recording sheets provided in the curriculum.)
- Work from in-class investigations
- End of unit benchmark assessments

The Reading Success Indicators:

These are recorded grade level targets of reading success. The benchmark numbers are there because they are correlated indicators of future reading success and it gives us an idea that they might be successful on the state testing in the future.



Upper and Lower Case Letters – The single best predictor of first-year reading achievement is the child’s knowledge of and the ability to recognize and name the upper and lower – case letters of the alphabet.

Letter Sounds – Having the ability to match letters and sounds helps children develop an understanding that letters have sounds that are put together to form words.

Writes Letters – children will normally learn to write their name first but soon need to learn how each letter, that they are learning sounds for, is written on paper. The beginnings to being able to put their thoughts down on paper are learning how to form all the letters using a pencil or pen.

Phonemic Awareness Items – A phoneme is a speech sound. Phonemic awareness is the understanding that spoken language is composed of phonemes, or speech sounds. Phonemic awareness involves the ability to blend, segment, and manipulate phonemes in spoken words. Students are asked to **Rhyme words**, **Segment** words into their parts, and **Blend** sounds into words. The lack of phonemic awareness is the most powerful predictor of difficulty in learning to read.

Sight Words – Vocabulary is a large part of reading success. If students can recognize the most frequently used words in the English system then they are more likely to be able to read fluently and with more accuracy. The Redding School District tracks the first 30 sight words within Kindergarten.

Consonant – Vowel - Consonant (CVC) Words – Students need to learn enough basic ways in which consonant and vowel sounds are represented by letters in English words. Learning these patterns will help with future decoding.

BPST – The **Basic Phonics Skills Test** measures the decoding abilities of students including letter sounds, specific phonics patterns, and blending syllables in words in isolation. It is used by teachers to isolate the phonics sounds students can identify and blend successfully in order to help with instruction.

The Successful Learning Behaviors:



Successful Learning Behaviors:

Research indicates that although specific content for post-secondary success varies by field of study, institution, and certificate or degree program, both college and career share many important elements of readiness. These include skills all students need to be ready for a variety of post-secondary learning environments, such as study skills, time management skills, persistence, and ownership of learning. Additionally, students need to have a range of cognitive strategies to help them tackle complex tasks and apply content knowledge in novel and non-routine ways. The goal is for high school graduates to be both college ready and career ready, enabling them to pursue a range of opportunities.

- **Goal Setting** – Identify short and long term goals that align with aspirations as well as strengths and weaknesses; identify the steps necessary to attain goals; and make timely progress toward goals.
- **Progress Monitoring** – Continually evaluate progress toward goals and the alignment between aspirations, qualifications, and evolving skills and interests.
- **Help Seeking** – Become familiar with personal resources available in the current environment, be aware of progress on current tasks enough to know when help is needed, and appropriately utilize resources to receive the help needed.
- **Perseverance** – Persevere when faced with new, challenging, or unfamiliar tasks; assume responsibility for completing tasks as assigned.
- **Motivation** – Self-motivate to find value in naturally uninteresting tasks, expend the effort necessary to remain engaged and motivated to complete tasks.
- **Accepts Failures** – Be confident in one’s ability to complete increasingly challenging and complex academic and career tasks; be able to build on past experiences, failures and triumphs to maximize future successes. Learning and intelligence are malleable and can be changed through increased effort and struggle. Effort is under one’s own control and applied more easily when motivation is high. Learning from one’s past mistakes is the effort that makes those changes most possible.
- **Time Management** – Apply skills and strategies necessary to prioritize, plan, and sufficiently focus one’s attention to get expected tasks completed on time.
- **Collaborative Learning** – Develop the skills and strategies necessary to communicate and work collaboratively with diverse groups to meet specific objectives.
- **Study Skills** – Processes that allow one to have all the necessary information at hand in order to prepare for content being learned. Note taking from texts, lectures, meetings, and task directions. Memorization of key facts, terms or processes. Proficiency with technology tools that can help them learn at the highest level possible.

