

Student Information		School Information	
Student Name	Student, Sample	School	Lone Pine Elementary
Student Id	Student ID	Principal	Mary Hillberry, PhD
Track	Lone Pine Elem 14/15	School Phone	248-341-7300
Grade	K	School Address	3100 Lone Pine Rd
Teacher	Harris, Michelle		West Bloomfield, MI 48323

**To the Parent or Guardian of:
Sample Student
1234 Main Street
Home Town, MI 48323**

TERMS

S1E Semester 1 Elementary (9/2 - 1/23)
S2E Semester 2 Elementary (1/26 - 6/16)

Attendance	S1E	S2E		
Days Enrolled	88	91		
Days Absent	8	0		
Days Tardy	0	0		

"W" - Within Grade Level Expectations
"N" - Needs More Practice
"- " - Not Assessed

Kindergarten PYP Learner Prof. Harris, M	S1E	S2E
Standards		
PYP LEARNER PROFILE		
Inquirer: Nurtures curiosity, developing skills for inquiry & research. Knows how to learn indepthly & with others.	<input type="checkbox"/>	<input type="checkbox"/>
Communicator: Expresses themselves confidently & creatively in more than one language & in many ways.	<input type="checkbox"/>	<input type="checkbox"/>
Thinker: Uses critical & creative thinking skills to analyze & take responsible action on complex problems.	<input type="checkbox"/>	<input type="checkbox"/>
Courageous: Approaches uncertainty with forethought & determination; works independently & cooperatively etc.	<input type="checkbox"/>	<input type="checkbox"/>
Knowledgeable: Develops & uses conceptual understanding, exploring knowledge across a range of disciplines.	<input type="checkbox"/>	<input type="checkbox"/>
Principled: Acts with integrity & honesty, with a strong sense of fairness & justice with respect for the dignity of others.	<input type="checkbox"/>	<input type="checkbox"/>
Caring: Shows empathy, compassion & respect. Commitment to service & acts to make a positive difference.	<input type="checkbox"/>	<input type="checkbox"/>
Open-minded: Critically appreciates their own cultures & personal histories, as well as the values & traditions of others.	<input type="checkbox"/>	<input type="checkbox"/>
Balanced: Understands the importance of balancing different aspects of their lives to achieve well-being for themselves & others	<input type="checkbox"/>	<input type="checkbox"/>
Reflective: Thoughtfully considers the world & their own ideas & experience. Works to understand strengths & weaknesses.	<input type="checkbox"/>	<input type="checkbox"/>
A COMMITMENT TO RESPONSIBLE CITIZENSHIP		
Demonstrates self-control.	<input type="checkbox"/>	<input type="checkbox"/>
Strives for personal best.	<input type="checkbox"/>	<input type="checkbox"/>
Understands & implements classroom essential agreements.	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates appropriate listening skills & follows directions.	<input type="checkbox"/>	<input type="checkbox"/>
FINE MOTOR DEVELOPMENT		
Uses pencil & scissors appropriately.	<input type="checkbox"/>	<input type="checkbox"/>
Notes		
S1E: Semester 1 teacher notes may appear here.		
S2E: Semester 2 teacher notes may appear here.		
Kindergarten ELA Language Harris, M	S1E	S2E
Standards		
CONVENTIONS OF STANDARD ENGLISH		

