

**School Corporation Name**  
**Kindergarten Report Card (Insert Date Here)**

Name : \_\_\_\_\_

Mr. Mastered the standard  
 N= Nearing mastery  
 I= Improvement needed  
 U= Unable to demonstrate understanding of standard  
 S= Student Exceeded Standard

**Reading**

| <b>RL.1.1 Use descriptive words to identify people, objects, and places on a page.</b> |  |  |  |  |
|----------------------------------------------------------------------------------------|--|--|--|--|
| Track and identify beginning, middle, and ending of page.                              |  |  |  |  |
| Point to words with one to two consonants.                                             |  |  |  |  |
| Recognize and name all letters in the alphabet.                                        |  |  |  |  |
| Recognize and name all consonants and vowels.                                          |  |  |  |  |

| <b>RL.1.2 Phonological Awareness</b>                                           | Met | Near | Impr | Ubl |
|--------------------------------------------------------------------------------|-----|------|------|-----|
| Recognize and produce rhyming words                                            |     |      |      |     |
| Count, pronounce, blend, and segment syllables in spoken words                 |     |      |      |     |
| Identify and segment onset and rime of spoken words                            |     |      |      |     |
| Isolate and pronounce the beginning, middle, and ending sounds of spoken words |     |      |      |     |
| Add or substitute letter sounds to make new words                              |     |      |      |     |

| <b>RL.1.3 Fluency and Word Recognition</b>              | Met | Near | Impr | Ubl |
|---------------------------------------------------------|-----|------|------|-----|
| Produce all consonant letter sounds                     |     |      |      |     |
| Produce all short and long vowel sounds                 |     |      |      |     |
| Read common high-frequency words by sight               |     |      |      |     |
| Identify the differences between similar-sounding words |     |      |      |     |

| <b>RL.1.4 Fluency</b>                                    | Met | Near | Impr | Ubl |
|----------------------------------------------------------|-----|------|------|-----|
| Read emergent reader book with purpose and understanding |     |      |      |     |

**Reading Standards for Informational Text and Literature**

| <b>Key Ideas and Details</b>                                               | Met | Near | Impr | Ubl |
|----------------------------------------------------------------------------|-----|------|------|-----|
| <b>RI.1.1/RI.1.2 Ask and answer questions about key details in a text.</b> |     |      |      |     |
| <b>RI.1.3 Identify the main topic and retell key details of a text.</b>    |     |      |      |     |
| <b>RI.1.4 Draw on details including key details.</b>                       |     |      |      |     |
| <b>RI.1.5 Describe connections between information and ideas in text.</b>  |     |      |      |     |
| <b>RI.1.6 Identify characters, settings, and major events in a story.</b>  |     |      |      |     |

| <b>Craft and Structure</b>                                                   | Met | Near | Impr | Ubl |
|------------------------------------------------------------------------------|-----|------|------|-----|
| <b>RI.1.4/RI.1.5 Ask and answer questions about unknown words in a text.</b> |     |      |      |     |
| <b>RI.1.6 Identify flashback events, and title page of a book.</b>           |     |      |      |     |
| <b>RI.1.6/RI.1.8 Identify author's purpose and define role of each.</b>      |     |      |      |     |

# Ccss Standards Based Report Cards Kindergarten

**Lora Bailey**



## **Ccss Standards Based Report Cards Kindergarten:**

**Common Core Mathematics in a PLC at Work®, Grades K-2** Timothy D. Kanold, 2012-04-12 This teacher guide illustrates how to sustain successful implementation of the Common Core State Standards for mathematics grades K 2 Discover what students should learn and how they should learn it at each grade level Comprehensive research affirmed analysis tools and strategies will help you and your collaborative team develop and assess student demonstrations of deep conceptual understanding and procedural fluency *Standards-Based Lesson Plans for the Busy Elementary School Librarian* Joyce Keeling, 2017-04-17 This helpful resource provides all new tested standard based lessons accompanied by reproducible handouts and easy to follow directions A new book by Joyce Keeling an elementary librarian and teacher with more than two decades experience Standards Based Lesson Plans for the Busy Elementary School Librarian presents many integrated lesson plans for students in each of the elementary grades kindergarten through 5th grade All lessons have been tested and refined in a school setting and they are specifically written to match the AASL Information Literacy Standards the McREL Compendium of Standards and Benchmarks and the Common Core State Standards In addition to the reproducible lesson plan worksheets the book offers in depth discussion of how best to collaborate to teach information literacy within the scope of common elementary school curricula **New Standards-Based Lessons for the Busy Elementary School Librarian**

Joyce Keeling, 2020-02-06 Busy elementary librarians need help applying the new AASL Standards Framework especially in collaboration with social studies teachers seeking to apply the social studies standards framework This book shows a path forward for both This book will be a tremendous help to the busy elementary school librarian who is working with busy elementary social studies teachers As they are designing and co teaching library based lessons based on the Social Studies Standards Framework the English Literacy Common Core Standards and the new American Association of School Librarians AASL Standards Learners Framework these reproducible lessons will enhance planning and implementation You ll get ready to use lessons as well as model lessons to adapt to the needs of your own curriculum and students All standards are applied with needed handouts and other tools and current lists of recommended resources are provided Lessons are coordinated to common elementary social studies curricula at indicated grade levels but can be adapted as template lessons as needed Current resource lists aid librarians in collection development to support new and current standards

