

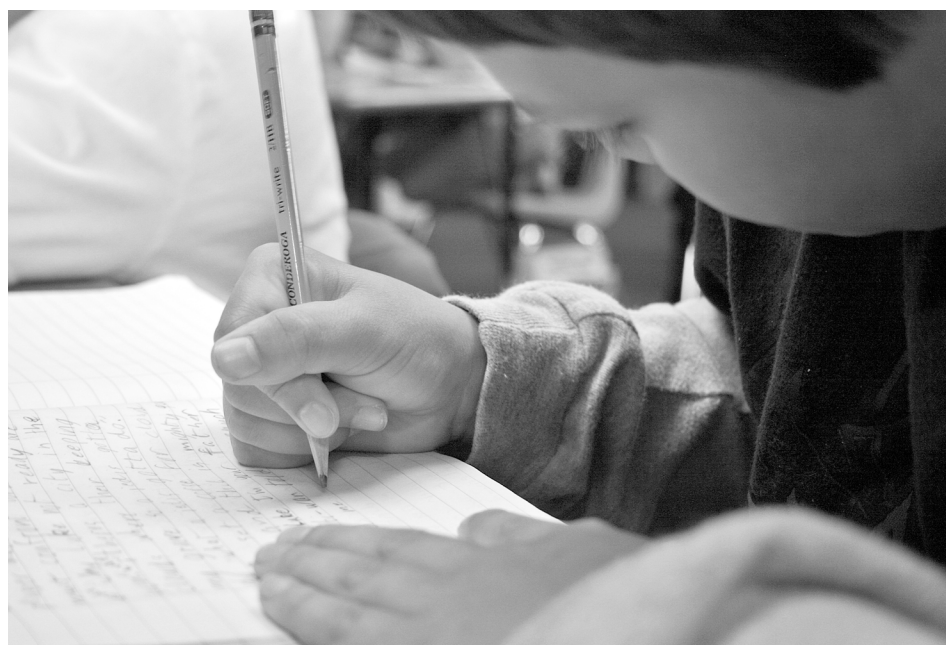
ELEMENTARY CURRICULUM and ASSESSMENT GUIDE



Content Overview

Support for Learning

Student Expectations



SUMNER SCHOOL DISTRICT

WWW.SUMNER.WEDNET.EDU



How families can use this guide

This parent guide has been created as an overview of what students know and are able to do in the Sumner School District.

This guide can be used with the report card to provide more information.

The goal is to help parents support their child's academic development.

When children and parents talk regularly about school, children perform better academically.

A home environment that encourages learning is more important to student achievement than income, education level, or cultural background.



When parents are involved in their child's education they do better in school.

REPORT CARD SCORING

The following rating scale is used to assess student achievement:

1	2	3	4
Needs Support	Developing Skills	Meets Expectations	Exceeds Expectations
Your child has demonstrated difficulty with the curriculum. He/she requires considerable assistance in this particular area.	Your child's work is close to meeting all of the grade level expectations for a particular skill, however, there are some components missing. The skills are developing, needing some support.	Your child consistently meets all grade level expectations related to a particular skill. The work matches the target set by the teacher, district, and/or state. This is the mark that students aim for as a goal.	Your child consistently goes above and beyond when demonstrating knowledge and application of a particular skill. The quality of work is more sophisticated or creative than what is expected.

At Home

Three kinds of parental involvement at home are consistently associated with higher student achievement: actively organizing and monitoring a child's time, helping with homework and discussing school matters.

There are things you can do that will help your child be a successful student:

- Communicate with your child about school. This includes talking to him/her about his/her friends, activities, teachers, and assignments.
- Show enthusiasm about school and homework.
- Set realistic goals for your child.
- Help your child get organized. Break down assignments into smaller, more manageable parts.
- Provide a quiet study corner in your home complete with school supplies.
- Let your child do their homework, support them when necessary, but allow them to finish the work.
- Expect and praise genuine progress and effort.
- Build connections between what is taught and what your child already knows and understands.
- Discuss your child's progress with his/her teacher.

KINDERGARTEN

Content Overview

Kindergarten is a year of growing socially, emotionally, physically, and intellectually. Below is the learning content for kindergarten.

Reading

Kindergarten students progress through stages to develop their reading skills. They begin by recognizing that letters have sounds and letters or combinations of letters form words. Students gradually develop their vocabulary through rich classroom experiences. Kindergarten students show their comprehension by retelling details in sequence and by predicting events in a story.

Math

In kindergarten, students work on the concepts of shapes, sorting, patterning, number sense, problem-solving, and simple addition and subtraction.