Kindergarten ELA Language Harris, M	S1E	S2E
Standards		
Print many upper- & lowercase letters. (upper in S1, lower in S2) L.K.1.a	<input type="checkbox"/>	<input type="checkbox"/>
Use frequently occurring nouns & verbs. L.K.1.b	<input type="checkbox"/>	<input type="checkbox"/>
Form regular plural nouns orally by adding /s/ or /es/. L.K.1.c	<input type="checkbox"/>	<input type="checkbox"/>
Understand & use question words (interrogatives) (e.g., who, what, where, when, why, how). L.K.1.d	<input type="checkbox"/>	<input type="checkbox"/>
Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). L.K.1.e	<input type="checkbox"/>	<input type="checkbox"/>
Produce & expand complete sentences in shared language activities. L.K.1.f	<input type="checkbox"/>	<input type="checkbox"/>
Capitalize the first word in a sentence & the pronoun I. L.K.2.a	<input type="checkbox"/>	<input type="checkbox"/>
Recognize & name end punctuation. L.K.2.b	<input type="checkbox"/>	<input type="checkbox"/>
Write a letter or letters for most consonant & short-vowel sounds (phonemes). L.K.2.c	<input type="checkbox"/>	<input type="checkbox"/>
Spell simple words phonetically, drawing on knowledge of sound-letter relationships. L.K.2.d	<input type="checkbox"/>	<input type="checkbox"/>
VOCABULARY ACQUISITION AND USE		
Use words & phrases acquired through conversations, reading & being read to, & responding to texts. L.K.6	<input type="checkbox"/>	<input type="checkbox"/>
Identify new meanings for familiar words & apply them accurately. L.K.4.a	<input type="checkbox"/>	<input type="checkbox"/>
Use the most frequently occurring inflections & affixes as a clue to the meaning of an unknown word. L.K.4.b	<input type="checkbox"/>	<input type="checkbox"/>
Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. L.K.5.a	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate understanding of frequently occurring verbs & adjectives by relating them to their opposites (antonyms). L.K.5.b	<input type="checkbox"/>	<input type="checkbox"/>
Identify real-life connections between words & their use (e.g., note places at school that are colorful). L.K.5.c	<input type="checkbox"/>	<input type="checkbox"/>
Distinguish shades of meaning among verbs describing the same general action by acting out the meanings. L.K.5.d	<input type="checkbox"/>	<input type="checkbox"/>
Notes		
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Kindergarten ELA Reading Harris, M	S1E	S2E
Standards		

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Kindergarten ELA Reading Harris, M	S1E	S2E
Standards		
FOUNDATIONAL SKILLS (PHONICS, WORD RECOGNITION, FLUENCY):		
Follow words from left to right, top to bottom, & page by page. RF.K.1.a		
Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1.b		
Understand that words are separated by spaces in print. RF.K.1.c		
Recognize & name all upper- & lowercase letters of the alphabet. (upper in S1, lower in S2) RF.K.1.d		
Recognize & produce rhyming words. RF.K.2.a		
Count, pronounce, blend, & segment syllables in spoken words. RF.K.2.b		
Blend & segment onsets & rimes of single-syllable spoken words. RF.K.2.c		
Isolate & pronounce the initial, medial vowel, & final sounds (phonemes) in 3-phoneme words. RF.K.2.d		
Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. RF.K.2.e		
Demonstrate basic knowledge of 1-1 letter-sound correspondences by producing the primary sound for each consonant. RF.K.3.a		
Associate the long & short sounds with common spellings (graphemes) for the five major vowels. RF.K.3.b		
Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). RF.K.3.c		
Distinguish between similarly spelled words by identifying the sounds of the letters that differ. RF.K.3.d		
Read emergent-reader texts with purpose & understanding. RF.K.4		
KEY IDEAS & DETAILS:		
With prompting & support, ask & answer questions about key details in a story or text. RL.K.1,RI.K.1		
With prompting & support, retell familiar stories, including key details. RL.K.2,RI.K.2		
With prompting & support, identify characters, settings, & major events in a story. RL.K.3,RI.K.3		
CRAFT & STRUCTURE:		
Ask & answer questions about unknown words in a text. RL.K.4,RI.K.4		
Recognize common types of texts (e.g., storybooks, poems). RL.K.5		
Identify the front cover, back cover, & title page of a book. RI.K.5		
With prompting & support, name the author & illustrator of a story &/or text, define the role of each. RL.K.6,RI.K.6		
INTEGRATION OF KNOWLEDGE & IDEAS:		
With prompting & support, descr. the relationship between illustrations & the story or text in which they appear. RL.K.7,RI.K.7		
With prompting & support, identify the reasons an author gives to support points in a text. RI.K.8		
With prompting & support, compare & contrast the adventures & experiences of characters in familiar stories. RL.K.9		
With prompting & support, identify basic similarities in & differences between 2 texts on the same topic. RI.K.9		
RANGE OF READING & LEVEL OF TEXT COMPLEXITY:		
Actively engage in group reading activities with purpose & understanding. RL.K.10, RI.K.10		

