

# K-5 Report Card

Parent Information Night

# Shifts in ELA/ Literacy

<b>Shift 1</b>	Balancing Informational & Literary Text	Students read a true balance of informational and literary texts.
<b>Shift 2</b>	Knowledge in the Disciplines	Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities
<b>Shift 3</b>	Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
<b>Shift 4</b>	Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
<b>Shift 5</b>	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
<b>Shift 6</b>	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

# Shifts in Mathematics

<b>Shift 1</b>	Focus	Teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards.
<b>Shift 2</b>	Coherence	Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.
<b>Shift 3</b>	Fluency	Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions.
<b>Shift 4</b>	Deep Understanding	Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math.
<b>Shift 5</b>	Application	Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.
<b>Shift 6</b>	Dual Intensity	Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity.

# NYS Common Core Standards Shifts Impact NYS Assessments

## 6 Shifts in ELA Literacy

### Common Core Implementation

1. Balancing Informational and Literary Text
2. Building Knowledge in the Disciplines
3. Staircase of Complexity
4. Text-based Answers
5. Writing from Sources
6. Academic Vocabulary

### Common Core Assessments

1 & 2:	Non-fiction Texts Authentic Texts
3:	Higher Level of Text Complexity Paired Passages
4&5:	Focus on command of evidence from text: rubrics and prompts
6:	Academic Vocabulary

## 6 Shifts in Mathematics

1. Focus
2. Coherence
3. Fluency
4. Deep Understanding
5. Applications
6. Dual Intensity

1:	Intensive Focus
2:	Linking Back
4, 5, 6:	Mathematical Modeling

# Achievement Key

Achievement Key	
4 = Mastery	Performance and achievement indicate that student is exceeding grade level performance standards.
3 = Proficient	Performance and achievement indicate that student is successfully meeting grade level performance standards.
2 = Basic Proficiency	Performance and achievement indicate that student is approaching but not yet meeting grade level performance standards.
1 = Deficient	Performance and achievement indicate that student is not meeting grade level performance standards.
*	Anchor skill was addressed this marking period.

# Reading Level/ Key

Reading Level Key							
Grade Level	K	1	2	3	4	5	6
Lexile Level		100 - 400	300 - 600	500 - 800	600 - 900	700 - 1000	800 - 1050

