North Kansas City Schools Parent Guide to the Grade Card

Kindergarten Parent Guide
**Kindergarten**

**Measurement Topics and Descriptions**

---

**Explanation of Reading Levels**


<table>
<thead>
<tr>
<th>Reading Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergent (EM)</td>
<td></td>
</tr>
<tr>
<td>Early (EA)</td>
<td></td>
</tr>
<tr>
<td>Transitional (TR)</td>
<td></td>
</tr>
<tr>
<td>Fluent (FL)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emergent Readers:</th>
<th>Early Readers:</th>
<th>Transitional Readers:</th>
<th>Fluent Readers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• heavily rely on information from pictures</td>
<td>• rely less on pictures and use more information from print</td>
<td>• have full control of early reading strategies</td>
<td>• use all sources of information flexibly</td>
</tr>
<tr>
<td>• may attend to and use some features of print</td>
<td>• have increasing control of early reading strategy</td>
<td>• use multiple sources of information while reading for meaning</td>
<td>• solve problems in an independent way</td>
</tr>
<tr>
<td>• may notice how print is used</td>
<td>• know several frequently used words automatically</td>
<td>• integrate the use of cues</td>
<td>• read with phrasing and fluency</td>
</tr>
<tr>
<td>• may know some words</td>
<td>• read using more than one source of information</td>
<td>• have a large core of frequently used words</td>
<td>• extend their understanding by reading a wide range of texts for different purposes</td>
</tr>
<tr>
<td>• use the introduced language pattern of books</td>
<td>• read familiar texts with phrasing and fluency</td>
<td>• notice pictures but rely very little on pictures to read the text</td>
<td>• read for meaning, solving problems in an independent way</td>
</tr>
<tr>
<td>• respond to texts by linking meaning with their own experience</td>
<td>• exhibit behaviors indicating strategies such as monitoring, searching, cross-checking, and self-correction</td>
<td>• for the most part, read fluently with phrasing</td>
<td>• continue to learn from reading</td>
</tr>
<tr>
<td>• begin to make links between their own oral language and print</td>
<td></td>
<td>• read longer, more complex texts</td>
<td>• read much longer, more complicated texts</td>
</tr>
</tbody>
</table>

---

**Reading Performance**

Beginning second quarter, independent reading performance (what a child can do without support) will be reported out in two ways. The child’s independent reading stage will be provided and whether their reading performance is at grade level (=), above grade level (+), or below grade level (−) expectations for that quarter.

---

**English Language Arts**

**Reading Foundational Skills**

Students will know and apply grade-level phonics (one-to-one letter-sound correspondence; long and short vowel sounds) and word analysis skills in decoding words. Students will also read common high-frequency words by sight.

**Reading Fiction and Non-Fiction Text**

With prompting and support, students will ask and answer questions, identify the main topic, describe the connection between two individuals, events, ideas, or pieces of information. Students will also identify basic similarities in and differences between two texts on the same topic.

**Writing**

Students will use a combination of drawing, dictating, and writing to compose a variety of pieces in which they provide opinions, information, and a reaction to what happened. Students will conduct research projects to build knowledge about a topic. With guidance and support from adults, students will focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

---

**Language**

Students will demonstrate command of the conventions of standard English grammar, usage, and mechanics when writing, speaking, reading, and listening.

**Listening and Speaking**

Students will participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups. Students will also speak and express thoughts, feelings, and ideas clearly.

---

**Mathematics**

**Number Sense**

Students will count to 100 by ones and tens; count forward beginning from a given number between 1 and 20; count backward from a given number between 10 and 1; read and write numerals and represent a number of objects from 0 to 20; and recognize, without counting, the quantity of groups up to 5 objects arranged in common patterns. Students will demonstrate that a number can be used to represent “how many” are in a set; compare two or more sets of objects
and identify which set is equal to, more than, or less than the other; and, compare two numerals, between 1 and 10, and determine which is more than or less than the other.

**Number Sense and Operation in Base Ten**
Students will compose and decompose numbers from 11 to 19 into sets of tens with additional ones.

**Relationships and Algebraic Thinking**
Students will represent addition and subtraction within 10; demonstrate fluency for addition and subtraction within 5; decompose numbers less than or equal to 10 in more than one way; and, make 10 for any number from 1 to 9.

**Geometry and Measurement**
Students will describe several measurable attributes of objects; compare the measurable attributes of two objects; demonstrate an understanding of concepts of time and devices that measure time; name the days of the week; identify pennies, nickels, dimes and quarters; identify shapes and describe objects in the environment using names of shapes, recognizing the name stays the same regardless of orientation or size; describe the relative positions of objects in space; identify and describe the attribute of shapes, and use the attributes to sort a collection of shapes; draw or model simple two-dimensional shapes; and, compose simple shapes to form larger shapes using manipulatives.

**Data and Statistics**
Students will classify objects into given categories; count the number of objects in each category; and, compare category counts using appropriate language.

**Standards for Mathematical Practice**
The Standards for Mathematical Practice describe varieties of expertise we work to develop in our students. In doing so, we expect students to make sense of problems and persevere in solving them; reason abstractly and quantitatively; construct viable arguments and critique the reasoning of others; model with mathematics; use appropriate tools strategically; attend to precision; look for and make use of structure; and, look for and make use of regularity in repeated reasoning.

**Science**

**Matter**
Students will make observations by describing objects using their five senses.

**Weather and Seasons**
Students will understand that the weather changes throughout four seasons and those changes affect the environment.

**Motion**
Students will understand that pushes and pulls are forces that move objects.

**Living Things**
Students will understand basic needs and relationships of plants and animals (including humans).

**Science and Engineering Practices**
Students will utilize scientific and engineering practices in order to better understand the work and thinking of scientists.

**Social Studies**

**Democracy**
Students will explain why laws and rules are made and participate in democratic decision-making. Students will also explain how to resolve disagreements peacefully and describe how groups make decisions.

**Economics**
Students will identify examples of scarcity and opportunity cost.

**Cultures and People**
Students will name physical, social and emotional needs of people.

**Geography and Geographic Tools**
Students will identify maps and globes and describe how they are used.

**U.S. Documents and Symbols**
Students will identify the flag as a national symbol and recite the Pledge of Allegiance.

**Influential Individuals**
Students will identify George Washington and Abraham Lincoln as national leaders.