Kindergarten ELA Reading Harris, M	S1E	S2E
Notes		
S1E: Semester 1 teacher notes may appear here.		
S2E: Semester 2 teacher notes may appear here.		
Kindergarten ELA Speaking/Listen Harris, M	S1E	S2E
Standards		
COMPREHENSION & COLLABORATION		
Follow agreed-upon rules for discussions. SL.K.1.a		
Continue a conversation through multiple exchanges. SL.K.1.b		
Confirm understanding of a text read aloud or info. presented orally or through other media by asking & answering quest. SL.K.2		
Ask & answer questions in order to seek help, get info., or clarify something that is not understood. SL.K.3		
PRESENTATION OF KNOWLEDGE & IDEAS		
Describe familiar people, places, things, & events, & with prompting & support, provide additional detail. SL.K.4		
Add drawings or other visual displays to descriptions as desired to provide additional detail. SL.K.5		
Speak audibly & express thoughts, feelings, & ideas clearly. SL.K.6		
Notes		
S1E: Semester 1 teacher notes may appear here.		
S2E: Semester 2 teacher notes may appear here.		
Kindergarten ELA Writing Harris, M	S1E	S2E
Standards		
TEXT TYPES & PURPOSES		
Use a combination of drawing, dictating, & writing to compose opinion pieces & state an opinion or preference. W.K.1		
Use a combination of drawing, dictating, & writing to compose informative/explanatory texts. W.K.2		
Use a combination of drawing, dictating, & writing to narrate a single event, tell about the events & provide a reaction. W.K.3		
PRODUCTION & DISTRIBUTION OF WRITING		
With guidance & support, respond to questions & suggestions from peers & add details to strengthen writing. W.K.5		
With guidance & support, explore a variety of digital tools to produce & publish writing. W.K.6		
RESEARCH TO BUILD & PRESENT KNOWLEDGE		
Participate in shared research & writing projects. W.K.7		
With guidance & support fr adutls, recall info from experiences or gather info fr provided sources to answer a question. W.K.8		
Notes		
S1E: Semester 1 teacher notes may appear here.		
S2E: Semester 2 teacher notes may appear here.		
Kindergarten Foreign Language-S1 Burgman, I	S1E	S2E
Standards		
KINDERGARTEN UNIT 1: FIRST STEP TO THE SPANISH SPEAKING WORLD		
Follow some basic classroom commands in Spanish. 1.2.N.L.a		

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Kindergarten Foreign Language-S1 Burgman, I	S1E	S2E
Standards		
Use proper forms of courtesy in Spanish. 1.1.N.SL.a		
Say "hello" and "goodbye" in Spanish. 1.1.N.SL.a		
Express feelings in Spanish. 1.1.N.SL.b		
KINDERGARTEN UNIT 2: MY SPANISH CLASSROOM		
Identify big and small in Spanish. 5.2.N.a		
Count to ten in Spanish. 1.2.N.L.a		
Follow some basic directions in Spanish. 1.2.N.L.a		
Identify four basic colors in Spanish. 5.2.N.a		
Identify three school supplies described in Spanish. 5.2.N.a		

Notes
S1E: Semester 1 teacher notes may appear here.

