



# Kindergarten Reporting Standards

## ENGLISH LANGUAGE ARTS

Literacy skills and knowledge are essential for student success in every area of the curriculum. District 28 has adopted a comprehensive literacy philosophy, which is designed to meet the needs and readiness of individual students. Reading, writing, speaking and listening are integrated within the literacy program. The development of literacy skills is supported by our library curriculum that focuses on literature appreciation, informational literacy skills, and cultivating a lifelong love of reading through exposure to a wide variety of reading materials.

Trimester One	Trimester Two	Trimester Three
<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>Understands that text goes from left to right, top to bottom, and page by page</li> <li>Recognizes that spoken words are represented in written language</li> <li>Identifies letter names (upper and lowercase)</li> <li>Produces correct letter sounds</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>Uses drawing to express thoughts</li> </ul> <p><b><u>Listening and Speaking</u></b></p> <ul style="list-style-type: none"> <li>Participates in collaborative conversations with partners</li> </ul>	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>Recognizes and produces rhyming words</li> <li>Asks and answers questions about a text</li> <li>Knows and applies grade level word analysis skills in decoding words</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>Uses a combination of drawing and writing to express thoughts</li> </ul> <p><b><u>Listening and Speaking</u></b></p> <ul style="list-style-type: none"> <li>Participates in collaborative conversations with partners</li> </ul>	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>Isolates and pronounces the initial, medial vowel, and final sounds in CVC words</li> <li>Asks and answers questions about a text</li> <li>Reads emergent reader texts with purpose and understanding</li> <li>Knows and applies grade level and word analysis skills in decoding words</li> <li>Retells familiar stories</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>Uses a combination of drawing and writing to express thoughts</li> <li>Uses appropriate grade level conventions</li> </ul> <p><b><u>Listening and Speaking</u></b></p> <ul style="list-style-type: none"> <li>Participates in collaborative conversations with partners</li> </ul>

## MATH

The elementary math is aligned to the Common Core State Standards (CCSS) which provide a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals. These elements support a student's ability to learn and apply more demanding math concepts and procedures. Additionally, the standards reflect application to the real world. Students practice applying mathematical ways of thinking to real world issues and challenges, preparing students to think and reason mathematically.

Trimester One	Trimester Two	Trimester Three
<b><u>Number Sense</u></b> <ul style="list-style-type: none"> <li>Counts to 20 by ones</li> <li>Writes numerals 0–10</li> <li>Tells the number of objects counted in the range of 1–10</li> </ul>	<b><u>Number Sense</u></b> <ul style="list-style-type: none"> <li>Counts sets of objects accurately in the range of 1–20</li> <li>Tells the number of objects counted in the range of 1–20</li> <li>Compares sets of objects in the range of 1–10, and tells which set has more and which has less</li> </ul> <b><u>Geometry and Measurement</u></b> <ul style="list-style-type: none"> <li>Compares the lengths of two objects and describes the difference using words like shorter and longer</li> <li>Describes two-dimensional shapes and objects</li> </ul>	<b><u>Number Sense</u></b> <ul style="list-style-type: none"> <li>Counts to 100 by ones</li> <li>Counts to 100 by tens</li> </ul> <b><u>Geometry and Measurement</u></b> <ul style="list-style-type: none"> <li>Sorts two- and three-dimensional shapes in various ways</li> </ul> <b><u>Operations</u></b> <ul style="list-style-type: none"> <li>Shows addition and subtraction using objects, drawings, numbers, or equations</li> <li>Solves addition and subtraction story problems</li> </ul>

## SCIENCE

The science program in Northbrook 28 incorporates the three-dimensions of the Next Generation Science Standards to empower students to observe and engage with science in school and their daily lives. Through the lenses of earth and space science, life science, physical science, and engineering design, students deepen their understanding of what scientists and engineers do and the ways they think. Students learn through investigation and collaboration, while utilizing evidence and reasoning to derive understanding.

Trimester One	Trimester Two	Trimester Three
<b><u>Earth &amp; Space Science</u></b> <ul style="list-style-type: none"> <li>Observes local weather and describes patterns</li> <li>Makes connections between forecasted weather and daily activities</li> <li>Observes the sun's effect on surfaces</li> </ul>	<b><u>Engineering Design</u></b> <ul style="list-style-type: none"> <li>Develops a drawing or model as a step in solving a problem</li> <li>Designs and builds a structure to reduce the effect of sunlight on an area</li> </ul> <b><u>Physical Science</u></b> <ul style="list-style-type: none"> <li>Analyzes the effects of pushes and pulls</li> </ul>	<b><u>Life Science</u></b> <ul style="list-style-type: none"> <li>Explains how plants and animals can change the environment to meet their needs</li> <li>Identifies ways to help the environment</li> </ul>

## SOCIAL STUDIES

The purpose of Social Studies in District 28 is to develop curious global citizens who think deeply about the world, can take multiple perspectives, and are inspired to take action. Using an inquiry approach, students will study history, economics, geography, and civics at all grade levels. Social Studies for kindergarten through fifth grade focuses on the home, school, community, city of Chicago, state of Illinois, regions of our nation, and the United States.

