



VOLUNTOWN PUBLIC SCHOOLS

ELEMENTARY STANDARDS-BASED REPORT CARD PARENT GUIDELINES

FOR

KINDERGARTEN

**ENGLISH LANGUAGE ARTS**

*	Trimester 1 Indicators (November)	Trimester 2 Indicators (March)	Trimester 3 Indicators (June)
	<p><b>Expected Performances:</b></p> <p style="text-align: center;"><b><u>WRITING</u></b></p> <p><b><u>Text Types and Purposes:</u></b></p> <ul style="list-style-type: none"> <li>• Use a combination of drawing, dictating, and writing to compose opinion pieces. Skill not assessed at this time.</li> <li>• Use a combination of drawing, dictating, and writing to compose informative/explanatory pieces. Skill not assessed at this time.</li> <li>• Use a combination of drawing, dictating, and writing to compose narrative pieces. Skill not assessed at this time.</li> </ul> <p style="text-align: center;"><b>LANGUAGE</b></p> <p><b><u>Conventions of Standard English:</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate command of grammar and usage when writing or speaking. Prints at least 80% of the letters introduced during handwriting instruction without a model.</li> </ul>	<p><b>Expected Performances:</b></p> <p style="text-align: center;"><b><u>WRITING</u></b></p> <p><b><u>Text Types and Purposes:</u></b></p> <ul style="list-style-type: none"> <li>• Use a combination of drawing, dictating, and writing to compose opinion pieces. Skill not assessed at this time.</li> <li>• Use a combination of drawing, dictating, and writing to compose informative/explanatory pieces. Draws, dictates or writes to share thoughts or explain a topic.</li> <li>• Use a combination of drawing, dictating, and writing to compose narrative pieces. Draws, dictates or writes to share thoughts, or tell a story.</li> </ul> <p style="text-align: center;"><b>LANGUAGE</b></p> <p><b><u>Conventions of Standard English:</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate command of grammar and usage when writing or speaking. Prints at least 80% of the letters introduced during handwriting instruction without a model. Demonstrates understanding of prepositions (e.g., to, from, in, out, on, off, etc.).</li> </ul>	<p><b>Expected Performances:</b></p> <p style="text-align: center;"><b><u>WRITING</u></b></p> <p><b><u>Text Types and Purposes:</u></b></p> <ul style="list-style-type: none"> <li>• Use a combination of drawing, dictating, and writing to compose opinion pieces. Draws, dictates or writes to share their opinion.</li> <li>• Use a combination of drawing, dictating, and writing to compose informative/explanatory pieces. Draws, dictates or writes to share thoughts or explain a topic.</li> <li>• Use a combination of drawing, dictating, and writing to compose narrative pieces. Draws, dictates or writes to share thoughts, or tell an organized story.</li> </ul> <p style="text-align: center;"><b>LANGUAGE</b></p> <p><b><u>Conventions of Standard English:</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate command of grammar and usage when writing or speaking. Prints at least 90% of the letters introduced during handwriting instruction without a model. Demonstrates understanding of prepositions (e.g., to, from, in, out, on, off, etc.).</li> </ul>

<p>• <b>Demonstrate command of the capitalization, punctuation, and spelling when writing.</b> Skill not assessed at this time.</p> <p><b><u>CT ELDS ~ Physical Development and Health:</u></b></p> <p>• <b>Use coordinated movements to manipulate materials, including cutting &amp; drawing with control.</b> Holds scissors correctly or occasionally needs reminders/repositioning and cuts on a straight line. Holds and manipulates a pencil/crayon with a grip that is progressing towards a tripod grasp.</p>	<p>• <b>Demonstrate command of the capitalization, punctuation, and spelling when writing.</b> Recognizes and names a <i>period</i> and <i>question mark</i> at the end of a sentence. Uses knowledge of letter/sound relationship to spell words. At least beginning and ending sounds are represented.</p> <p><b><u>CT ELDS ~ Physical Development and Health:</u></b></p> <p>• <b>Use coordinated movements to manipulate materials, including cutting &amp; drawing with control.</b> Holds scissors correctly and cuts on a straight or curved line. Holds and manipulates a pencil/crayon with at least a modified tripod grasp.</p>	<p>• <b>Demonstrate command of the capitalization, punctuation, and spelling when writing.</b> Recognizes and names a <i>period</i>, <i>question mark</i> and <i>exclamation point</i> at the end of a sentence. Uses knowledge of letter/sound relationship to spell words. Includes beginning, middle and end sounds. Capitalizes the first word in a sentence and the pronoun I.</p> <p><b><u>CT ELDS ~ Physical Development and Health:</u></b></p> <p>• <b>Use coordinated movements to manipulate materials, including cutting &amp; drawing with control.</b> Holds scissors correctly and cuts simple shapes with corners and curves. Holds and manipulates a pencil/crayon with at least a modified tripod grasp.</p>
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**READING**