Science

Through hands-on activities students will learn observation skills, an important first step of the scientific inquiry process. The focus of their study is plants and animals.

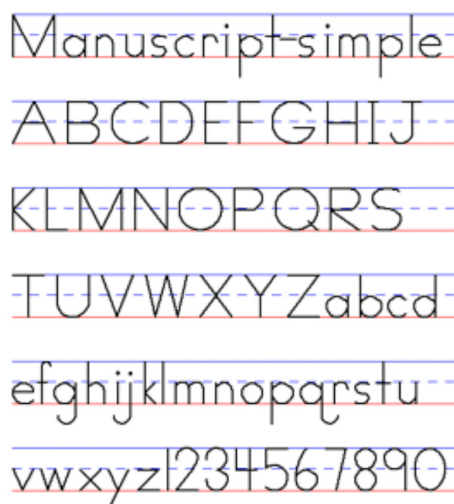
Writing

Students will not only be taught how to form letters correctly but how to express their ideas in written form. They usually begin by using pictures, then random letters, a few known words that they may copy, and eventually writing simple sentences.

Handwriting

Printing is taught with the “ball and stick method.” Handwriting development progresses through stages:

- Scribble
- Pictures
- Letterlike forms or a series of random letters
- Writing words the way they sound
- Spelling most words correctly



Social Studies

Students learn about themselves and their classroom community.

Physical Education

Effort/Skills/Fitness/Sportsmanship

- Comes prepared
- Participates safely and in activities
- Conducts self in a manner conducive to behavior guidelines
- Demonstrates age appropriate motor skills
- Participates in a fair and cooperative manner
- Follows rules
- Demonstrates respectful behavior toward property and equipment
- Demonstrates respectful social behavior

Music

Students will demonstrate the following skills and concepts in music:

- Recognize the four different voices (singing, speaking, whisper, and calling)
- Distinguish the difference between high/low and loud/quiet sounds
- Recognize same and different patterns in music
- Echo, speak chants, and move to the beat

District Expectations

Several times a year, students' skills are formally assessed. There is an expected level of performance in each content area.

Reading

Students must meet grade level expectations on one of the following assessments:

- Kindergarten Literacy Survey

A one-on-one test where students demonstrate their reading skills. The end of the year expectation is for students to master 80% of the skills.

- Developmental Reading Assessment (DRA)

An individually administered test that measures students' reading rate, accuracy, fluency, and comprehension. Students are expected to read at a book level of 3 by the end of the school year.

Writing

Student writing is measured using a checklist of writing skills (see writing section of the report card). By the end of the year, students must earn a score of 3 on 10 of the 13 items on the checklist.

Math

Student expectations in math focus on counting, identifying, and writing numbers. The following is a guide to student progress over the year:

District Expectation	1st Trimester	2nd Trimester	3rd Trimester
Counts numbers to	10	20	100
Identifies numbers to	10	20	31
Writes numbers to	10	20	31

READING

GRADES 1-5

Content Overview

Learning to read and reading to learn are essential skills for every child. The Sumner School District follows Washington State's K-12 Reading Model to help students meet grade level expectations.

District Expectations

Several times a year, students' reading skills are formally assessed. There is an expected level of performance at each grade level. The results of these assessments inform teachers of students' instructional needs.

Students must meet grade level expectations on one of the following assessments:

Developmental Reading Assessment (DRA)

An individually administered test that measures a students' reading rate, accuracy, fluency, and comprehension. To monitor progress towards end of the year expectations for book level and/or score, use the chart below:

DRA	1st Trimester	2nd Trimester	End of Year Expectation
Grade 1 Book Level	8	14	18
Grade 2 Book Level	20	24	28
Grade 3 Book Level	30	34	38
Score	60	63	66
Grade 4 Book Level	40	40	40
Score	70	73	76
Grade 5 Book Level	50	50	50
Score	80	83	86

Degrees of Reading Power (DRP)

This test is given once a year to all students in grades 2-12. This measures how well students utilize vocabulary and inferential skills to understand what they read.

To monitor student progress towards end of year expectations for the DRP, use the chart to the right.

DRP	Expected Score
Grade 2	22
Grade 3	34
Grade 4	42
Grade 5	46

Classroom Performance Expectations

- Uses a variety of word recognition skills and strategies

Word recognition skills and strategies develop as the child learns to read. A few examples of these skills are sounding out the words, blending, and memorizing parts of the word.

- Reads fluently with expression, phrasing, and accuracy

- Reads with understanding (comprehension)

Students explain the meaning of the story or piece of literature; this goes beyond a summary. It may include a lesson learned, or raise a question in the reader's mind. Students understand important ideas and details, draw conclusions, and make inferences based upon evidence from text. Students make connections between the text, self, the world, or other media.