**Implementing a Standards-Based Curriculum in the Early Childhood Classroom** Lora Bailey, 2017-05-25 Chapter 5 Individualized Language Interventions within a Collaborative School Family Partnership Benefits of Early Intervention Research Based Early Language Interventions Research to Practice Summary Conclusion References Chapter 6 Teachers Pedagogical Content Knowledge in Early Math Setting the Stage for Implementation of the Common Core State Standards in Mathematics A Model of Pedagogical Content Knowledge in Early Mathematics Early Childhood Teachers PCK in Early Mathematics Developing Teachers PCK in Early Math for CCSSM Implementation References Appendix Index Academic

Language in Diverse Classrooms: English Language Arts, Grades K-2 Margo Gottlieb, Gisela Ernst-Slavit, 2013-10 This title offers guidance to educators in how to target academic language in planning for student learning as states undergo the implementation of the Common Core and corresponding English language proficiency standards in preparation for the upcoming consortia led assessments

**Handbook of Research-Based Practice in Early Education** D. Ray Reutzel, 2014-07-09 Written expressly for early childhood educators and those who support their professional development this handbook distills essential knowledge about how to help all PreK 3 learners succeed Leading experts describe doable ways to create effective learning environments and implement instructional practices with a strong evidence base Engaging vignettes illustrate discussions of such topics as differentiated instruction response to intervention the Common Core standards social and emotional learning assessment and teaching across the curriculum Each chapter links cutting edge research to practical applications examples and professional development activities

**The SAGE Encyclopedia of Contemporary Early Childhood Education** Donna Couchenour, J. Kent Chrisman, 2016-08-16 The general public often views early childhood education as either simply babysitting or as preparation for later learning Of course both viewpoints are simplistic Deep understanding of child development best educational practices based on development emergent curriculum cultural competence and applications of family systems are necessary for high quality early education Highly effective early childhood education is rare in that it requires collaboration and transitions among a variety of systems for children from birth through eight years of age The SAGE Encyclopedia of Contemporary Early Childhood Education presents in three comprehensive volumes advanced research accurate practical applications of research historical foundations and key facts from the field of contemporary early childhood education Through approximately 425 entries this work includes all areas of child development physical cognitive language social emotional aesthetic as well as comprehensive review of best educational practices with young children effective preparation for early childhood professionals and policy making practices and addresses such questions as How is the field of early childhood education defined What are the roots of this field of study How is the history of early childhood education similar to yet different from the study of public education What are the major influences on understandings of best practices in early childhood education

A Teacher's Guide to Using the Common Core State Standards With Gifted and Advanced Learners in the English/Language Arts National Assoc For Gifted Children, Todd Kettler, Elizabeth Shaunessy-Dedrick, 2021-09-23 A Teacher's Guide to Using the Common Core State Standards With Gifted and Advanced Learners in the English Language Arts provides teachers and administrators a blueprint for differentiating the Common Core State Standards for English Language Arts for gifted and advanced students through the use of acceleration depth complexity and creativity within and across grade levels It illustrates the differences between learning experiences for typical and advanced students based on the same standard and provides an array of examples across five of the information text and literary text standards while integrating the other aspects of language arts teaching and

learning The book highlights implementation features such as classroom management and assessment of student work that allow teachers to make data based decisions about instruction for particular students It also offers guidance to teachers on reading selections for advanced learners at all grade levels      *Using Picture Books for Standards-Based Instruction, Grades K-2* Patricia A. Messner, Brenda S. Copeland, 2016-02-22 This practical handbook provides ready to use lesson plans that connect picture books to the Common Core standards and are ready to roll out on Monday Elementary school librarians today are working harder than ever sometimes serving in two or more libraries Most have very little time to develop lesson plans particularly the task of relating them to standards Elementary school librarians need materials aligned with Common Core standards that are ready to go Written by working school librarians with 44 years of combined experience this instructional book is designed for use with primary grade students and offers 37 library lessons that have been tested and refined in the authors elementary school libraries The lessons are constructed with follow up materials and recommended book lists to encourage classroom teacher collaboration and continuation of the lesson Each lesson is accompanied by reproducible patterns and worksheets and includes complete bibliographic information Also included in each lesson are a description of the standards applied skills and objectives addressed recommended grade levels lists of props and materials needed a step by step lesson description and follow up activities      *Academic Language in Diverse Classrooms: Mathematics, Grades K-2* Margo Gottlieb, Gisela Ernst-Slavit, 2013-02-27 Help your students unlock important mathematical concepts If you ve ever watched a student struggle with learning math concepts you know that academic English can sometimes create stumbling blocks to understanding To grasp complicated concepts build skills and demonstrate achievement students need to master academic language in math The Common Core and ELD standards provide pathways to academic success through academic language Using an integrated Curricular Framework districts schools and professional learning communities can Design and implement thematic units for learning Draw from content and language standards to set targets for all students Examine standards centered materials for academic language Collaborate in planning instruction and assessment within and across lessons Consider linguistic and cultural resources of the students Create differentiated content and language objectives Delve deeply into instructional strategies involving academic language Reflect on teaching and learning Each grade specific chapter models the types of interactions and learning experiences that help students master both math content and academic language This essential book shows you why mastery of academic language is the key to students academic success With growing numbers of English Language Learners in our classrooms teachers need to be able to help students as they learn academic vocabulary and concepts This series offers teachers a practical support complete with abundant rubrics and detailed plans for teaching math vocabulary Renee Peoples Teacher Swain County Schools Bryson City NC

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