*	Trimester 1 Indicators (November)	Trimester 2 Indicators (March)	Trimester 3 Indicators (June)
	<p style="text-align: center;"><b><u>FOUNDATIONAL SKILLS</u></b></p> <p><b><u>Print Concepts:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Understanding of the organization and basic features of print.</b> Follows print left to right.</li> <li>• <b>Recognize and name all uppercase letters and lowercase letters.</b> Recognizes and names at least 18 of uppercase letters in random order and recognizes and names at least 18 of lowercase letters in random order.</li> </ul> <p><b><u>Phonological Awareness:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Demonstrate understanding of spoken words, syllables and sounds.</b> Recognizes whether or not a given pair of words rhyme. Isolates and pronounces the initial sound in a word.</li> </ul>	<p style="text-align: center;"><b><u>FOUNDATIONAL SKILLS</u></b></p> <p><b><u>Print Concepts:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Understanding of the organization and basic features of print.</b> Follows print left to right, top to bottom and page-by-page. Recognizes that spoken words are represented in written language by specific sequences of letters. Understands that words are separated by spaces in print.</li> <li>• <b>Recognize and name all uppercase letters and lowercase letters.</b> Recognizes and names at least 22 of uppercase letters in random order and recognizes and names at least 22 of lowercase letters in random order.</li> </ul> <p><b><u>Phonological Awareness:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Demonstrate understanding of spoken words, syllables and sounds.</b> Recognizes whether or not a given pair of words rhyme. Picks out words that rhyme from a list of words given orally. Produces rhyming words. Isolates and pronounces the initial and final sounds in a word. Segments syllables in spoken words. Blends single syllable onsets and rimes or spoken words (e.g. c+ at =cat).</li> </ul>	<p style="text-align: center;"><b><u>FOUNDATIONAL SKILLS</u></b></p> <p><b><u>Print Concepts:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Understanding of the organization and basic features of print.</b> Follows print left to right, top to bottom and page-by-page. Recognizes that spoken words are represented in written language by specific sequences of letters. Understands that words are separated by spaces in print.</li> <li>• <b>Recognize and name all uppercase letters and lowercase letters.</b> Recognizes and names 26 uppercase letters in random order and recognizes and names 26 lowercase letters in random order.</li> </ul> <p><b><u>Phonological Awareness:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Demonstrate understanding of spoken words, syllables and sounds.</b> Recognizes whether or not a given pair of words rhyme. Picks out words that rhyme from a list of words given orally. Produces rhyming words. Isolates and pronounces the initial, medial and final sounds in a word. Segments syllables in spoken words. Blends single syllable onsets and rimes or spoken words (e.g. c+ at =cat).</li> </ul>