Kindergarten Foreign Language-S2 Burgman, I	S1E	S2E
Standards		
KINDERGARTEN UNIT 3: MY FAMILY		
Identify three school supplies described in Spanish. 5.2.N.a		
Say how many people are in a family in Spanish. 1.3.N.S.b		
KINDERGARTEN UNIT 4: MY FAVORITE FRUIT		
Express like or dislike of a fruit in Spanish. 1.1.N.SL.j		
Recognize the names of fruits expressed in Spanish. 1.2.N.L.a		
KINDERGARTEN UNIT 5: MY WINTER CLOTHING		
Identify in writing winter clothing described in Spanish. 1.3.N.S.b		
Name at least three items of winter clothing in Spanish. 1.1.N.RW.b, 1.2.N.L.a		
KINDERGARTEN UNIT 6: ANIMALS ON THE FARM		
Distinguish among animals on the farm described in Spanish. 1.1.N.SL.h		
Name at least three animals on the farm in Spanish. 1.3.N.S.b		

Notes
S2E: Semester 2 teacher notes may appear here.

Kindergarten Math Harris, M	S1E	S2E
Standards		
COUNTING & CARDINALITY		
Count to 100 by ones & tens. K.CC.1		
Count forward beginning from a given number within the known sequence (instead of having to begin at 1). K.CC.2		
Write numbers from 0 to 20. Represent a number of objects with written numeral 0-20 (with 0 = a count of no objects). K.CC.3		
When counting object say the number names in the standard order, pairing each object with one & only one number name. K.CC.4.a		
Understand that the last number name said tells the number of objects counted. K.CC.4.b		
Understand that each successive number name refers to a quantity that is one larger. K.CC.4.c		
Count to answer questions about as many as 20 things or as many as 10 things. K.CC.5		

Kindergarten Math Harris, M	S1E	S2E
Standards		
Identify whether the number of objects in one group is $>$, $<$, or equal to the number of objects in another group. K.CC.6		
Compare 2 numbers between 1 & 10 presented as written numerals. K.CC.7		
OPERATIONS & ALGEBRAIC THINKING		
Represent addition & subtraction with objects, fingers, drawings, sounds, verbal expl., expressions, or eqs. K.OA.1		
Solve addition & subtraction word problems & add & subtract within 10. K.OA.2		
Decompose numbers less than or equal to 10 into pairs in more than one way. K.OA.3		
For any number from 1 to 9, find the number that makes 10 when added to the given number. K.OA.4		
Fluently add & subtract within 5. K.OA.5		

NUMBER & OPERATIONS IN BASE TEN
Compose & decompose numbers from 11 to 19 into ten ones & some further ones. K.NBT.1

MEASUREMENT & DATA
Describe measurable attributes of objects. Describe several measurable attributes of a single object. K.MD.2
Classify objects into given categories; count the numbers of objects in each category & sort the categories by count. K.MD.3

GEOMETRY
Describe objects in the environment using names of shapes, & describe the relative positions of these objects. K.G.1
Correctly name shapes regardless of their orientations or overall size. K.G.2
Identify shapes as 2-dimensional (lying in a plane, "flat") or 3-dimensional ("solid"). K.G.3
Analyze & compare 2- & 3-dimension shapes, using informal language to describe similarities, differences, parts. K.G.4
Model shapes in the world by building shapes from components (e.g., sticks & clay balls) & drawing shapes. K.G.5

Notes
S1E: Semester 1 teacher notes may appear here.
S2E: Semester 2 teacher notes may appear here.

Kindergarten Science Harris, M	S1E	S2E
Standards		
SCIENCE PROCESSES: INQUIRY		
Make purposeful observation of the natural world using the appropriate senses. S.IP.00.11		
Generate questions based on observations. S.IP.00.12		
Plan & conduct simple & fair investigations. S.IP.00.13		
Manipulate simple tools that aid observation & data collection. S.IP.00.14		
Make accurate measurements with appropriate (non-standard) units for the measurement tool. S.IP.00.15		
Construct simple charts from data & observations. S.IP.00.16		
SCIENCE PROCESSES: INQUIRY ANALYSIS & COMMUNICATION		
Share ideas about science through purposeful conversation. S.IA.00.12		
Communicate & present findings of observations. S.IA.00.13		