## Reading Levels

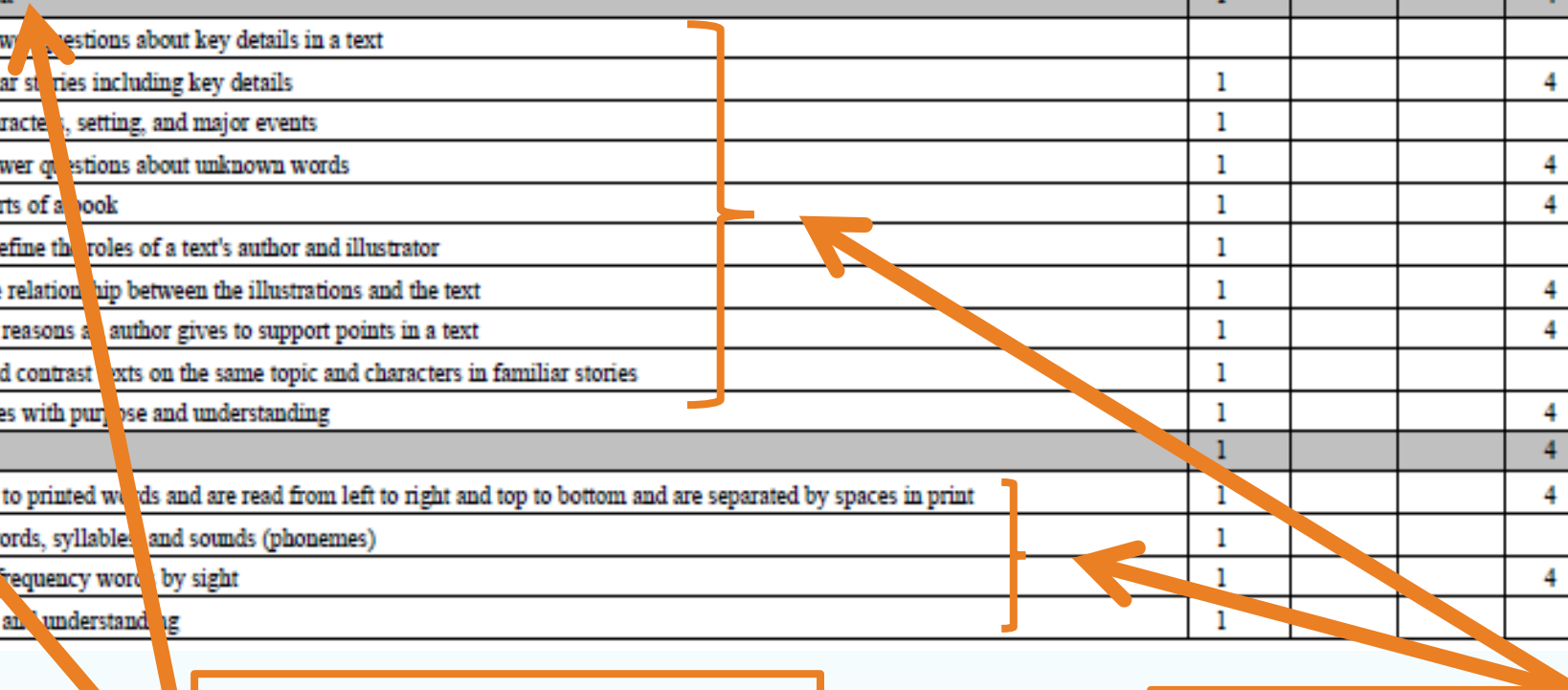
QTR1	
QTR2	
QTR3	100
QTR4	200

# CCLS for ELA

Common Core Learning Standards for English Language Arts	Q1	Q2	Q3	Q4
<b>Reading Literature and Informational Text</b>	1			4
With prompting and support, ask and answer questions about key details in a text				
With prompting and support, retell familiar stories including key details	1			4
With prompting and support, identify characters, setting, and major events	1			
With prompting and support, ask and answer questions about unknown words	1			4
Identify common types of text and the parts of a book	1			4
With prompting and support, name and define the roles of a text's author and illustrator	1			
With prompting and support, describe the relationship between the illustrations and the text	1			4
With prompting and support, identify the reasons an author gives to support points in a text	1			4
With prompting and support, compare and contrast texts on the same topic and characters in familiar stories	1			
Actively engage in group reading activities with purpose and understanding	1			4
<b>Reading Foundational Skills</b>	1			4
Recognize that spoken words correspond to printed words and are read from left to right and top to bottom and are separated by spaces in print	1			4
Demonstrates understanding of spoken words, syllables, and sounds (phonemes)	1			
Decode grade level words and read high frequency words by sight	1			4
Read emergent-reader texts with purpose and understanding	1			