<p><b><u>Phonics and Word Recognition:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b> Produces the sounds for at least 15 of the 21 consonant letters. Produces at least 3 of the 5 short vowels sounds.</li> <li>• <b>Read emergent-reader texts with purpose and understanding.</b> Skill not assessed at this time.</li> <li>• <b>Read common high-frequency words by sight.</b> Recognizes and reads at least 80% of the <u>introduced</u> sight words.</li> </ul> <p style="text-align: center;"><b><u>LITERATURE</u></b></p> <p><b><u>Key Ideas and Details:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Ask and answer questions about key details; Retell stories including key details; Identify characters, settings and major events in a story.</b> Identifies characters in a story.</li> </ul> <p><b><u>Craft and Structure:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Ask and answer questions about unknown words in a text; Recognize common types of texts; Name and define the author and illustrator.</b> Skill not assessed at this time.</li> </ul>	<p><b><u>Phonics and Word Recognition:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b> Produces the sounds for at least 19 of the 21 consonant letters. Produces all 5 of the short vowels sounds. Consistently uses knowledge of letters and letter sounds to decode simple words.</li> <li>• <b>Read emergent-reader texts with purpose and understanding.</b> Reads texts at a reading level that is equivalent to a <b>DRA2 level 2.</b></li> <li>• <b>Read common high-frequency words by sight.</b> Recognizes and reads at least 85% of the <u>introduced</u> sight words.</li> </ul> <p style="text-align: center;"><b><u>LITERATURE</u></b></p> <p><b><u>Key Ideas and Details:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Ask and answer questions about key details; Retell stories including key details; Identify characters, settings and major events in a story.</b> Identifies characters, setting, and major events in the story.</li> </ul> <p><b><u>Craft and Structure:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Ask and answer questions about unknown words in a text; Recognizes common types of texts; Name and define the author and illustrator.</b> With prompting and support, describes the roles of an author and illustrator.</li> </ul>	<p><b><u>Phonics and Word Recognition:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b> Produces the sounds for all of the 21 consonant Letters. Produces all of the 5 short vowels and long vowel sounds. Independently uses knowledge of letters and letter sounds to decode simple words.</li> <li>• <b>Read emergent-reader texts with purpose and understanding.</b> Reads texts at a reading level that is equivalent to a <b>DRA2 level 4.</b></li> <li>• <b>Read common high-frequency words by sight.</b> Recognizes and reads at least 90% of the <u>introduced</u> sight words.</li> </ul> <p style="text-align: center;"><b><u>LITERATURE</u></b></p> <p><b><u>Key Ideas and Details:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Ask and answer questions about key details; Retell stories including key details; Identify characters, settings and major events in a story.</b> Retells a story using key details, such as, characters, setting, and major events.</li> </ul> <p><b><u>Craft and Structure:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Ask and answer questions about unknown words in a text; Recognizes common types of texts; Name and define the author and illustrator.</b> With prompting and support. describes the roles of an author and illustrator. Recognizes common types of text (e.g., storybooks, poems).</li> </ul>
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<p><b><u>Integration of Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Describe the relationship between illustrations and the story; Compare and contrast characters. Skill not assessed at this time.</li> </ul> <p style="text-align: center;"><b><u>INFORMATIONAL TEXT</u></b></p> <p><b><u>Key Ideas and Details:</u></b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions about key details; Identify the main topic and retell key details; Describe connections between information in a text. Identifies the main topic in an informational text.</li> </ul> <p><b><u>Craft and Structure:</u></b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions about unknown words; Identify book features; Name and define the author and illustrator. Skill not assessed at this time.</li> </ul> <p><b><u>Integration of Knowledge and Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• Describe the relationship between illustrations and the text; Identify the reasons an author gives to support points in a text; Identify the basic similarities and differences between two texts. Skill not assessed at this time.</li> </ul>	<p><b><u>Integration of Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Describe the relationship between illustrations and the story; Compare and contrast characters. With prompting and support, explains what moment in a story an illustration depicts.</li> </ul> <p style="text-align: center;"><b><u>INFORMATIONAL TEXT</u></b></p> <p><b><u>Key Ideas and Details:</u></b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions about key details; Identify the main topic and retell key details; Describe connections between information in a text. Identifies the main topic and supporting details in an informational text.</li> </ul> <p><b><u>Craft and Structure:</u></b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions about unknown words; Identify book features; Name and define the author and illustrator. With prompting and support, describes the roles of an author and illustrator.</li> </ul> <p><b><u>Integration of Knowledge and Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• Describe the relationship between illustrations and the text; Identify the reasons an author gives to support points in a text; Identify the basic similarities and differences between two texts. With prompting and support, explains how the text and illustrations go together.</li> </ul>	<p><b><u>Integration of Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Describe the relationship between illustrations and the story; Compare and contrast characters. With prompting and support, explains what moment in a story an illustration depicts. Explains what is similar or different about characters in stories.</li> </ul> <p style="text-align: center;"><b><u>INFORMATIONAL TEXT</u></b></p> <p><b><u>Key Ideas and Details:</u></b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions about key details; Identify the main topic and retell key details; Describe connections between information in a text. Identifies the main topic and supporting details in an informational text. Describes how information in a text are connected.</li> </ul> <p><b><u>Craft and Structure:</u></b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions about unknown words; Identify book features; Name and define the author and illustrator. With prompting and support, describes the roles of an author and illustrator. Identifies book features (front cover, back cover and title page).</li> </ul> <p><b><u>Integration of Knowledge and Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• Describe the relationship between illustrations and the text; Identify the reasons an author gives to support points in a text; Identify the basic similarities and differences between two texts. With prompting and support, explains how the text and illustrations go together. Explains how two texts are similar or different (ex. fiction/non-fiction, characters, settings, subjects).</li> </ul>
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**MATHEMATICS**

