

# Richmond Community Schools

## A Parent's Guide to Report Cards



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### Non-Discrimination Statement

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Dear Parents:

The information in this brochure is intended to serve as a guide to understanding the core curriculum for English Language Arts, Mathematics, Social Studies, and Science at each grade level. Each grade level report card has been aligned to reflect the most current standards for each subject. The curriculum in English Language Arts and Mathematics is aligned to the Michigan State Standards. The standards are a list of expectations that help teachers make sure their students have the skills and knowledge they need **at the end of each grade level** from kindergarten through 12<sup>th</sup> grade. They define the reading, writing, and math knowledge and skills needed at each grade level. Each year builds on the next so that by high school graduation young people are prepared to go to college or to enter the workplace. The standards offer consistent expectations for students learning across much of the nation. This guide will also identify the Science and Social Studies standards and concepts that your child will experience throughout the year as well.

The report cards represent a progression of your student's progress. Students will be assessed on additional sub-standards throughout the school year. Students' progress on each standard will vary by card marking as additional sub-standards/skills are introduced. Please see the explanation below regarding the grading key. Below the key you will find an analogy as if the key were applied to the standard of riding a bike.

**AP – Advanced Proficient: Above Grade Level**

(Wow! You not only ride a bike on your own, but you can pop a wheelie, jump ramps, and perform other bike stunts.)

**P – Proficient: Applies skill/concept independently at grade level**

(Congratulations! You are successfully riding a bike by yourself.)

**PP – Partially Proficient: Shows some understanding: needs assistance**

(You are pedaling well and staying upright as long as someone is holding on and giving you a little push.)

**NP – Not Proficient: shows little understanding of skill/concept**

(You are riding a bike, but using training wheels.)

Items not marked have not been introduced

## **Subject: English Language Arts (Michigan State Standards)**

### **Domain: Reading Literature**

#### **Standard: Key Ideas and Details (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> Marking Periods)**

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, retell familiar stories, including key details.
- With prompting and support, identify characters, settings, and major events in a story.

#### **Standard: Craft and Structure (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> Marking Periods)**

- Ask and answer questions about unknown words in a text.
- Recognize common types of texts (e.g., storybooks, poems).
- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

#### **Standard: Integration of Knowledge and Ideas (4<sup>th</sup> Marking Period)**

- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

#### **Standard: Range of Reading and Level of Text Complexity (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> Marking Periods)**

- Actively engage in group reading activities with purpose and understanding.

### **Domain: Reading Informational Text**

#### **Standard: Key Ideas and Details (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> Marking Periods)**

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, identify the main topic and retell key details of a text.
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

#### **Standard: Craft and Structure (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> Marking Periods)**

- With prompting and support, ask and answer questions about unknown words in a text.
- Identify the front cover, back cover, and title page of a book.
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

#### **Standard: Integration of Knowledge and Ideas (4<sup>th</sup> Marking Period)**

- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

- With prompting and support, identify the reasons an author gives to support points in a text.
- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**Standard: Range of Reading and Level of Text Complexity (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> Marking Periods)**

- Actively engage in group reading activities with purpose and understanding.

**Domain: Reading Foundational Skills**

**Standard: Phonological Awareness (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> Marking Periods)**

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

**Standard: Phonics and Word Recognition (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> Marking Periods)**

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- Read common high-frequency words by sight.
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**Standard: Fluency (2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> Marking Periods)**

- Read emergent-reader texts with purpose and understanding.

**Standard: Print Concepts (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> Marking Periods)**

- Demonstrate understanding of the organization and basic features of print.
- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.

**Domain: Writing**

**Standard: Text Type and Purposes (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> Marking Periods)**

- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
- Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic.

- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**Standard: Production and Distribution of Writing**

- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Standard: Research to Build and Present Knowledge (4<sup>th</sup> Marking Period)**

- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Domain: Speaking and Listening**

**Standard: Comprehension and Collaboration (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> Marking Periods)**

- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- Continue a conversation through multiple exchanges.
- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**Standard: Presentation of Knowledge and Ideas (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> Marking Periods)**

- Describe familiar people, places, things, and events and, with prompting and support, provide additional details.
- Add drawings or other visual displays to descriptions as desired to provide additional detail.
- Speak audibly and express thoughts, feelings, and ideas clearly.

**Domain: Language**

**Standard: Conventions of Standard English (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> Marking Periods)**

- Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
- Print many upper- and lowercase letters.
- Use frequently occurring nouns and verbs.
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- Produce and expand complete sentences in shared language activities.

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize the first word in a sentence and the pronoun I.
- Recognize and name end punctuation.
- Write a letter or letters for most consonant and short-vowel sounds.