- Reads different materials/genres for information and enjoyment

As reading skills develop, students should be choosing a variety of materials and genres. For example magazines, chapter books, newspapers, nonfiction picture books, folktales, biographies, etc.



Content Overview

The Sumner School District uses the Six Trait Writing Model to help students meet Washington's Grade Level Expectations in Writing.

Six Traits Writing

• Ideas

When ideas are strong, the message is clear and easy to follow. Things make sense because the writer includes detail.

• Organization

Organization is the structure of writing. A writer with a strong organization stays focused on the main idea. They have a sense of sequencing and the reader sees a distinct beginning, middle, and end.

• Voice

Voice is the uniqueness of each writer. Voice lets the reader know the writer is personally engaged in the topic. The writer is aware of his/her audience and communicates accordingly.

• Word Choice

Word Choice paints a picture in the reader's mind. Word Choice includes recognizing overused words, replacing them with more interesting words and using descriptive language.

• Sentence Fluency

Sentence Fluency is the rhythm and flow of the language. Sentences vary in length and style.

• Conventions

Conventions include spelling, punctuation, grammar, capitalization, and presentation.

Writing Process

- Pre-Write – Choosing a topic and organizing ideas
- Draft – Putting ideas into words
- Revise – Re-reading and re-writing to make ideas more powerful
- Edit – Fixing spelling, punctuation, capitalization, and grammar
- Publish – Writing a clean copy and sharing the work with an audience

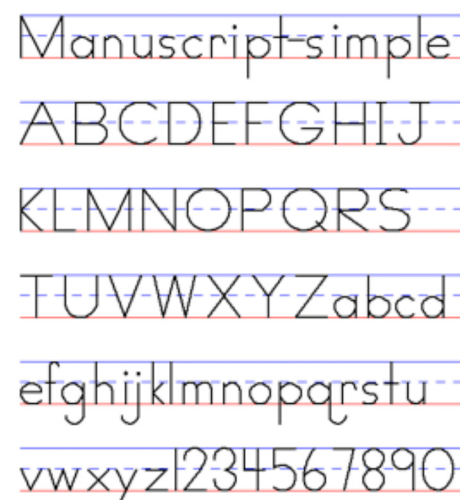
Handwriting

Handwriting is part of the writing trait, conventions. Formal handwriting practice is expected in all grades, K-5. At grades K-2, printing is taught with the "ball and stick method." At grades 3-5, cursive is taught using the D'Nealian method.

The Sumner School District expects that all students write legibly.

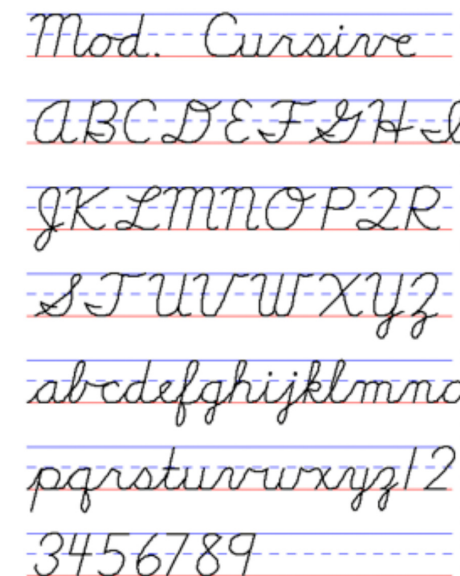
District Expectation

Printing: Grades K-2



District Expectation

Cursive: Grades 3-5



District Expectations

Several times a year, students' writing skills are assessed formally. Scoring is based upon the Six Traits of Writing. Each Trait can have a maximum score of 4 points, for a total of 24 points. There is an expected level of performance at each grade level. The results of these assessments inform teachers of students' instructional needs.

Students must meet grade level expectations on the following assessments:

Classroom Writing Samples

Within the student's writing collection, a student should have at least two papers with a score of 16 or more and one paper with a score of 18 or more.

MATH

GRADES 1-5

Content Overview

The Sumner School District adheres to the Washington State Math standards. Students in each grade level have specific math skills, concepts and procedures they are expected to master.

Core Processes for All Grades

- Reasoning
- Problem Solving
- Communication

Core Content by Grade Level

Grade 1

- Whole Number Relationships
- Addition/Subtraction
- Geometry (Shapes)
- Measurement
- Data/Statistics/Probability

Grade 2

- Place Value
- Addition/Subtraction
- Geometry
- Measurement
- Data/Statistics/Probability

Grade 3

- Place Value
- Addition/Subtraction
- Multiplication/Division
- Fractions
- Geometry
- Data/Statistics/Probability

Grade 4

- Multiplication/Division
- Fractions/Decimals
- Geometry
- Algebra
- Data/Statistics/Probability

Grade 5

- Division
- Fractions/Decimals
(Adding/Subtracting)
- Geometry
- Algebra
- Data/Statistics/Probability

District Expectations

The Sumner School District is aligning district expectations to meet the new state standards.



