

**Staff Development Day  
September 29, 2008  
Kindergarten**

Group Norms

- 1) Cell phones off
- 2) One computer on to take notes
- 3) Stay on task/time keeper

Kindergarten had met during the summer and aligned their report card to the state standards in both reading and math. As a result Kindergarten now has a standards-based report card. Today the group decided to take a look at the standards that were on the report card to make sure that they are aligning with what was being tested in grade 3.

**Q1: Most Critical Reading Standards for improving student achievement**

**Standard 1**

- 1) K 1.2

**Standard 2**

- 1) Rhyming words-the highest assessed in Grade 3 (K 2.10)
- 2) Producing sounds for letters (beginning reading skills) (K 2.12 & K 2.13)
- 3) Blending CVC words/sight words (K 2.8 & K 2.14)

**Q2: Standards & Benchmarks-how (and where) are they addressed in the Scott Foresman Reading Series**

**-Standard 1: Students engage in the research process**

- K 1.3 Unit 3 Weeks 4-6  
Unit 5 Weeks 1-3  
Unit 6 Weeks 4-6

**\*\*\*K 1.2 Not addressed**

**-Standard 2: Students engage in reading process**

- K 2.1 Unit 2 Weeks 4-6  
Unit 3 Weeks 1-3  
Unit 4 Weeks 4-6  
Unit 5 Weeks 1-3  
Unit 6 Weeks 4-6

- K 2.2 Unit 1 Weeks 1-6 (Year long priority)  
Unit 2 Weeks 1-3  
Unit 3 Weeks 1-6  
Unit 4 Weeks 4-6  
Unit 5 Weeks 4-6  
Unit 6 Weeks 4-6

**\*\*\*K 2.3Not addressed**

K 2.4 Unit 1 Weeks 1-4  
(Year long priority)

K 2.5 Year long  
Emphasis starting in Unit 2

K 2.6 Year long  
Addressed in Extended day activities and Family Times

K 2.7 Unit 2 Weeks 4-6  
Unit 3 Weeks 1-6  
Unit 4 Weeks 1-6  
Unit 5 Weeks 1-6  
Unit 6 Integrated throughout

K 2.8 Unit 1 Weeks 1-3  
Unit 2 Weeks 1-6  
Unit 3 Weeks 1-6  
Unit 4 Weeks 1-6  
Unit 5 Weeks 1-6  
Unit 6 Integrated throughout

K 2.9 Unit 1 Weeks 1-3  
Integrated throughout the rest of the units 2-6

K. 10 Unit 1 Weeks 1-3  
Integrated throughout the rest of the units 2-6

K 2.11 Unit 1 Weeks 1-3  
Unit 2 Weeks 1-6  
Integrated throughout the rest of the year units 2-6 **by teacher**

K 2. 12 Unit 1 Weeks 4-6  
Units 2-5 (all weeks)  
Unit 6 practiced

K 2. 13 Unit 1 Weeks 4-6  
Units 2-5 (all weeks)  
Unit 6 practiced

K 2.14 Units 1 Weeks 1-3  
Units 2-5 all weeks  
Unit 6 practiced/integrated

K 2.15 Units 2-6 all weeks

K 2.16 Unit 1 Weeks 1-4

K 2.17 Units 1-6 all weeks (year long)

K 2.18 Units 1-6 all weeks (year long)

K 2.19 Units 1-6 all weeks (year long)

K 2.210 Units 1-6 all weeks (year long)

**Q3: Are there benchmarks not addressed in the reading series? If not, how will you teach these benchmarks?**

**YES**

-K 1.2 Research tools

-K 2.3 Book handling/concepts of print

**Will be addressed by:**

-K 1.2 Research Tools: Use the Extended day activities at the end of each day and centers; teacher created materials (ie student ABC dictionaries); Family Times

-K 2.3 Book handling/concepts of print: assessed in baseline and taught by classroom teacher

**Q8: Is there a system for grade levels to share with other grade levels which Standards & Benchmarks have been mastered?**

-Kindergarten has gone to a standards-based report card with specific reports for each student (Generic report card and specific student reports-emphasis on quarter 4)

-DIBELS

-Primary MAP? (if schools were doing this)

-collaboration/dialogue with teachers above & below grade levels

**CONCERN:**

Having to explain to parents about the new standards based report cards. It would be helpful if the administration (district level) would send a letter to parents explaining the “new” way of looking at “grades” or assessing students. This report card is a continuum and not the traditional A, B, C, D/E, S, G, N grading model. Some concrete communication would be helpful

Need to have kindergarten report card in alignment with the state standards and not exceeding these so that it is totally a kindergarten standards based report card.

We are hopeful that all kindergarten teachers by our October kindergarten meeting that we will have a final draft of the report card with the student reports so that we are able to have some time to work with them before parent/teacher conferences.

We liked getting together between schools. Beneficial to share and collaborate. We would like to do this again.