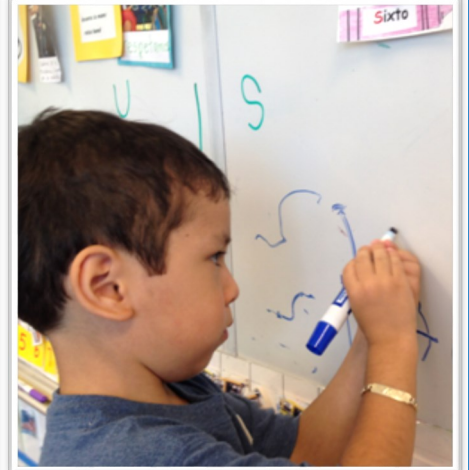


Strong Start to Kindergarten

STUDENT GOALS FOR EDUCATORS

Based on Teaching Strategies GOLD



EVANSTON/SKOKIE
SCHOOL DISTRICT 65

Strong Start to Kindergarten - Student Goals for Educators

Based on Teaching Strategies GOLD

September 9, 2016

Dear Evanston/Skokie Early Childhood Educators,

As part of the Evanston Cradle to Career (EC2C) effort, District 65 is working collaboratively with partners and organizations throughout the community to achieve the vision of ensuring that by the age of 23, all Evanston young adults will be on the path to leading productive, satisfying lives. This vision closely aligns with our mission in District 65 which states that "working together as a community, we will inspire creativity and prepare each student to achieve academically, grow personally, and contribute positively to a global society. Every Child, Every Day, Whatever it Takes."

Ensuring every child receives a strong start is an important first step to realizing these goals. This document has been created collaboratively by early childhood and kindergarten educators within District 65 with input from early childhood educators throughout our community. Thank you to all those who contributed by sharing their insights, experiences, and expertise. **This document is designed for educators with the goal of creating a shared set of focus areas when working with the pre-kindergarten youth in our community.** This document is intended to honor the fact that early childhood education must focus on the whole child and stresses the importance of social emotional skills by sharing this domain first. As educators, we understand the significance of social emotional skill development in addition to other domains including language, cognitive, literacy, and mathematics. The combination of skill development in each of these areas will support our youth in a strong start in kindergarten. Work is underway to develop a supplemental, parent-friendly resource that can serve as a resource for families in supporting their child's learning. Stay tuned for details on this document later in the school year.

The team has elected to use the Teaching Strategies GOLD standards and descriptors as a foundation for this document. This assessment is widely used by early childhood providers in our community. The team honed in on specific objectives and benchmarks that were seen as most essential.

We hope this document will provide a foundation for collaboration and alignment with the early childhood community that will prepare students for success in District 65. Our efforts to help a greater number of District 65 students get off to a strong start in kindergarten underscores our commitment to serving "every child, every day, whatever it takes."

Thank you for your commitment to serving our youngest learners.

Kind Regards,

Paul D. Goren
Superintendent of Schools
Evanston/Skokie School District 65



SOCIAL EMOTIONAL

GOLD: *Objective 1 - Regulates own emotions and behaviors:*

Manages feelings	Follows limits and expectations	Takes care of own needs appropriately
<p>Student is able to look at a situation differently or delay gratification and controls strong emotions in an appropriate manner most of the time.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • When the block area is full, looks to see what other areas are available • Scowls and says, "I didn't get to paint this morning." Pauses and adds, "I have an idea. I can paint after snack" • Asserts, "I'm mad. You're not sharing the blocks! I'm going to play with the ramps. • Says, "I'm so excited! We're going to the zoo today!" while jumping up and down 	<p>Student manages classroom rules, routines, and transitions with occasional reminders.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Indicates that only four persons may play at the water table • Cleans up when music is played • Goes to rest area when lights are dimmed 	<p>Student demonstrates confidence in meeting own needs.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Washes hands and uses towel to dry • Stays involved in activity of choice • Uses materials, utensils, and brushes appropriately • Takes off coat and hangs it up • Puts away toys • Volunteers to feed the fish

