

# Kindergarten Report Card Parent Guide: Quarter 2



## Kindergarten Standards and Rubrics for Reporting Progress

The ELA B.E.S.T. Standards and math Florida Standards are reported to families on the Kindergarten Report Card. In selecting the standards that are reported to families, consideration was given to the standards that are most critical to success in first grade. Many of the standards selected encompass mastery of other standards; therefore, not all standards will be individually reported.

Language Arts	Mathematics
<ul style="list-style-type: none"> <li>• ELA.K.R.1.1 Describe the main character(s), setting, and important events in a story.</li> <li>• ELA.K.R.3.1 Identify and explain descriptive words in text(s).</li> <li>• ELA.K.R.3.2 Retell a text orally to enhance comprehension.               <ul style="list-style-type: none"> <li>a. Use main character(s), setting, and important events for a story</li> </ul> </li> <li>• ELA.K.C.2.1 Present information orally using complete sentences.</li> <li>• ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.</li> <li>• ELA.K.R.3.3 Compare and contrast characters' experiences in stories.</li> <li>• ELA.K.R.2.2 Identify the topic of and multiple details in a text.</li> <li>• ELA.K.R.3.2 Retell a text orally to enhance comprehension.               <ul style="list-style-type: none"> <li>a. Use topic and details for an informational text</li> </ul> </li> <li>• ELA.K.V.1.1 Recognize and appropriately use grade-level academic vocabulary in speaking and writing.</li> <li>• ELA.K.C.4.1 Recall information to answer a question about a single topic.</li> <li>• ELA.K.F.1.1 Demonstrate knowledge of the basic concepts of print.               <ul style="list-style-type: none"> <li>a. Locate a printed word on a page.</li> <li>b. Distinguish letters from words within sentences.</li> <li>c. Match print to speech to demonstrate that language is represented by print.</li> <li>d. Identify parts of a book (front cover, back cover, title page).</li> <li>e. Move top to bottom and left to right on the printed page; returning to the beginning of the next line.</li> </ul> </li> <li>• ELA.K.F.1.1 Demonstrate knowledge of the basic concepts of print.</li> <li>• ELA.K.F.1.1 Demonstrate knowledge of the basic concepts of print.               <ul style="list-style-type: none"> <li>a. Identify all upper- and lowercase letters of the alphabet.</li> </ul> </li> <li>• ELA.K.F.1.2 Demonstrate phonological awareness.               <ul style="list-style-type: none"> <li>a. Blend and segment syllables in spoken words.</li> <li>b. Identify and produce alliterative and rhyming words.</li> <li>c. Blend and segment onset and rimes of single-syllable words.</li> <li>d. Identify the initial, medial, and final sound of spoken words.</li> <li>e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.</li> <li>f. Segment and blend phonemes at the beginning or end of a spoken word and say the resulting words.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Counting and Cardinality (K.CC.1.1; K.CC.1.3; K.CC.2.4)</li> <li>• Operations and Algebraic Thinking (K.OA.1.2; K.OA.1.a)</li> <li>• Numbers and Operations in Base Ten (K.NBT.1.1)</li> <li>• Measurement and Data (K.MD.1.a; K.MD.2.3)</li> <li>• Geometry (K.G.1.1; K.G.2.6)</li> </ul>

<ul style="list-style-type: none"> <li>• ELA.K.F.1.3 Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately. <ul style="list-style-type: none"> <li>a. Demonstrate knowledge of the most frequent sound for each consonant.</li> <li>b. Demonstrate knowledge of the short and long sounds for the five major vowels.</li> <li>c. Decode consonant-vowel-consonant (CVC) words.</li> <li>d. Encode consonant-vowel-consonant (CVC) words.</li> </ul> </li> <li>• ELA.K.F.1.4 Recognize and read with automaticity grade-level high frequency words.</li> <li>• ELA.K.C.1.1 Print many upper- and lowercase letters.</li> <li>• ELA.K.C.1.2 Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.</li> <li>• ELA.K.C.1.3 Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.</li> <li>• ELA.K.C.1.4 Using a combination of drawing, dictating, and/or writing, provide factual information about a topic.</li> <li>• ELA.K.C.1.5 With guidance and support from adults, improve drawing and writing, as needed, by planning, revising, and editing.</li> <li>• ELA.K.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</li> </ul>	
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Evidence of student learning and progression toward ELA B.E.S.T. and math Florida Standard proficiency should come from multiple sources. Teachers have multiple methods of collecting and recording evidence to guide instruction as well as inform parents of progress. Evidence of learning is part of what happens daily in the classroom.