Common Core Learning Standards

Anchor Skills





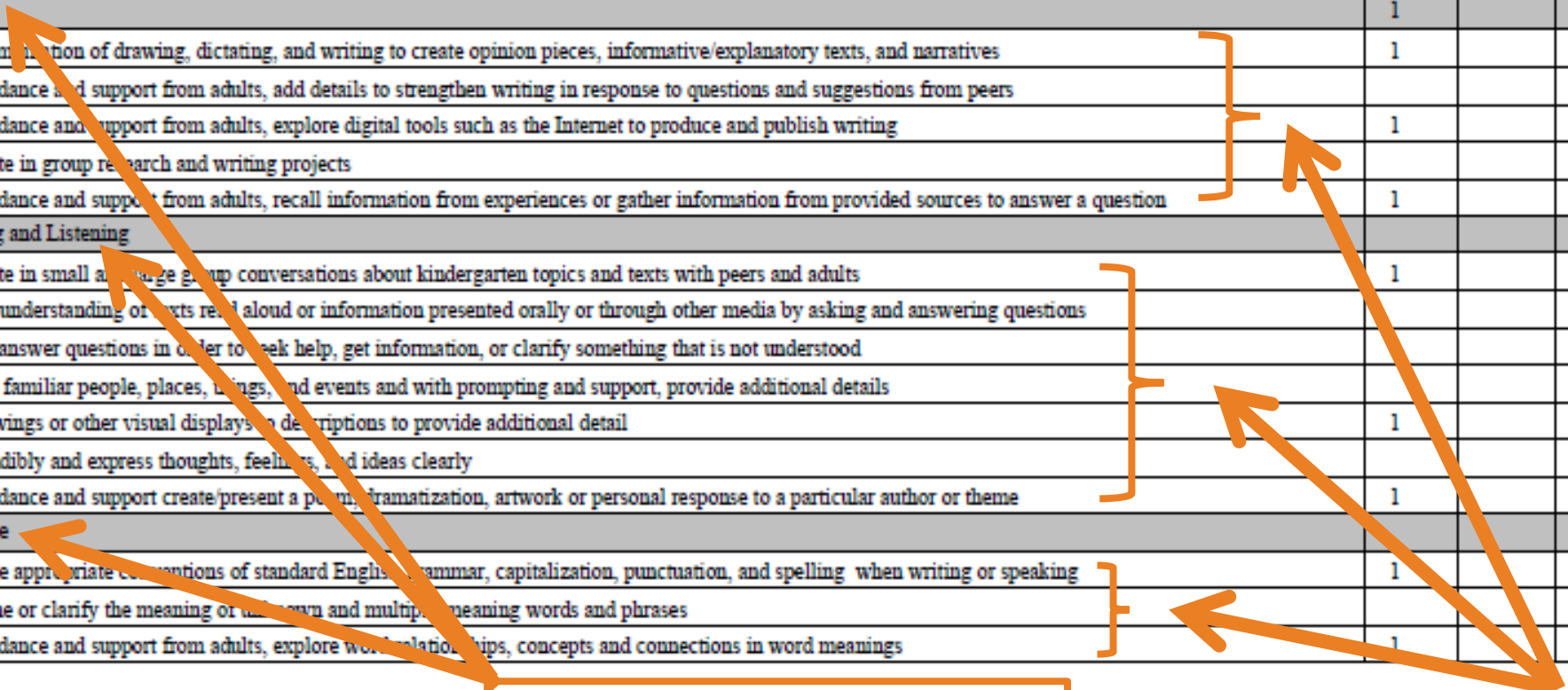


# CCLS for ELA

	Q1	Q2	Q3	Q4
<b>Writing</b>	1			1
Use a combination of drawing, dictating, and writing to create opinion pieces, informative/explanatory texts, and narratives	1			4
With guidance and support from adults, add details to strengthen writing in response to questions and suggestions from peers				
With guidance and support from adults, explore digital tools such as the Internet to produce and publish writing	1			4
Participate in group research and writing projects				
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question	1			4
<b>Speaking and Listening</b>				4
Participate in small and large group conversations about kindergarten topics and texts with peers and adults	1			
Confirm understanding of texts read aloud or information presented orally or through other media by asking and answering questions				4
Ask and answer questions in order to seek help, get information, or clarify something that is not understood				4
Describe familiar people, places, things, and events and with prompting and support, provide additional details				
Add drawings or other visual displays to descriptions to provide additional detail	1			4
Speak audibly and express thoughts, feelings, and ideas clearly				
With guidance and support create/present a poem, dramatization, artwork or personal response to a particular author or theme	1			4
<b>Language</b>				4
Use grade appropriate conventions of standard English grammar, capitalization, punctuation, and spelling when writing or speaking	1			
Determine or clarify the meaning of unknown and multiple-meaning words and phrases				4
With guidance and support from adults, explore word relationships, concepts and connections in word meanings	1			4