GOLD: *Objective 2 - Establishes and sustains positive relationships*

Forms relationships with adults	Responds to emotional cues	Interacts with peers
<p>Student manages separations without distress and engages with trusted adults.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Waves good-bye to caregiver/parent and joins class • Accepts teacher's explanation of why they are leaving the room and continues playing 	<p>Student identifies basic emotional reactions of others and their causes accurately.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Says, "She's happy because her brother is here." "He's sad because his toy broke." • Matches a picture of a happy face with a child getting a present or a sad face with a picture of a child dropping the banana she was eating 	<p>Student initiates, joins in, and sustains positive interactions with a small group of two to three children.</p> <p>Recognizes and respects differences among peers*</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Sees group pretending to ride a bus and says, "Let's go to the zoo on the bus." • Enters easily into ongoing group play and plays cooperatively

GOLD: Objective 3 - Participates cooperatively and constructively in group situations

Balances needs and rights of self and others	Solves social problems
<p>Student initiates the sharing of materials in the classroom and outdoors.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Gives another child the gold marker to use but asks to use it again when the other is done • Invites another child to pull the wagon with her 	<p>Student seeks adult help to resolve problems.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Goes to adult crying when someone takes the princess dress she wanted to wear • Calls for the teacher when another child grabs the play dough at the same time he does • Asks for help.

LANGUAGE

GOLD: Objective 8 - Listens to and understands increasingly complex language

Comprehends language	Follows directions
<p>Student responds appropriately to specific vocabulary and simple statements, questions, and stories.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Finds his favorite illustration in a storybook when asked • Listens to friend tell about cut finger and then goes to the dramatic play area to get a Band-Aid® • Responds using gestures to compare the sizes of the three leaves 	<p>Student follows directions of two or more steps that relate to familiar objects and experiences.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Washes and dries hands after being reminded about the hand-washing sequence • Completes a sequence of tasks, "Get the book bin and put it on the table. Then bring the paper and crayons."

GOLD: Objective 9 - Uses language to express thoughts and needs

Speaks clearly	Language usage	Tells about another time or place
<p>Student is understood by most people; may mispronounce new, long, or unusual words.</p>	<p>Student uses complete, four- to six-word sentences (Uses language for a variety of purposes to expresses thoughts and needs with expanded sentences).</p>	<p>Student tells stories about other times and places that have a logical order and that include major details.</p>

<p>Examples include:</p> <ul style="list-style-type: none"> • Says, "I saw ants and a hoppergrass" (grasshopper) • Speaks so is understood by the school visitor 	<p>Examples include:</p> <ul style="list-style-type: none"> • Says, "I chose two books." • Says, "We are going to the zoo." • Says, "Grandma came and we went home." 	<p>Examples include:</p> <ul style="list-style-type: none"> • Tells about past experiences, reporting the major events in a logical sequence • Says, "I went to the shoe store with Gran. I got two pairs of new shoes."
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GOLD: Objective 10 - Uses appropriate conversational and other communication skills

Engages in conversations	Uses social rules of language
<p>Student engages in conversations of at least three exchanges.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Stays on topic during conversations • Maintains the conversation by repeating what the other person says or by asking questions 	<p>Student uses language and social rules while communicating with others; may need reminders.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Takes turns in conversations but may interrupt or direct talk back to self • Regulates volume of voice when reminded

COGNITIVE

GOLD: Objective 11 - Demonstrates positive approaches to learning

Attends and engages	Persists	Shows curiosity and motivation	Shows flexibility and inventiveness in thinking
<p>Student sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Makes relevant contributions to group discussion about class pet • Focuses on making a sign for a building while others are rolling cars down a ramp nearby 	<p>Student plans and pursues a variety of appropriately challenging tasks.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Keeps looking through all of the magnetic letters for those that are in her name • Works with others to learn how to use a new software program 	<p>Student shows eagerness to learn about a variety of topics and ideas.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Seeks answers to questions about the storm • Shows interest in learning how the firefighter's clothes protect him 	<p>Student changes plans if a better idea thought of or proposed.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Accepts idea to use tape instead of glue to fix the tear • Suggests building on a hard surface when structure keeps falling down • Accepts when plans change

GOLD: Objective 12 - Remembers and connects experiences

Recognizes and recalls

Student tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view.

Examples include:

- Identifies four objects taken away while playing "What's Missing?"
- Says, "We went to the baseball game. We sat way up high. We ate peanuts and drank lemonade. I really liked it a lot but my sister didn't."

GOLD: Objective 13 - Uses classification skills

Uses Classification Skills

Student groups objects by one characteristic; then regroupes them using a different characteristic and indicates the reason.

Examples include:

- Says, "These buttons are blue, and these are red"; then resorts buttons into big and little
- Points to groups of animals and says, "These are zoo animals and these are farm animals"; then sorts the zoo animals into those with stripes and those without stripes.