The ELA B.E.S.T. Standards and math Florida Standards are written with the skills and knowledge required of students by the end of the year. Teachers will use a rubric to determine how students are progressing toward proficiency of the standards. Since the standards are end of year expectations, families should expect to see students' performance level grow across the year from a score of 1 to a score of 3 or 4 by the end of the year. Below is a list of the performance levels that are used on the report card.

**Definitions of performance levels that are used on the report card:**

4	The student has an advanced understanding and exceeds end of year grade level standard proficiency. A student receiving a 4 shows self-motivation and demonstrates this advanced knowledge at school.
3*	The student demonstrates proficiency on end of year grade level standard proficiency. A student receiving a 3 shows solid knowledge and has proficient understanding of concepts and skills.
2	The student is approaching <i>end of year</i> grade level standard proficiency. A student receiving a 2 understands basic skills and concepts, but is not yet independent. The student is applying concepts and skills with increasing success.
1	The student is beginning progress towards <i>end of year</i> grade level standard proficiency. A student receiving a 1 benefits from additional support.
L	The student has limited progress towards <i>end of year</i> grade level standard proficiency.
	The standard is not assessed during this quarter.

*\*The 3 is the grade level expectation and is what all students should meet by the end of the year.*

Social studies, science, and electives (e.g., art, physical education, music) will be graded using the following codes:

- S- Satisfactorily working on grade level expectations
- N- Needs Improvement working on grade level expectations

**Note: The Quarter 4 ELA grade will serve as the final ELA grade.**

Below are the standards that will be assessed throughout Quarter 2. If the standard was assessed in Quarter 1 then a student earning a 2 in Quarter 2 is considered to be ***right where they need to be at this point in the year***. Each learning progression details what a student should know and be able to do in order to progress throughout the year. The highlighted section in each progression explains the expectations for Quarter 2. **The end of year goal is for a student to earn a 3 for all assessed standards.**

## Reading

Reading Prose and Poetry (Literary Elements)/ Reading Across Genres (Paraphrasing and Summarizing)- Story Elements/Retelling					
<ul style="list-style-type: none"> <li>• ELA.K.R.1.1 Describe the main character(s), setting, and important events in a story.</li> <li>• ELA.K.R.3.1 Identify and explain descriptive words in text(s).</li> <li>• ELA.K.R.3.2 Retell a text orally to enhance comprehension.               <ul style="list-style-type: none"> <li>a. Use main character(s), setting, and important events for a story</li> </ul> </li> <li>• ELA.K.C.2.1 Present information orally using complete sentences.</li> <li>• ELA.K.12.EE.1.1 Cite evidence to explain and justify reasoning.</li> </ul>					
Rubric Score	L- Limited Progress Toward Standard Proficiency	1 – Beginning Demonstration of Standard (QUARTER 1 EXPECTATION)	2- Progressing Towards Standard (QUARTER 2 EXPECTATION)	3 – Meets Standard (QUARTERS 3 & 4 EXPECTATION)	4- Exceeds Standard
<b>Quarters 1, 2, 3, 4</b>	Answering questions about story elements requires excessive and continuous prompting <b>AND</b> Unable to describe any element of the story even with prompting and support	Retell a story by describing* 1 of the following: <ul style="list-style-type: none"> <li>• Main character(s)</li> <li>• Setting</li> <li>• Important events</li> </ul>	Retell a story by describing* 2 of the following: <ul style="list-style-type: none"> <li>• Main character(s)</li> <li>• Setting</li> <li>• Important events</li> </ul> <b>AND</b> may use descriptive words from the story	Retell a story by describing* <b>ALL</b> of the following: <ul style="list-style-type: none"> <li>• Main character(s)</li> <li>• Setting</li> <li>• Important events</li> </ul> <b>AND</b> using descriptive words from the story	Retell a story by describing* <b>ALL</b> elements. <b>EACH</b> element is well developed**: <ul style="list-style-type: none"> <li>• Main character(s)</li> <li>• Setting</li> <li>• Important events</li> </ul> <b>AND</b> using descriptive words from the story
<i>*Could be in response to a question or through discussion (per Clarification 3).            **A well-developed description would include elements such as character's appearance, actions, feelings, and thoughts. Setting may include both where and when the story takes place.</i>					