Common Core Learning Standards

Anchor Skills



## Common Core Learning Standards

# CCLS for Math

## Anchor Skills

Common Core Learning Standards for Mathematics	Q1	Q2	Q3	Q4
<b>Operations and Algebraic Thinking</b>	1			4
Interpret products of whole numbers ( $5 \times 7$ , number of objects in 5 groups of 7)				
Interpret whole number quotients of whole numbers ( $56$ divided by $8$ )	1			4
Use multiplication and division within 100 to solve word problems involving equal groups, array, and measurement quantities, using drawings and equations				
Determine the unknown whole number in a multiplication or division equation relating three whole numbers	1			4
Apply properties of operations as strategies to multiply and divide				
Understand division as an unknown factor problem	1			4
Fluently multiply and divide within 100 using strategies such as relationships between multiplication and division or properties of operations. By the end of grade 3 know from memory all products of two one digit numbers				
Solve two step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quality. Assess the reasonableness of answers using mental computation and estimation including rounding	1			4
Identify arithmetic patterns and explain them using properties of operations				
<b>Number and Operations in Base Ten</b>	1			4
Use place value to round whole numbers to the nearest 10 - 100				
Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations and the relationship between adding and subtracting	1			4
Multiply one digit whole numbers by multiples of 10 in the range 10 - 90 using strategies based on place value and properties				
Understand a fraction as the quantity formed by 1 part when a whole is partitioned into equal parts	1			4
Understand a fraction as a number on a number line				
Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size, generate equivalent fractions, express whole numbers as fractions	1			4
<b>Measurement and Data</b>	1			4
Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems using addition and subtraction using time	1			
Measure and estimate liquid volumes and masses of objects using standard units of grams and solve one word problems using addition and subtraction involving mass and volume in the same units				4
Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories and solve one and two step problems using information presented in the graph	1			
Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch				4
Recognize area as an attribute of plane figures and understand concepts of area measurement square units to measure area	1			
Measure area by counting unit squares centimeter, meter, square inch, square feet and improvised units				4
Relate area to the operation of multiplication and addition using the distributive property	1			
Solve real world and mathematical problems involving perimeter of polygon, including using given side lengths, finding an unknown side length and				4
<b>Geometry</b>	1			4
Understand that shapes in different categories rhombus, rectangle, and others may share attributes and the shared attributes can define a larger category like quadrilaterals				
Partitions shapes into parts with equal areas and express as a unit fraction of the whole	1			4

# Counting & Cardinality

## K ONLY

Counting and Cardinality	1			4
Count to 100 by ones and by tens	1			4
Count forward beginning from a given number within the known sequence (instead of having to start at 1)	1			
Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20				4
Understand the relationship between numbers and quantities, including the following: when counting a set of objects the last word in the counting sequence names the quantity for that set and that each successive number name refers to a quantity that is one larger	1			4
Given a number from 1-20, count out that many objects. Use counting to answer questions such as, "How many objects are there?"				4
Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group	1			4
Compare two numbers between 1 and 10 when presented as written numerals				4

# Other Subjects

Other Subjects	Q1	Q2	Q3	Q4
Science (Understands concepts and content vocabulary)	1			4
Social Studies (Understands concepts and content vocabulary)	1			4
Art (Demonstrates knowledge and required skills for creation in the visual arts)	1			4
Music (Demonstrates knowledge and musical skills)	1			4
Physical Education (Demonstrates knowledge and skills)	1			4

# Characteristics of Successful Learners

Characteristics of Successful Learners are the essential goals of standards-based learning for students in all grade levels.

Ratings: MS = Most of the Time F = Frequently S = Sometimes NY = Not Yet

Successful Learner Characteristics	Q1	Q2	Q3	Q4	Successful Learner Characteristics	Q1	Q2	Q3	Q4
<b>LEARNER: The ability to be responsible for one's own learning</b> <ul style="list-style-type: none"> <li>Works / thinks independently and asks for help when needed</li> <li>Organizes workplace and materials</li> <li>Use feedback to reflect on one's own learning</li> <li>Sets goals and persistently completes tasks</li> </ul>	1			4	<b>QUALITY PRODUCER:</b> <ul style="list-style-type: none"> <li>Strives for Accuracy</li> <li>Gathers Data Through Multiple Sources</li> </ul>	1			4
<b>COMMUNITY CONTRIBUTOR: The understanding that it is essential for human beings to work together</b> <ul style="list-style-type: none"> <li>Participates cooperatively and appropriately with others to achieve shared goals</li> <li>Shows respect and recognizes the feelings of others</li> <li>Follows school and classroom rules</li> <li>Makes good choices</li> <li>Listens with empathy and displays an appropriate sense of humor</li> </ul>	1			4	<b>EFFECTIVE COMMUNICATOR:</b> <ul style="list-style-type: none"> <li>Speaks effectively in front of a group</li> <li>Listens attentively to gain understanding</li> <li>Contributes effectively through speaking, drawing and writing</li> </ul>	1			4
<b>COMPLEX THINKER: The ability to demonstrate critical thinking and problem-solving strategies</b> <ul style="list-style-type: none"> <li>Applies knowledge and experiences to new situations</li> <li>Explains answers and makes adjustments</li> <li>Generates new, novel, and different ideas</li> <li>Asks questions and is a problem solver</li> </ul>	1			4	<b>EFFECTIVE/ETHICAL USER OF TECHNOLOGY:</b> <ul style="list-style-type: none"> <li>Uses various technologies to find information and solve problems</li> <li>Uses various technologies to create new products</li> <li>Understands how technology is used</li> <li>Uses technology in a responsible manner</li> </ul>	1			4