

Kindergarten Quarter 1 Report Card Details

This quarter we will focus on the following standards:

ENGLISH/LANGUAGE ARTS

Reading Foundational Skills

- **Print Concepts**- left to right, top to bottom reading progression; upper and lowercase letter names; words are made from individual letters
- **Phonological Awareness** - recognize and produce rhyming words
- **Fluency** - listen and respond to books read aloud; understand that words are separated by spaces in print; read emergent-reader texts with purpose and understanding; read a 1Y text

Reading Literature

- **Key Ideas and Details**- literature comprehension; ask and answer questions about key details in a text
- **Integration of Knowledge and**- describe relationship between illustrations and story; actively engage in group reading activities with purpose and understanding

Reading Informational

- **Key Ideas and Details**- nonfiction reading comprehension; ask and answer questions about key details in a text
- **Integration of Knowledge and Ideas**-using non-fiction text, describe relationship between illustrations and story; actively engage in group reading activities with purpose and understanding

Writing

- **Text Types and Purposes**- narrative: using a combination of drawing, dictating, and writing

Language

- **Conventions of Standard English**- print many upper and lowercase letters; form plural nouns; produce and expand complete sentences in shared language activities
- **Vocabulary Acquisition and Use**- use context clues to determine meaning of words/phrases; make connections with relevant word meanings; recognize word relationships (synonyms/antonyms)

Speaking and Listening

- **Comprehension and Collaboration**- participate in collaborative discussions in a variety of settings/groupings (i.e. partners, small groups, whole class); build on others' ideas; seek clarification when needed; recount key ideas & details from information presented orally

MATHEMATICS

Counting and Cardinality

- Count to 100 by Tens and Ones
- Count forward beginning at a given number
- Writes numbers 0-20; represent a number of objects with a written numeral 0-20
- When counting objects, say the number names in the standard order, pairing each object with one and only one number; understand the last number said tells the number of objects counted; understand that each successive number name refers to a quantity that is one larger
- Count to answer "how many?" questions about as many as 20 things arranged in a variety of ways; given a number from 1-20, count out that many objects; identify and be able to count pennies within 20
- Identify group of objects as greater than, less than, or equal
- Compare two written numerals (one-digit)

Measurement and Data

- Classify and count objects in categories

Standards for Mathematical Practice

Students are given multiple opportunities to acquire and use skills that support the development of critical thinking and application in math. These "process skills" are taught within all of the above math standards. Your child will be developing the following "process skills" throughout the year:

persevering in problem solving; communicating thinking and abstract reasoning; justifying answers; using tools, patterns, and objects to model and solve problems appropriately

The following assessment methods may be utilized to determine your child's progress toward mastery of the first quarter standards:

- ✓ common written assessments
- ✓ student performance and participation during class activities and discussions
- ✓ performance tasks
- ✓ teacher observation (whole group and small group)
- ✓ one-on-one assessments (teacher and student)
- ✓ class work, projects, and writing samples

Students who *consistently demonstrate mastery* of standards through regular classroom instruction and assessment will receive a score of "3" (meets standard). Students who consistently demonstrate mastery *and independently demonstrate* the ability to *exceed* the standard may receive a score of 4 in a given area.