**Standard: Vocabulary Acquisition and Use (3<sup>rd</sup>, 4<sup>th</sup> Marking Periods)**

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- With guidance and support from adults, explore word relationships and nuances in word meanings.
- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## **Subject: Math (Michigan State Standards)**

### **Domain: Counting and Cardinality**

#### **Standard: Know number names and the count sequence (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> Marking Periods)**

- Count to 100 by ones and tens.
- Count forward starting at a given number.
- Write numbers from 0-20. Represent a number of objects with a written numeral 0-20.

#### **Standard: Compare Numbers (2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> Marking Periods)**

- Identify whether the number of objects in one group is greater than, less than, or equal to a group of objects in another group.
- Compare two written numbers between 1 and 10 presented as written numerals.

#### **Standard: Count to tell the number of objects (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> Marking Periods)**

- Understand the relationship between numbers and quantities; connect counting and cardinality.
- When counting objects, say the number names in the standard order, pairing each object with one and only one number and each number name with one and only one object.
- 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.
- Understand that each successive number name refers to a quantity that is one larger.
- Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangle array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many object.

### **Domain: Operations and Algebraic Thinking**

#### **Standard: Understand addition as putting together and taking to, and understand subtraction as taking apart and taking from (2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> Marking Periods)**

- Represent addition and subtraction with objects, fingers, and mental images, and drawings, sounds, acting out situations, verbal explanations, expressions, or equations.
- Solve addition and subtraction word problems, and add and subtract within 10 by using objects or drawings to represent the problem.
- Take apart numbers less than or equal to 10.
- Find the number that is added to 1 through 9 to make 10, and use objects or drawings to show the answer.

- Fluency add and subtract within 5.

**Domain: Geometry**

**Standard: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, & spheres) (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> Marking Periods)**

- Describe objects using names of shapes. Tell location of shapes- above, below, beside, in front of, behind, next.
- Correctly name shapes regardless of their orientations or overall size.
- Identify shapes as two-dimensional or three-dimensional.

**Standard: Analyze, compare, create, and compose shapes (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> Marking Periods)**

- Analyze and compare two and three dimensional shapes, in different sizes and orientations, using informational language to describe their similarities, differences, parts, and other attributes.
- Model shapes in the world by building shapes using materials such as clay and sticks.
- Use simple shapes to make larger shapes.

**Domain: Measurement and Data**

**Standard: Describe and compare measurable attributes (3<sup>rd</sup>, 4<sup>th</sup> Marking Periods)**

- Describe measurable attributes of objects, such as length and weight. Describe several measurable attributes of a single object.
- Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.

**Standard: Classify objects and count the number of objects in each category (2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> Marking Periods)**

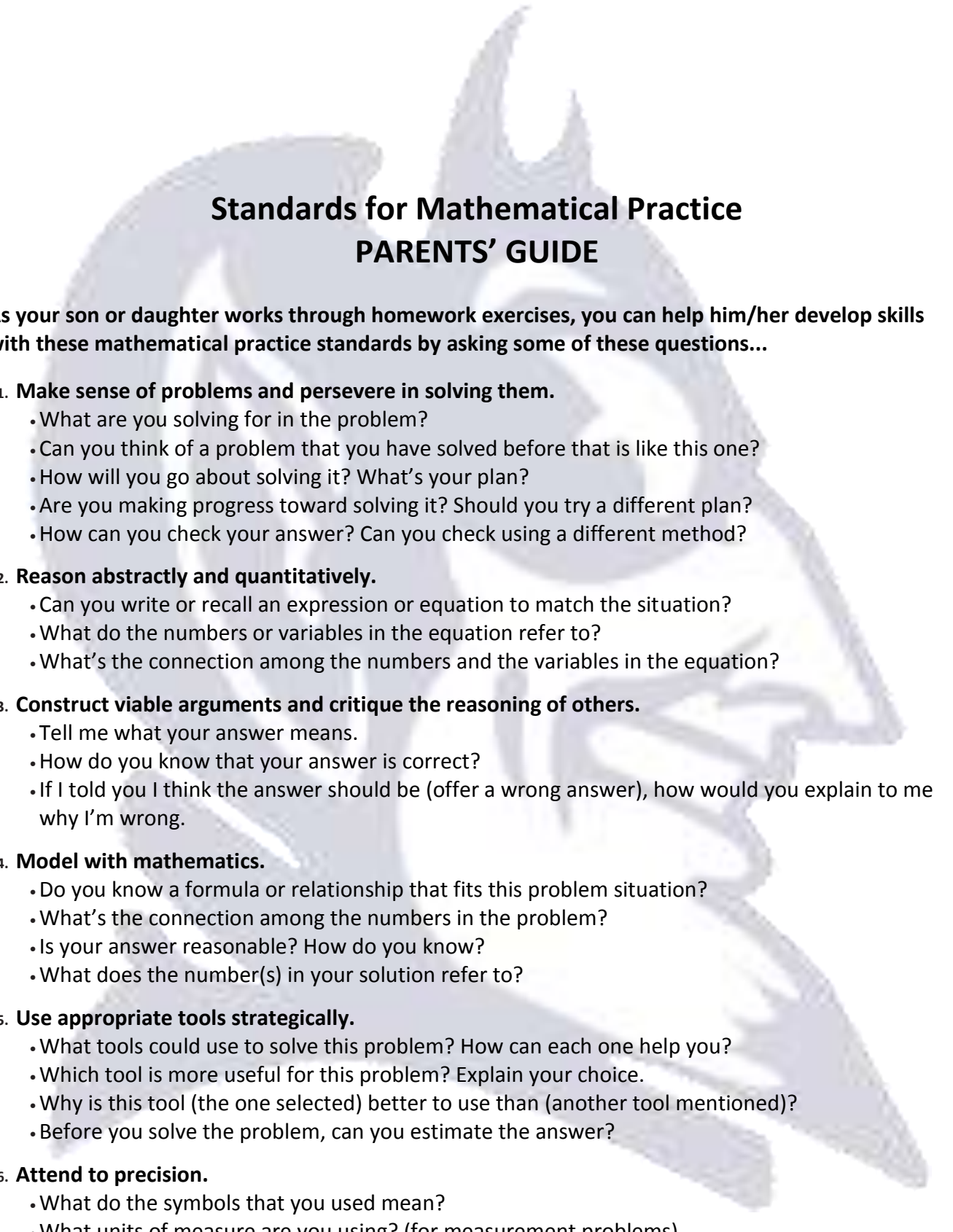
- Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