Reading Across Genres (Comparative Reading)					
<ul style="list-style-type: none"> <li>• ELA.K.R.3.3 Compare and contrast characters' experiences in stories.</li> <li>• ELA.K.R.3.1 Identify and explain descriptive words in text(s).</li> <li>• ELA.K.C.2.1 Present information orally using complete sentences.</li> </ul>					
Rubric Score	L- Limited Progress Toward Standard Proficiency	1 – Beginning Demonstration of Standard (QUARTER 1 EXPECTATION)	2- Progressing Towards Standard (QUARTER 2 EXPECTATION)	3 – Meets Standard (QUARTERS 3 & 4 EXPECTATION)	4- Exceeds Standard
<b>Quarters 1, 2, 3, 4</b>	Comparing and contrasting characters' experiences requires excessive and continuous prompting	Provides at least 1 comparison <b>OR</b> 1 contrast, which may be unrelated to feelings, events, or behaviors of characters.	Provides at least 1 comparison <b>AND</b> 1 contrast, which may be unrelated to feelings, events, or behaviors of characters.	Provides at least 1 comparison <b>AND</b> 1 contrast of characters' experiences, which include examples of specific feelings, events, or behaviors.*	Provides at least 1 comparison <b>AND</b> 1 contrast of characters' experiences, which includes examples of specific feelings, events, or behaviors from different stories.
<i>*Level 3 answers include descriptive words from the text and are complete sentences. Note: Responses may be oral.</i>					

**\*New standard for Quarter 2**

<b>Reading Informational Text (Central Idea)/Reading Across Genres (Paraphrasing and Summarizing)</b>					
<ul style="list-style-type: none"> <li>• ELA.K.R.2.2 Identify the topic of and multiple details in a text.</li> <li>• ELA.K.R.3.2 Retell a text orally to enhance comprehension.               <ul style="list-style-type: none"> <li>b. Use topic and details for an informational text</li> </ul> </li> <li>• ELA.K.V.1.1 Recognize and appropriately use grade-level academic vocabulary in speaking and writing.</li> <li>• ELA.K.C.4.1 Recall information to answer a question about a single topic.</li> <li>• ELA.K.C.2.1 Present information orally using complete sentences.</li> <li>• ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.</li> </ul>					
<b>Rubric Score</b>	<b>L- Limited Progress Toward Standard Proficiency</b>	<b>1 – Beginning Demonstration of Standard (Quarter 2 Expectation)</b>	<b>2- Progressing Towards Standard (Quarter 3 Expectation)</b>	<b>3 – Meets Standard (Quarter 4 Expectation)</b>	<b>4- Exceeds Standard</b>
<b>Quarters 2, 3, 4</b>	Retelling requires excessive and continuous prompting <b>OR</b> Unable to retell any key details even with prompting and support* <b>OR</b> Unable to use grade level academic vocabulary even with prompting and support	Retells informational text*, including 1 of the following: <ul style="list-style-type: none"> <li>• the topic</li> <li>• multiple details from the text</li> <li>• at least one academic vocabulary word from the text used appropriately</li> </ul> <b>Student may require supporting materials**</b>	Retells informational text*, including 2 of the following: <ul style="list-style-type: none"> <li>• the topic</li> <li>• multiple details from the text</li> <li>• at least one academic vocabulary word from the text used appropriately</li> </ul> <b>Student may require supporting materials**</b>	Retells informational text*, including <b>ALL</b> of the following: <ul style="list-style-type: none"> <li>• the topic</li> <li>• multiple details from the text</li> <li>• at least one academic vocabulary word from the text used appropriately</li> </ul>	Retells informational text*, including <b>ALL</b> of the following: <ul style="list-style-type: none"> <li>• the topic</li> <li>• multiple details from the text</li> <li>• multiple academic vocabulary words from the text used appropriately</li> </ul>
<p><i>*The retell may be in response to a question.</i></p> <p><i>**Examples of support may include students using illustrations in the text, sequencing cards, referring to graphic organizers/reader’s notebooks, etc.</i></p>					