GOLD: Objective 14 - Uses symbols and images to represent something not present

Thinks symbolically

Student plans and then uses drawings, constructions, movements, and dramatizations to represent ideas.

Examples include:

- Sees a dump truck outside and plans how to draw it
- Says, "Let's pretend to be seeds growing like in the book."

Engages in sociodramatic play

Student interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes.

Examples include:

- Pretends to be the bus driver. Tells the other children, "You can be the passengers. Give me your tickets, and I will give you change."

LITERACY

GOLD: Objective 15 - Demonstrates phonological awareness

Notices and discriminates rhyme (English only)	Notices and discriminates alliteration
<p>Student decides whether two words rhyme.</p> <p>Examples include:</p> <ul style="list-style-type: none">• “Do bear and chair rhyme? What about bear and goat?”• Matches rhyming picture cards	<p>Student matches beginning sounds of some words.</p> <p>Examples include:</p> <ul style="list-style-type: none">• Groups objects or pictures that begin with the same sound• Picks up a toy bear when asked, “What begins the same way as box, baby, and bike?”

GOLD: Objective 16 - Demonstrates knowledge of the alphabet

Identifies and names letters	Uses letter–sound knowledge
<p>Student identifies and names 11–20 upper and 11–20 lowercase letters when presented in random order*</p>	<p>Student identifies the sounds of a few letters</p>

- This is defined based on the D65 Kindergarten readiness definition using the ISEL letter recognition assessment and 50th percentile expectation.

GOLD: Objective 17 - Demonstrates knowledge of print and its uses

Uses and appreciates books	Uses print concepts
<p>Student knows some features of a book (title, author, illustrator); connects specific books to authors</p> <p>Examples include:</p> <ul style="list-style-type: none">• Says, “I want to read this Dr. Seuss book today.”• Says, “Eric Carle wrote this book. He is the author.”	<p>Student indicates where to start reading and the direction to follow</p> <p>Examples include:</p> <ul style="list-style-type: none">• Points to beginning of text on the page when pretending to read and moves finger left to right as she continues down the page

GOLD: Objective 18 - Comprehends and responds to books and other texts

Interacts during read-alouds and book conversations	Uses emergent reading skills	Retells stories
<p>Student asks and answers questions about the text; refers to pictures.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Responds, "He was mad. He threw his hat down." 	<p>Student pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult.</p>	<p>Student retells familiar stories using pictures or props as prompts.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Retells the basic events of The Three Little Pigs using felt pieces on a felt board

GOLD: Objective 19 - Demonstrates emergent writing skills

Writes name
<p>Student partially accurate name.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Writes all the letters of own name, although some may not be sequenced correctly • Writes all the letters of own name, but some of the letters are not formed or oriented correctly

MATHEMATICS

GOLD: Objective 20 - Uses number concepts and operations

Counts	Quantifies	Connects numerals with their quantities
<p>Student verbally counts to 20; counts 10 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Counts to twenty while walking across room • Counts ten plastic worms and says, "I have ten" 	<p>Student recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Looks at the sand table and says instantly, without counting, "There are" 	<p>Student identifies numerals to 10 by name and connects each to counted objects to 5.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Shouts, "Seven," and jumps seven times when the teacher holds up the number 7 card • Says, "I put nine buttons in the 9 box."

<p>worms.”</p> <ul style="list-style-type: none"> When asked, “What comes after six?” says, “One, two, three, four, five, six, seven...seven.” 	<p>three children at the table.”</p> <ul style="list-style-type: none"> Says, “I have four cubes. Two are red, and two are blue.” Puts three bunnies in the box with the two bears. Counts and says, “Now I have five.” 	
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GOLD: Objective 21 - Explores and describes spatial relationships and shapes

Understands spatial relationships

Student uses and responds appropriately to positional words indicating location, direction, and distance (next to, in front, behind, under, in, off, etc.).

Examples include:

- Says, “Look for the surprise behind the tree.”
- Get the glue next to the box

GOLD: Objective 23 - Demonstrates knowledge of patterns

Knowledge of Patterns

Student extends and creates simple repeating patterns.

Examples include:

- Makes a repeating movement pattern, e.g., stomp, stomp, clap, clap; stomp, stomp, clap, clap; stomp, stomp, clap, clap; etc.
- When shown pattern of cubes, e.g., red, blue, blue, red; red, blue, blue, red; etc., adds to it correctly