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Kindergarten Science	S1E	S2E
Harris, M		
Standards		
Develop research strategies & skills for info. gathering. S.IA.00.14		
SCIENCE PROCESSES: REFLECTION & SOCIAL IMPLICATIONS		
Demonstrate scientific concepts through various illustrations, performances, models, exhibits, & activities. S.RS.00.11		
PHYSICAL SCIENCE: FORCE & MOTION		
Compare the position of an object in relation to other objects around it. P.FM.00.11		
Describe the motion of an object (for example: away from or closer to) from different observers' views. P.FM.00.12		
Observe how objects fall toward the Earth. P.FM.00.21		
Demonstrate pushes & pulls. P.FM.00.31		
Observe that objects initially at rest will move in the direction of the push or pull. P.FM.00.32		
Observe how pushes & pulls can change the speed or direction of moving objects. P.FM.00.33		
Observe how shape (for example: cone, cylinder, sphere), size, & weight of an object can affect motion. P.FM.00.34		
LIFE SCIENCE: ORGANIZATION OF LIVING THINGS		
Identify that living things have basic needs. L.OL.00.11		
Identify & compare living & nonliving things. L.OL.00.12		
EARTH SCIENCE: SOLID EARTH		
Identify Earth materials (air, water, soil) that are used to grow plants. E.SE.00.11		
Notes		
S1E: Semester 1 teacher notes may appear here.		
S2E: Semester 2 teacher notes may appear here.		

Kindergarten Social Studies	S1E	S2E
Harris, M		
Standards		
HISTORY: LIVING & WORKING TOGETHER		
Distinguish among yesterday, today, tomorrow. K-H2.0.1		
Create a timeline using events from their own lives. K.H2.0.2		
Identify the beginning, middle, & end of historical narratives or stories. K.H2.0.3		
Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos). K.H2.0.4		
GEOGRAPHY: THE WORLD IN SPATIAL TERMS		
Recognize that maps & globes represent places. K-G1.0.1		
Use environmental directions or positional words to identify significant locations in the classroom. K-G1.0.2		
GEOGRAPHY: PLACES & REGIONS		
Identify & describe places in the immediate environment (e.g., classroom, home, playground). K-G2.0.1		
GEOGRAPHY: ENVIRONMENT & SOCIETY		
Describe ways people use the environment to meet human needs & wants (e.g., food, shelter, clothing). K-G5.0.1		
CIVICS & GOVERNMENT: VALUES & PRINCIPLES OF AMERICAN DEMOCRACY		
Identify our country's flag as an important symbol of the United States. K-C2.0.1		
Explain why people do not have the right to do whatever they want to do. K-C2.0.2		

Kindergarten Social Studies	S1E	S2E
Harris, M		
Standards		
Describe fair ways for groups to make decisions. K-C2.0.3		
CIVICS & GOVERNMENT: ROLES OF THE CITIZENS IN AMERICAN DEMOCRACY		
Describe situations in which they demonstrated self-discipline & individual responsibility. K-C5.0.1		
ECONOMICS: MARKET ECONOMY		
Distinguish between goods & services. K-E1.0.2		
Recognize situations in which people trade. K.E1.0.3		
PUBLIC DISCOURSE, DECISION MAKING, & CITIZEN INVOLVEMENT: IDENTIFYING & ANALYZING PUBLIC ISSUES		
Identify classroom issues. K-P3.1.1		
Use simple graphs to explain info. about a classroom issue. K-P3.1.2		
Compare their viewpoint about a classroom issue with the viewpoint of another person. K-P3.1.3		
PUBLIC DISCOURSE, DECISION MAKING, & CITIZEN INVOLVEMENT: PERSUASIVE COMMUNICATION ABOUT A PUBLIC ISSUE		
Express a position on a classroom issue. K-P3.3.1		
PUBLIC DISCOURSE, DECISION MAKING, & CITIZEN INVOLVEMENT: CITIZEN INVOLVEMENT		
Develop & implement an action plan to address or inform others about a public issue. K-P4.2.1		
Participate in projects to help or inform others. K-P4.2.2		
Notes		
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