<b>Learning and Applying Foundational Reading Skills (Concepts of Print)</b>					
<ul style="list-style-type: none"> <li>• ELA.K.F.1.1 Demonstrate knowledge of the basic concepts of print.</li> <li>• Locate a printed word on a page.</li> <li>• Distinguish letters from words within sentences.</li> <li>• Match print to speech to demonstrate that language is represented by print.</li> <li>• Identify parts of a book (front cover, back cover, title page).</li> <li>• Move top to bottom and left to right on the printed page; returning to the beginning of the next line.</li> </ul>					
<b>Rubric Score</b>	<b>L- Limited Progress Toward Standard Proficiency</b>	<b>1 – Beginning Demonstration of Standard (Quarter 1 Expectation)</b>	<b>2- Progressing Towards Standard (Quarter 2 Expectation)</b>	<b>3 – Meets Standard (Quarters 3 &amp; 4 Expectation)</b>	<b>4- Exceeds Standard</b>
<b>Quarters 1, 2, 3, 4</b>	Demonstrates a partial understanding of any of the following: <ul style="list-style-type: none"> <li>• Parts of a book</li> <li>• Top to bottom AND left to right (return sweep)</li> <li>• Voice-print match</li> </ul>	Demonstrates an understanding of 1 of the following: <ul style="list-style-type: none"> <li>• Parts of a book</li> <li>• Top to bottom AND left to right (return sweep)</li> <li>• Voice-print match</li> </ul>	Demonstrates an understanding of 2 of the following: <ul style="list-style-type: none"> <li>• Parts of a book</li> <li>• Top to bottom AND left to right (return sweep)</li> <li>• Voice-print match</li> </ul>	Demonstrates an understanding of <b>ALL</b> of the following: <ul style="list-style-type: none"> <li>• Parts of a book</li> <li>• Top to bottom AND left to right (return sweep)</li> <li>• Voice-print match</li> </ul>	Demonstrates an understanding of <b>ALL</b> of the following in a variety of texts (e.g., books, charts, magazines): <ul style="list-style-type: none"> <li>• Parts of a book</li> <li>• Top to bottom AND left to right (return sweep)</li> <li>• Voice-print match</li> </ul>

### Learning and Applying Foundational Reading Skills (Letter Name)

- ELA.K.F.1.1 Demonstrate knowledge of the basic concepts of print.
- Identify all upper- and lowercase letters of the alphabet.

Rubric Score	L- Limited Progress Toward Standard Proficiency	1 – Beginning Demonstration of Standard <i>(Quarter 1 Expectation)</i>	2- Progressing Towards Standard <i>(Quarter 2 &amp; 3 Expectation)</i>	3- Meets Standard <i>(Quarter 4 Expectation)</i>	4- Exceeds Standard
<b>Quarters 1, 2, 3, 4</b>	Identifies less than 17 letters of the alphabet (upper- and lowercase)	Identifies 17-22 letters of the alphabet (upper- and lowercase)	Identifies 23-40 letters of the alphabet (upper- and lowercase) <i>(Quarter 2 Expectation)</i>	Identifies all 52 letters of the alphabet (upper- and lowercase) <i>(Quarter 4 Expectation)</i>	Identifies ALL 52 letters of the alphabet (upper- and lowercase) fluently
			Identifies 41-51 letters of the alphabet (upper- and lowercase) <i>(Quarter 3 Expectation)</i>		

## Learning and Applying Foundational Reading Skills (Phonological Awareness)

- ELA.K.F.1.2 Demonstrate phonological awareness.
  - f. Blend and segment syllables in spoken words.
  - g. Identify and produce alliterative and rhyming words.
  - h. Blend and segment onset and rimes of single-syllable words.
  - i. Identify the initial, medial, and final sound of spoken words.
  - j. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.
  - k. Segment and blend phonemes at the beginning or end of a spoken word and say the resulting words.