*	Trimester 1 Indicators (November)	Trimester 2 Indicators (March)	Trimester 3 Indicators (June)
	<p><b>Expected Performances:</b></p> <p><b><u>Counting and Cardinality:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Count to 100 by ones and tens.</b> Count to 20 by ones.</li> <li>• <b>Write numbers from 0 to 20.</b> Write numerals 0-10. Reversals are ok.</li> <li>• <b>Count to tell the number of objects (up to 20).</b> Count sets of objects accurately in range of <u>1-10</u> and tells “how many” objects. When counting objects the student says, 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. Count objects arranged in a line, a rectangular array or a circle or as many as 10 things in a scattered configuration.</li> <li>• <b>Compare two numbers between 1 and 10 (using less than, greater than and equal to).</b> Skill not assessed at this time.</li> </ul>	<p><b>Expected Performances:</b></p> <p><b><u>Counting and Cardinality:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Count to 100 by ones and tens.</b> Count to 60 by ones and 100 by tens.</li> <li>• <b>Write numbers from 0 to 20.</b> Write numerals 0-20. Reversals are ok.</li> <li>• <b>Count to tell the number of objects (up to 20).</b> Count sets of objects accurately in range of <u>1-20</u> and tells “how many” objects. When counting objects the student says, 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. Count objects arranged in a line, a rectangular array or a circle or as many as 10 things in a scattered configuration.</li> <li>• <b>Compare two numbers between 1 and 10 (using less than, greater than and equal to).</b> Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group by using matching and counting strategies.</li> </ul>	<p><b>Expected Performances:</b></p> <p><b><u>Counting and Cardinality:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Count to 100 by ones and tens.</b> Count to 100 by ones and tens.</li> <li>• <b>Write numbers from 0 to 20.</b> Write numerals 0-20. Reversals are ok.</li> <li>• <b>Count to tell the number of objects (up to 20).</b> Count sets of objects accurately in range of <u>1-20</u> and tells “how many” objects. When counting objects the student says, 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. Count objects arranged in a line, a rectangular array or a circle or as many as 10 things in a scattered configuration.</li> <li>• <b>Compare two numbers between 1 and 10 (using less than, greater than and equal to).</b> Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group by using matching and counting strategies.</li> </ul>

<p><b><u>Operations and Algebraic Thinking:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Solve addition and subtraction word problems, and add and subtract within 10.</b> Skill not assessed at this time.</li> <li>• <b>Add and subtract fluently within 5.</b> Skill not assessed at this time.</li> </ul> <p><b><u>Number and Operations in Base Ten:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Compose and decompose numbers (11-19) into tens and ones.</b> Skill not assessed at this time.</li> </ul> <p><b><u>Measurement and Data:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Describe and compare measurable attributes.</b> Skill not assessed at this time.</li> </ul>	<p><b><u>Operations and Algebraic Thinking:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Solve addition and subtraction word problems, and add and subtract within 10.</b> Adds and subtracts within 10 using objects or drawings.</li> <li>• <b>Add and subtract fluently within 5.</b> Skill not assessed at this time.</li> </ul> <p><b><u>Number and Operations in Base Ten:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Compose and decompose numbers (11-19) into tens and ones.</b> With support, shows each composition or decomposition using a drawing, 10-frame or other manipulative. Understands that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</li> </ul> <p><b><u>Measurement and Data:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Describe and compare measurable attributes.</b> Skill not assessed at this time.</li> </ul>	<p><b><u>Operations and Algebraic Thinking:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Solve addition and subtraction word problems, and add and subtract within 10.</b> Represents addition and subtraction word problems with objects, fingers, mental images, drawings, acting out situations, verbal explanations, expressions or equations. Adds and subtracts within 10 using objects or drawings.</li> <li>• <b>Add and subtract fluently within 5.</b> Adds and subtracts quickly and accurately within 5 (18-20 problems correctly within 2 minutes).</li> </ul> <p><b><u>Number and Operations in Base Ten:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Compose and decompose numbers (11-19) into tens and ones.</b> Independently shows each composition or decomposition using a drawing, 10-frame, other manipulative and record an equation (e.g. <math>18 = 10 + 8</math>). Understands that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</li> </ul> <p><b><u>Measurement and Data:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Describe and compare measurable attributes.</b> Compares two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference (ex. directly compares the weight of two teddy bears and describe one bear as heavier/lighter).</li> </ul>
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<p>• <b>Classify and count the number of objects in a category.</b> Skill not assessed at this time.</p> <p><b><u>Geometry:</u></b></p> <p>• <b>Identify and describe shapes.</b> Skill not assessed at this time.</p> <p>• <b>Analyze and compare shapes, create and compose shapes.</b> Skill not assessed at this time.</p>	<p>• <b>Classify and count the number of objects in a category.</b> Skill not assessed at this time.</p> <p><b><u>Geometry:</u></b></p> <p>• <b>Identify and describe shapes.</b> Skill not assessed at this time.</p> <p>• <b>Analyze and compare shapes, create and compose shapes.</b> Skill not assessed at this time.</p>	<p>• <b>Classify and count the number of objects in a category.</b> Sorts items into categories (ex. by shape, color, size, purpose). Counts and identifies the number of items in each category.</p> <p><b><u>Geometry:</u></b></p> <p>• <b>Identify and describe shapes.</b> Identifies and names 2-D shapes (circle, square, rectangle, triangle &amp; hexagon) and 3-D shapes (cone, cube, sphere &amp; cylinder), regardless of their orientations or overall size.</p> <p>• <b>Analyze and compare shapes, create and compose shapes.</b> Explains similarities and differences between shapes (ex. number of sides, number of vertices, 2D/flat shape, 3D/solid shape, can/cannot roll or stack). Creates and composes shapes out of items such as popsicle sticks, pattern blocks, playdough, etc.</p>
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