Trimester One	Trimester Two	Trimester Three
<p><b><u>Inquiry</u></b></p> <ul style="list-style-type: none"> <li>Describes similarities and differences among individuals</li> </ul> <p><b><u>Civics</u></b></p> <ul style="list-style-type: none"> <li>Explains roles and responsibilities of people in authority</li> </ul>	<p><b><u>History</u></b></p> <ul style="list-style-type: none"> <li>Compares life in the past with life today</li> </ul> <p><b><u>Inquiry</u></b></p> <ul style="list-style-type: none"> <li>Gathers information from one or two sources</li> </ul>	<p><b><u>Civics</u></b></p> <ul style="list-style-type: none"> <li>Describes the roles of people within the school (e.g. principal, teachers etc.) and local communities</li> </ul> <p><b><u>Economics</u></b></p> <ul style="list-style-type: none"> <li>Describes the difference between needs and wants</li> </ul>

## ART

The purpose of art education is to foster critical thinking and promote creativity. In District 28, students explore how art is used to communicate, how art expresses different points of view, and identifies how art can be found everywhere and influences aspects of our daily lives. Students will not only experience using different tools and techniques in order to create meaningful works of art, but will also reflect and share the work they create with others.

Trimester One	Trimester Two	Trimester Three
<ul style="list-style-type: none"> <li>Communicates ideas visually through the use of line, shape, and color</li> </ul>	<ul style="list-style-type: none"> <li>Expresses point of view through oneself</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and visually uses inspiration from nature</li> </ul>

## MUSIC

The purpose of music education in District 28 is to cultivate thoughtful members of society who are tuneful, beatful, and artful. This is achieved by incorporating folk songs, multicultural music, and historical musical selections into the curriculum. A balanced mix of learning experiences utilizing creative movement, instruments, and singing are extended and further developed each year.

Trimester One	Trimester Two	Trimester Three
<ul style="list-style-type: none"> <li>Plays instruments with appropriate technique and expression</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a steady beat</li> </ul>	<ul style="list-style-type: none"> <li>Uses a singing voice</li> </ul>

## PROCESS SKILLS: CHARACTERISTICS OF A SUCCESSFUL LEARNER

District 28 values developing our students' essential skills as well as their content knowledge. Characteristics of a Successful Learner are the standards that provide information regarding a students' independence and initiative, work habits, and communication and collaboration.

### Grades K-1 All Standards Trimester 1, 2, and 3

<u>Independence and Initiative</u>	<u>Work Habits</u>	<u>Communication and Collaboration</u>
<ul style="list-style-type: none"><li>● Follows routines and instructions</li><li>● Self-Advocates</li><li>● Perseveres and problem solves</li><li>● Shows enthusiasm for learning</li></ul>	<ul style="list-style-type: none"><li>● Responsible for own materials</li><li>● Stays on task independently and completes tasks</li><li>● Regularly works to achieve personal best</li></ul>	<ul style="list-style-type: none"><li>● Shows respect for self and others</li><li>● Respects personal space</li><li>● Participates appropriately in group activities and discussions</li><li>● Verbalizes feelings appropriately</li><li>● Handles unstructured time appropriately</li></ul>

### Academic Levels of Proficiency

**Level 4** – Exceeds = Student independently applies knowledge in novel and unexpected ways.

**Level 3** – Meets = Student understands concepts and demonstrates proficiency. Student can show understanding and apply his/her learning.

**Level 2** – Approaching = Student is approaching understanding, but still needs support from teachers and parents.

**Level 1** – Below = Student is beginning to identify concepts, but does not demonstrate understanding. Student requires a high level of support.

### Characteristics of a Successful Learner Levels of Proficiency

**Level 4** – Exceeds = Student consistently and independently demonstrates characteristics.

**Level 3** – Meets = Student often demonstrates the characteristics.

**Level 2** – Approaching = Student needs teacher reminders to successfully demonstrate characteristics.

**Level 1** – Below = Student rarely demonstrates the characteristics and needs significant support.