Rubric Score	L- Limited Progress Toward Standard Proficiency	1 – Beginning Demonstration of Standard (Quarter 1 Expectation)	2- Progressing Towards Standard (Quarter 2 Expectation)	3 – Meets Standard (Quarters 3 & 4 Expectation)	4- Exceeds Standard
				<ul style="list-style-type: none"> <li>• Blend/segment syllables</li> <li>• Identify/produce alliterative &amp; rhyming words</li> <li>• Blend/segment onset and rimes</li> <li>• Identify initial, medial, &amp; final sounds</li> <li>• Add/delete phonemes at beginning OR end of spoken word and SAY the resulting word</li> <li>• Segment/blend phonemes</li> </ul> (Quarter 3 Expectation) Student may require supporting materials*	
Quarters 1, 2, 3, 4	Demonstrates understanding of 0-1 of the following (oral presentation and oral responses): <ul style="list-style-type: none"> <li>• Blend/segment syllables</li> <li>• Identify/produce alliterative &amp; rhyming words</li> <li>• Blend/segment onset and rimes</li> <li>• Identify initial, medial, &amp; final sounds</li> <li>• Add/delete phonemes at beginning OR end of spoken word and SAY the resulting word</li> <li>• Segment/blend phonemes</li> </ul> Student may require supporting materials*	Demonstrates understanding of 2-3 of the following (oral presentation and oral responses): <ul style="list-style-type: none"> <li>• Blend/segment syllables</li> <li>• Identify/produce alliterative &amp; rhyming words</li> <li>• Blend/segment onset and rimes</li> <li>• Identify initial, medial, &amp; final sounds</li> <li>• Add/delete phonemes at beginning OR end of spoken word and SAY the resulting word</li> <li>• Segment/blend phonemes</li> </ul> Student may require supporting materials*	Demonstrates understanding of 4-5 of the following (oral presentation and oral responses): <ul style="list-style-type: none"> <li>• Blend/segment syllables</li> <li>• Identify/produce alliterative &amp; rhyming words</li> <li>• Blend/segment onset and rimes</li> <li>• Identify initial, medial, &amp; final sounds</li> <li>• Add/delete phonemes at beginning OR end of spoken word and SAY the resulting word</li> <li>• Segment/blend phonemes</li> </ul> Student may require supporting materials*	Demonstrates understanding ALL of the following (oral presentation and oral responses): <ul style="list-style-type: none"> <li>• Blend/segment syllables</li> <li>• Identify/produce alliterative &amp; rhyming words</li> <li>• Blend/segment onset and rimes</li> <li>• Identify initial, medial, &amp; final sounds</li> <li>• Add/delete phonemes at beginning OR end of spoken word and SAY the resulting word</li> <li>• Segment/blend phonemes</li> </ul> (Quarter 3 Expectation) Student may require supporting materials*	Demonstrates understanding of ALL of the following with increasing complex phoneme combinations** without support (oral presentation and oral responses): <ul style="list-style-type: none"> <li>• Blend/segment syllables</li> <li>• Identify/produce alliterative &amp; rhyming words</li> <li>• Blend/segment onset and rimes</li> <li>• Identify initial, medial, &amp; final sounds</li> <li>• Add/delete phonemes at beginning OR end of spoken word and SAY the resulting word</li> <li>• Segment/blend phonemes</li> </ul>
				<ul style="list-style-type: none"> <li>• All of the above</li> </ul> (Quarter 4 Expectation) Student may require supporting materials*	

\* Examples of support may include use of Elkonin Boxes, colored chips or markers, finger tapping, etc.  
 \*\* Examples of complex phoneme combinations may include recognizing blends, digraphs, and trigraphs.  
 Note: Highlighted areas are focus areas for each quarter.



***\*New standard for Quarter 2***

<b>Learning and Applying Foundational Reading Skills (Letter Sounds)</b>					
<ul style="list-style-type: none"> <li>• ELA.K.F.1.3 Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.               <ul style="list-style-type: none"> <li>d. Demonstrate knowledge of the most frequent sound for each consonant.</li> <li>e. Demonstrate knowledge of the short and long sounds for the five major vowels.</li> <li>f. Decode consonant-vowel-consonant (CVC) words.</li> <li>g. Encode consonant-vowel-consonant (CVC) words.</li> </ul> </li> </ul>					
<b>Rubric Score</b>	<b>L- Limited Progress Toward Standard Proficiency</b>	<b>1 – Beginning Demonstration of Standard (Quarter 2 Expectation)</b>	<b>2- Progressing Towards Standard (Quarter 3 Expectation)</b>	<b>3 – Meets Standard (Quarters 4 Expectation)</b>	<b>4- Exceeds Standard</b>
<b>Quarters 2, 3, 4</b>	Identifies <b>12 or less</b> sounds	Identifies <b>13-19</b> sounds <b>AND</b> <i>may read</i> common CVC words	Identifies <b>20-27</b> sounds to include at least 1 sound per vowel <b>AND</b> Reads and <i>may write</i> common CVC words and decodable high frequency words	Identifies <b>ALL</b> sounds (including long and short vowel sounds) <b>AND</b> Reads <b>AND</b> writes common CVC words and decodable high frequency words	Identifies <b>ALL</b> sounds (including long and short vowel sounds) fluently <b>AND</b> Reads <b>AND</b> writes common CVC words and decodable high frequency words fluently

***\*New standard for Quarter 2***

<b>Learning and Applying Foundational Reading Skills (Fluency of High Frequency Words)</b>					
• ELA.K.F.1.4 Recognize and read with automaticity grade-level high frequency words.					
<b>Rubric Score</b>	<b>L- Limited Progress Toward Standard Proficiency</b>	<b>1 – Beginning Demonstration of Standard (Quarter 2 Expectation)</b>	<b>2- Progressing Towards Standard (Quarter 3 Expectation)</b>	<b>3 – Meets Standard (Quarters 4 Expectation)</b>	<b>4- Exceeds Standard</b>
<b>Quarters 2, 3, 4</b>	Reads <b>10 or less</b> high frequency words with automaticity*.	Reads between <b>11 to 34</b> high frequency words with automaticity*.	Reads between <b>35 to 59</b> high frequency words with automaticity*.	Reads <b>60 to 70</b> high frequency words with automaticity*.	Reads <b>71 or more</b> high frequency words with automaticity*.
<i>*High frequency words come from the Dolch word lists.</i>					

