

## SUGGESTED HOME LEARNING ACTIVITIES

### ENGLISH-LANGUAGE ARTS

1. Read to/with your child at home. (Ask questions.)
2. Listen to your child retell stories; discuss daily events using complete sentences.
3. Make Flash Cards to practice letters and simple words.
4. Practice writing the alphabet using the correct form.
5. Practice writing simple words and sentences with your child.

a for apple

### MATHEMATICS

1. Use Flash Cards 0 to 30 to practice number recognition.
2. Practice writing numerals in sequence to 30 and beyond.
3. Practice simple addition and subtraction using objects.

23

8

30

$$1 + 2 = 3$$

# KINDERGARTEN



## Parent Guide to Academic Content Standards and Report Card

Dear Parents/Guardians:

Well-communicated standards provide you with the information to have a better understanding of what your child is expected to learn in the core subject areas in this grade level. This guide provides additional information about the essential standards for English-Language Arts, Math, History-Social Science, and Science on the Standards-Aligned Report Card. In an effort to share the most information about your child's performance, an explanation and/or a description for the grades on the report card are also given.

### PROGRESS TOWARDS END OF YEAR GRADE LEVEL STANDARDS

The State of California expects students at this grade level to have mastered the identified standards by the end of the school year (exit level standards). Students have the entire school year to master the grade level standards. The numerical marks for each trimester indicate your child's progress towards mastery of these **exit level standards**.

A "3" is considered appropriate progress at the end of the first and second trimesters; however, a "3" at the end of the school year (third trimester) indicates that the standard has not been met, because the student is only approaching grade level in that standard. A student that is receiving a "2" or "1" in the standards is below grade level and requires intervention and assistance. A plan should be developed and discussed with the teacher.

## PROGRESS MARKS

### **5 = Advanced – exceeds grade level standards**

The student completes excellent work for this grade level. The student consistently meets and often exceeds the expected end-year standard. With relative ease, the student grasps, applies, and extends key concepts, processes, and skills above the grade level.

### **4 = Proficient – meets grade level standards**

The student completes work with a suitable/appropriate quality befitting this grade level. The student regularly meets the expected end-year standard. S/He regularly grasps and applies key concepts, processes, and skills at the grade level.

### **3 = Basic – approaching grade level standards**

The student completes work which may demonstrate some understanding of the grade level tasks. The student is beginning to, and sometime does, meet the expected end-year standard. S/He is beginning to grasp and apply key concepts, processes, and skills for the grade level but still produces work that is not consistently at the grade level.

### **2 = Below grade level standards**

The student completes work which demonstrates a minimal understanding of the grade level tasks. The student usually does not meet the expected end-year standard.

### **1 = Far below grade level standards**

The student completes work which demonstrates little understanding of the grade level tasks. The student does not meet the expected end-year standard and is working below grade level.

### **NA = Not Assessed (at this time)**

This standard has not yet been addressed during the reporting period and students will not be assessed for this grade level standard at this grading period.

### **X = Indicates difficulty**

An “X” inside a small “floating” box indicates that the student is having difficulty with the listed standard. This could be a reason why the numeric progress mark is low.

## INSTRUCTIONAL READING LEVEL

This reading level represents the student’s decoding as well as comprehension skill level on a reading scale. The descriptive part of the year (“Beg.” for Beginning, “Mid.” for Middle, and “End”) is written along with the grade level at which the student is reading. The benchmark for a student to be proficient is to be on grade level (reading at the “End” of the student’s grade level) at the end of the third trimester. If the student is reading considerably above grade level, the word “Above” will be written.

## ESSENTIAL STANDARDS

### **KINDERGARTEN**

#### **ENGLISH-LANGUAGE ARTS**

##### **➤ Reading**

*Word Analysis, Fluency, and Systematic Vocabulary Development:* Students know about letters, sounds, and words. They know how to blend sounds to make words and break words into sounds. They apply all this knowledge to read simple words and sentences.

*Reading Comprehension:* Students identify the basic facts and ideas in what they have read or heard. They identify characters, settings, and events. They ask and answer questions about stories.

##### **➤ Writing**

Students write words and brief sentences that are legible.

##### **➤ Listening and Speaking**

Students listen and respond to oral communication. They speak in clear and complete sentences.

#### **MATHEMATICS**

##### **➤ Number Sense**

Students count, recognize, and write numbers to 30. They understand the relationship between numbers and quantities. They solve simple addition and subtraction problems.

##### **➤ Algebra and Functions**

Students sort and classify objects.

##### **➤ Measurement and Geometry**

Students understand the concept of time and units to measure it. They identify common geometric shapes.

##### **➤ Statistics, Data Analysis, and Probability**

Students identify and describe simple patterns using shapes, size, or color.

##### **➤ Mathematical Reasoning**

Students use concrete objects to set up and solve problems.

#### **HISTORY-SOCIAL SCIENCE**

➤ Students are introduced to the connection between the world today and the world long ago. They understand that history relates to events, people, and places of other times.

#### **SCIENCE**

##### **➤ Physical Sciences**

Students know that materials can be observed, measured, and predicted.

##### **➤ Life Sciences**

Students observe and describe the appearance and behavior of plants and animals.

##### **➤ Earth Sciences**

Students identify and observe landforms, weather, and the earth resources and how they affect everyday life.