**Domain: Number and Operations in Base Ten**

**Standard: Work with numbers 11-19 to gain foundations for place value (3<sup>rd</sup>, 4<sup>th</sup> Marking Periods)**

- Put together and take apart numbers from 11-19 by naming the tens and ones.
- Use objects, drawings, or equations to show tens and ones.





## Standards for Mathematical Practice PARENTS' GUIDE

As your son or daughter works through homework exercises, you can help him/her develop skills with these mathematical practice standards by asking some of these questions...

**1. Make sense of problems and persevere in solving them.**

- What are you solving for in the problem?
- Can you think of a problem that you have solved before that is like this one?
- How will you go about solving it? What's your plan?
- Are you making progress toward solving it? Should you try a different plan?
- How can you check your answer? Can you check using a different method?

**2. Reason abstractly and quantitatively.**

- Can you write or recall an expression or equation to match the situation?
- What do the numbers or variables in the equation refer to?
- What's the connection among the numbers and the variables in the equation?

**3. Construct viable arguments and critique the reasoning of others.**

- Tell me what your answer means.
- How do you know that your answer is correct?
- If I told you I think the answer should be (offer a wrong answer), how would you explain to me why I'm wrong.

**4. Model with mathematics.**

- Do you know a formula or relationship that fits this problem situation?
- What's the connection among the numbers in the problem?
- Is your answer reasonable? How do you know?
- What does the number(s) in your solution refer to?

**5. Use appropriate tools strategically.**

- What tools could use to solve this problem? How can each one help you?
- Which tool is more useful for this problem? Explain your choice.
- Why is this tool (the one selected) better to use than (another tool mentioned)?
- Before you solve the problem, can you estimate the answer?

**6. Attend to precision.**

- What do the symbols that you used mean?
- What units of measure are you using? (for measurement problems)

• Explain to me (a term from the lesson)

**7. Look for and make use of structure.**

- What do you notice about the answers to the exercises you've just completed?
- What do different parts of the expression or equation you are using tell you about possible correct answers?

**8. Look for and express regularity in repeated reasoning.**

- What shortcut can you think of that will always work for these kinds of problems?
- What pattern(s) do you see? Can you make a rule or generalization?

**Subject: Social Studies (Michigan State Standards)**

**Domain: History**

- National Symbols
- First Americans
- Explorers
- Thanksgiving
- Celebrations
- Transportation
- Scientists and Inventors

**Domain: Geography**

- Maps
- Signs
- Resources
- Landforms

**Domain: Civics & Government**

- Community Helpers
- Neighborhoods
- Getting Along
- Rules

**Domain: Economics**

- Work/Jobs
- Earning/Using Money
- Needs and Wants

## **Subject: Science (Michigan State Standards)**

### **Domain: Physical Science**

#### **Standard: Forces and Interactions: Pushes and Pulls**

- Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

### **Domain: Earth Science**

#### **Standard: Weather and Climate**

- Make observations to determine the effect of sunlight on Earth's surface.
- Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.
- Use and share observations of local weather conditions to describe patterns over time.
- Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

### **Domain: Life Science**

#### **Standard: Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment**

- Use observations to describe patterns of what plants and animals (including humans) need to survive.
- Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
- Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
- Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

### **Domain: Engineering Design**

#### **Standard: Engineering Design**

- Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

- Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