**Kindergarten High Frequency Words**

I	has	jump	my
like	he	one	to
the	little	are	of
we	play	have	what
go	and	said	put
see	you	two	want
can	big	look	saw
she	with	me	this
a	for	come	will
is	no	here	yes
all	new	soon	
ate	now	that	
be	on	there	
came	our	they	
do	out	too	
eat	please	under	
get	pretty	was	
good	ride	well	
into	say	went	
must	so	who	

## Writing (Draw, Dictate, and Write Texts)

- ELA.K.C.1.1 Print many upper- and lowercase letters.
- ELA.K.C.1.2 Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.
- ELA.K.C.1.3 Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.
- ELA.K.C.1.4 Using a combination of drawing, dictating, and/or writing, provide factual information about a topic.
- ELA.K.C.1.5 With guidance and support from adults, improve drawing and writing, as needed, by planning, revising, and editing.
- ELA.K.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
- ELA.K.C.4.1 Recall information to answer a question about a single topic.
- ELA.K.V.1.1 Recognize and appropriately use grade-level academic vocabulary in speaking and writing.

Rubric Score	L- Limited Progress Toward Standard Proficiency	1 – Beginning Demonstration of Standard (Quarter 1 Expectation)	2- Progressing Towards Standard (Quarter 2 Expectation)	3 – Meets Standard (Quarters 3 & 4 Expectation)	4- Exceeds Standard
<b>Quarters 1, 2, 3, 4</b>	Uses a combination of any of the following to convey thoughts: <ul style="list-style-type: none"> <li>• scribbling</li> <li>• drawing</li> <li>• mock letters</li> </ul>	Demonstrates the following <ul style="list-style-type: none"> <li>• Uses drawings, dictating, and random strings of letters to convey thoughts</li> <li>• Uses some structure of the genre</li> </ul>	Demonstrates the following: <ul style="list-style-type: none"> <li>• Uses drawings and dictating to convey thoughts</li> <li>• Uses labels with most sounds represented phonetically</li> <li>• Uses some structure of the genre</li> </ul>	Demonstrates the following: <ul style="list-style-type: none"> <li>• Uses drawings and dictating to convey thoughts</li> <li>• Inconsistent use of complete sentences that can be read by an educator</li> <li>• Uses structure of the genre</li> <li>• Uses correct grammar</li> </ul>	Demonstrates the following: <ul style="list-style-type: none"> <li>• Uses drawings to help convey thoughts</li> <li>• Uses sentences that can be read by an educator</li> <li>• Uses structure of the genre</li> <li>• Uses correct grammar</li> </ul>

# Mathematics

## Counting and Cardinality (Count Forward)

• MAFS.K.CC.1.1 Count to 100 by ones and by tens.					
Rubric Score	L- Limited Progress Toward Standard Proficiency	1 – Beginning Demonstration of Standard (Quarter 1 Expectation)	2- Progressing Towards Standard (Quarter 2 Expectation)	3 – Meets Standard (Quarters 3 & 4 Expectation)	4- Exceeds Standard
Quarters 1, 2, 3, 4	Not yet able to count consistently within 20	<ul style="list-style-type: none"> <li>Counts to <b>20</b> by ones (May occasionally omit or substitute one number)</li> </ul>	<ul style="list-style-type: none"> <li>Counts to <b>50</b> by ones (May occasionally omit or substitute one or two numbers) <b>AND</b></li> <li>Begins counting to 100 by <b>tens</b> (May omit a number or is unable to count by tens in standard order)</li> </ul>	<ul style="list-style-type: none"> <li>Counts to <b>100</b> by ones <b>AND</b></li> <li>Counts to <b>100</b> by tens</li> </ul>	<ul style="list-style-type: none"> <li>Counts to <b>100</b> by ones and by tens <b>AND</b></li> <li>Counts beyond 100 using standard order</li> </ul>

