

# Mathematics

## Counting

- Counting objects to tell how many there are
- Comparing groups of objects to tell which group, if either, has more; comparing two written numbers to tell which is greater

## Algebra

- Acting out addition and subtraction word problems and drawing diagrams to represent them
- Adding with a sum of 10 or less; subtracting from a number 10 or less; and solving addition and subtraction word problems
- Adding and subtracting very small numbers quickly and accurately (e.g.,  $3 + 1$ )

## Number Sense in Base Ten (place value)

- Break apart two digit numbers into the tens and ones (e.g.,  $18 = 10 + 8$ )

## Measurement and Data

- Describe attributes of objects such as length or weight
- Classify objects into categories

## Geometry

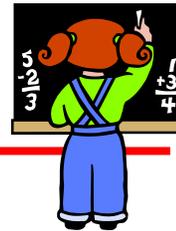
- Correctly name shapes regardless of orientation (e.g., a square oriented as a “diamond” is still a square)
- Compose simple shapes to form larger shapes (e.g., join 2 triangles to make a rectangle)



## Problem Solving, Reasoning, and Communication

- Makes sense of problems and perseveres to solve them
- Communicates the answer to a problem and explains the thinking in a way that makes sense to others

- Evaluates and critiques the answers of other students (e.g., “I agree with your answer because”)
- Models with math (e.g., writes equations, creates tables and graphs)
- Uses appropriate tools strategically (e.g., measuring tools, number lines, drawings, etc.)
- Determines reasonableness of solutions to word problems (e.g., “does this answer make sense?”)
- Selects appropriate strategies to solve



**Edmonds School District**  
*Each Student Learning, Every Day!*

### Strategic Direction

It is important in the Edmonds School District that we are achieving:

- **Effective Learning for All Students**
- **Equity of Opportunity**
- **P – 3rd Grade Early Learning**
- **Graduates Who Are Ready for Life**

For more information on these and our other areas of work in our Strategic Direction, please visit [www.edmonds.wednet.edu](http://www.edmonds.wednet.edu)

### Student Learning Department

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# Kindergarten

**Reading**  
**Writing**  
**Mathematics**  
**Lifelong Learning Skills**

**A Guide to Understanding the Changes to Your Child's Report Card**

**Washington State has new standards in English Language Arts and Mathematics**



## Reading

### Reading Skills

- Concepts of print (e.g., letter recognition, demonstrates reader-like behavior)
- Phonemic awareness (e.g., ability to hear sounds, rhyming)
- Phonics (e.g., identifies letters and sounds)
- Word recognition (e.g., sight words, decodes basic words)
- By the end of the year, reads aloud grade-level text with ease, smoothness, and accuracy

### Student demonstrates skills listed below in grade level literature and informational text that is read aloud

- Describes characters, settings and major events in a story, using key details
- Asks and answers questions about key details in a story/text
- Explains differences between books that tell stories and books that give information
- Compares and contrasts the adventures and experiences of characters in stories
- Identifies the main topic and retells key details of a text
- Knows and uses various text features (headings, tables of contents, glossaries, icons) to locate key facts or information in a text
- Identifies the basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)



## Writing



### Text Types and Purposes

- Writes opinion, informative/explanatory, and narrative pieces that stay on topic, include facts/details and provide some sense of an opening and closing

### Process

- With guidance and support from adults, focuses on a topic, responds to questions and suggestions from peers and adds details to strengthen writing
- With guidance and support from adults, uses a variety of digital tools to produce and publish writing

### Language

- Writes legibly using uppercase and lowercase letters
- Capitalizes dates and names of people
- Uses end punctuation for sentences
- Uses commas in dates and to separate single words in a series
- Spells simple words correctly and uses invented spelling methods for harder words

## Communication

### Listens and observes to gain understanding.

- Listens to the teacher and follows verbal and non-verbal directions

### Communicates clearly and effectively.

- Uses conversation skills to greet others, take turns and express thoughts and feelings
- Uses appropriate, courteous language to work with others in a group

## Lifelong Learning Skills & Effort

The scoring of these areas is changing so it is the same as the scoring of the content areas

The revised grading scale will be:

- **4 Exemplary**-The student performs at a level that exceeds expectations at this time
- **3 Proficient**-The student performs at a level that meets expectations at this time
- **2 Progressing**-The student performs at a level that is approaching expectations at this time
- **1 Beginning**-The student performs at a level that is below expectations at this time