## Counting and Cardinality (Represents Sets of Objects)

• MAFS.K.CC.1.3 Read and write numbers from 0 to 20. Represent a number of objects with a written number 0-20 (with 0 representing a count of no objects).					
Rubric Score	L- Limited Progress Toward Standard Proficiency	1 – Beginning Demonstration of Standard (Quarter 1 Expectation)	2- Progressing Towards Standard (Quarter 2 Expectation)	3 – Meets Standard (Quarters 3 & 4 Expectation)	4- Exceeds Standard
Quarters 1, 2, 3, 4	Not yet able to read, write, or represent a given number	<ul style="list-style-type: none"> <li>Reads numerals <b>0-5</b> in random order <b>AND</b></li> <li>Write numeral to represent numbers <b>0-5</b> (may have some reversals but with questioning has an understanding of the value of the number)</li> </ul>	<ul style="list-style-type: none"> <li>Reads numerals <b>0-10</b> in random order <b>AND</b></li> <li>Write numeral to represent numbers <b>0-10</b> with objects (may have some reversals but with questioning has an understanding of the value of the number)</li> </ul>	<ul style="list-style-type: none"> <li>Reads numerals <b>0-20</b> in random order <b>AND</b></li> <li>Writes numeral to represent numbers <b>0-20</b> (may have some reversals but with questioning has an understanding of the value of the number)</li> </ul>	<ul style="list-style-type: none"> <li>Writes numeral to represent the set <b>0-20</b> (may have some reversals) <b>AND</b></li> <li>Counts groups of objects with flexibility (e.g., arranged in a line, rectangular array or scattered)</li> </ul>

### Counting and Cardinality (Concept of One Larger)

- MAFS.K.CC.2.4 Understand the relationship between numbers and quantities; connect counting to cardinality.
- MAFS.K.CC.2.4a 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 set.
- MAFS.K.CC.2.4b 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.
- MAFS.K.CC.2.4c Understand that each successive number name refers to a quantity that is one larger.

Rubric Score	L- Limited Progress Toward Standard Proficiency	1 – Beginning Demonstration of Standard (Quarter 1 Expectation)	2- Progressing Towards Standard (Quarter 2 Expectation)	3 – Meets Standard (Quarters 3 & 4 Expectation)	4- Exceeds Standard
Quarters 1, 2, 3, 4	Not yet able to count using standard order of number names or one to one correspondence	<ul style="list-style-type: none"> <li>• Counts a set of objects using standard order and one-to-one correspondence for sets of objects <b>0-5</b></li> <li>• <b>Be aware student;</b> May demonstrate understanding of cardinality, i.e. when counting a set of objects, the last number name said tells the number of objects that are in that set <b>(0-5)</b></li> <li>• May answer “one more” questions without recounting <b>(0-5)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Counts a set of objects using standard order and one-to-one correspondence for sets of objects <b>0-10</b></li> <li>• <b>AND</b></li> <li>• Demonstrates understanding of cardinality, i.e. when counting a set of objects, the last number name said tells the number of objects that are in that set <b>(0-10)</b></li> <li>• <b>Be aware student;</b> May demonstrate understanding of conservation of cardinality, i.e. the number of objects in that set stays the same regardless of the arrangement of the objects in the given set)</li> <li>• May answer “one more” questions without recounting<b>(0-10)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Counts a set of objects using standard order and one-to-one correspondence for sets of objects <b>0-20</b></li> <li>• <b>AND</b></li> <li>• Demonstrates understanding of cardinality, i.e. when counting a set of objects, the last number name said tells the number of objects that are in that set, <b>AND</b></li> <li>• Demonstrates conservation of cardinality, i.e. the number of objects in that set stays the same regardless of the arrangement of the objects in the given set <b>(0-20)</b></li> <li>• <b>AND</b></li> <li>• Answers “one more” questions without recounting <b>(0-20)</b> and justifies answer</li> </ul>	<ul style="list-style-type: none"> <li>• Counts any set of objects using standard order and one-to-one correspondence <b>AND</b></li> <li>• Demonstrates understanding of cardinality and conservation of cardinality with two digit quantities</li> <li>• Answers “one more” questions <b>(0-20)</b> and justify the answer <b>AND</b></li> <li>• Answers “<b>two more</b>” or “<b>three more</b>” questions without recounting</li> </ul>

*\*New standard for Quarter 2*

Operations and Algebraic Thinking (Uses Addition and Subtraction)					
<ul style="list-style-type: none"> <li>MAFS.K.OA.1.2 Solve addition and subtraction word problems, and add and subtract within 10 by using objects or drawings to represent the problem.</li> </ul>					
Rubric Score	L- Limited Progress Toward Standard Proficiency	1 – Beginning Demonstration of Standard	2- Progressing Towards Standard (Quarter 2 Expectation)	3 – Meets Standard (Quarters 3 & 4 Expectation)	4- Exceeds Standard
Quarters 2, 3, 4	Not yet able to solve addition or subtraction word problems	Solves addition <b>OR</b> subtraction word problems within 5 by using objects or drawings	Solves addition <b>OR</b> subtraction word problems within 10 by using objects or drawings	Solves addition <b>AND</b> subtraction word problems within 10 by using objects or drawings	Solves addition <b>AND</b> subtraction word problems within 10 using objects or drawings <b>AND</b> justify their thinking

*\*New standard for Quarter 2*

Operations and Algebraic Thinking (Uses Addition and Subtraction to Solve Word Problems)					
<ul style="list-style-type: none"> <li>MAFS.K.OA.1a Use addition and subtraction within 10 to solve word problems involving both addends unknown, e.g., by using objects, drawings and equations with symbols for the unknown numbers to represent the problem. (Students are not required to independently read word problems.)</li> </ul>					
Rubric Score	L- Limited Progress Toward Standard Proficiency	1 – Beginning Demonstration of Standard	2- Progressing Towards Standard (Quarter 2 Expectation)	3 – Meets Standard (Quarters 3 & 4 Expectation)	4- Exceeds Standard
Quarters 2, 3, 4	Not yet able to use objects or drawings to solve addition and subtraction word problems	<ul style="list-style-type: none"> <li>Uses addition <b>OR</b> subtraction within 10 to solve word problems involving one addend unknown <b>AND</b></li> <li>Uses objects or drawings <b>Be aware student may;</b></li> <li>Not yet able to use numerals to represent objects, drawings, and equations</li> </ul>	<ul style="list-style-type: none"> <li>Uses addition <b>OR</b> subtraction within 10 to solve word problems involving both addends unknown <b>AND</b></li> <li>Uses objects or drawings <b>AND</b></li> <li>Makes an attempt to use numerals to represent objects, drawings, and equations with symbols</li> </ul>	<ul style="list-style-type: none"> <li>Uses addition <b>AND</b> subtraction within 10 to solve word problems involving both addends unknown <b>AND</b></li> <li>Uses objects or drawings <b>AND</b></li> <li>Uses numerals to represent objects, drawings, and equations with symbols</li> </ul>	<ul style="list-style-type: none"> <li>Uses addition <b>AND</b> subtraction greater than 10 to solve word problems involving both addends unknown <b>AND</b></li> <li>Uses objects or drawings <b>AND</b></li> <li>Uses numerals to represent objects, drawings, and equations</li> </ul>

# Science and Social Studies

Social studies, science, and electives (e.g., art, physical education, music) will be graded using the following codes:

- S- Satisfactorily working on grade level expectations
- N- Needs Improvement working on grade level expectations

Science Topics for Quarter 2	Social Studies Topics for Quarter 2
<p><b>Nature of Science- This topic will be covered each quarter.</b></p> <ul style="list-style-type: none"> <li>• Collaborate with a partner to collect information.</li> <li>• Make observations of the natural world and know that they are descriptors collected using the five senses.</li> <li>• Keep records as appropriate -- such as pictorial records -- of investigations conducted.</li> <li>• Observe and create a visual representation of an object which includes its major features.</li> <li>• Recognize that learning can come from careful observation.</li> </ul> <p><b>Matter</b></p> <ul style="list-style-type: none"> <li>• Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.</li> <li>• Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.</li> </ul>	<p><b>Where do you live?</b></p> <ul style="list-style-type: none"> <li>• Students will learn their own phone number, address, city and state.</li> </ul> <p><b>Veteran’s Day</b></p> <ul style="list-style-type: none"> <li>• Students will learn what a veteran is and the importance of celebrating Veterans Day.</li> </ul> <p><b>Timelines</b></p> <ul style="list-style-type: none"> <li>• Students will understand how to use and create timelines using words and phrases related to time.</li> </ul> <p><b>Needs and Wants</b></p> <ul style="list-style-type: none"> <li>• Students will identify the difference between needs and want and will understand that people work to earn money for the things they want and need.</li> </ul> <p><b>The First Thanksgiving</b></p> <ul style="list-style-type: none"> <li>• Students will learn about the Mayflower’s journey to America, the experiences of the Pilgrims, and the hardships of surviving in a new country.</li> </ul> <p><b>Earth</b></p> <ul style="list-style-type: none"> <li>• Students will identify basic landforms, bodies of water and cardinal directions.</li> </ul> <p><b>Seasons</b></p> <ul style="list-style-type: none"> <li>• Students will learn about seasons on Earth, and will describe seasonal weather changes. T</li> </ul> <p><b>Weather</b></p> <ul style="list-style-type: none"> <li>• Students will learn about different types of weather and some effects it has on people and the environment.</li> </ul> <p><b>Good Citizens</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate ways to resolve conflicts by being good citizens and discuss ways to make decisions fairly.</li> </ul>