SCIENCE

GRADES 1-5

Content Overview

Students in the Sumner School District will learn about the three domains of science; Life, Physical and Earth/Space Science. Students' learning about these areas will also include processes for inquiry, application of skills and an understanding of systems.

Core Content by Grade Level

Grade 1

- Liquids and Solids
- Air and Weather
- Land Invertebrates
- Classifying Plants and Animals

Grade 2

- Life Cycles – Vertebrates
- Life Cycles – Plants
- Forces Make Things Move
- Forms of Energy
- The Sun's Daily Motion

Grade 3

- Life Cycles – Aquatic Habitat
- Changes in Ecosystems
- Properties of Materials
- Water and Weather

Grade 4

- Types of Energy
- Variables in Scientific Investigations
- Formation of Earth Materials
- Ecosystems and Food Webs

Grade 5

- Structures and Functions of Living Organisms
- Earth, Moon, and Stars
- Focus on Fossils
- Matter: Properties and Change

Student Investigations

Students learn that scientific investigations involve trying to answer questions by making observations or trying things out.

Grades K-2 Scientific Inquiry Process

1. Ask a question
2. Make a prediction
3. Test the prediction
4. Observe and take notes
5. Decide if the prediction is true or false and tell why

Grades 3-5 Inquiry Process

1. Write a title for the investigation
2. Ask a question or think of a problem statement
3. Make a prediction or hypothesis
4. Write a list of materials
5. Create and follow a list of procedures
6. Record data about what happened
7. Draw a conclusion



SOCIAL STUDIES

GRADES 1-5

Content Overview

In the Summer School District all students learn about the history, geography, economics, and civics of the United States of America and many different cultures. Knowledge of history, geography, civics, and economics is fundamental to students' ability to understand the world in which we live.



Core Content by Grade Level

Grade 1: Families/School Community

Grade 2: Neighborhood/Community

Grade 3: Cultural Universals/Native Americans

Grade 4: Washington State

Grade 5: United States

Tools to Understand Content

Students may include some of the following:

- Text forms and features (i.e. glossary, table of context, index, etc.)
- Atlas
- Almanac
- Timelines
- Maps and Globes
- Illustrations
- Graphs and Charts

Classroom Based Assessment (CBA)

At grades 3-5, teachers formally assess students' knowledge of social studies and research skills by administering a CBA.

Students are given a pre-selected topic, brainstorm ideas about the topic, support their ideas with research, and write an essay explaining their point of view.

MUSIC

GRADES 1-5

Content Overview

Students will experience and demonstrate the following skills and concepts in music throughout the year:

Concepts and Skills by Grade Level Grade 1

- Identify and perform high and low, loud and quiet, and fast and slow sounds
- Match pitch, and echo rhythmic phrases
- Read and perform simple melodies, rhythms and accompaniments
- Recognize and categorize sounds

Classroom Based Performance Assessment (CBPA)

At grade 5, teachers formally assess students' knowledge of music by administering a CBPA.

Grade 2

- Read, create and perform simple melodies, rhythms and accompaniments
- Understand and use loud (forte) and soft (piano)
- Identify the parts of the staff – lines, spaces
- Identify steps, skips and leaps in musical notation
- Create and identify simple forms of music

Grade 3

- Read, create and perform simple melodies, rhythms and accompaniments
- Identify and use basic musical notation
- Perform simple musical forms (i.e. rounds, partner songs)

Grade 4

- Identify families of instruments by sight and sound
- Read, create and perform simple melodies, rhythms and accompaniments
- Demonstrate proper technique on a pitched instrument
- Identify and perform musical forms (i.e. Rondo form)

Grade 5

- Perform and identify musical forms (i.e. Theme and Variation, Rondo form)
- Use proper singing technique
- Perform individually and within an ensemble
- Connect music and the arts to the larger world



PHYSICAL EDUCATION & HEALTH GRADES 1-5

PE Class Expectations

Effort, Skills/Fitness, Sportsmanship

- Comes prepared
- Participates safely and in activities
- Conducts self in a manner conducive to behavior guidelines
- Demonstrates age appropriate motor skills
- Participates in a fair and cooperative manner
- Follows rules
- Demonstrates respectful behavior toward property and equipment
- Demonstrates respectful social behavior

Classroom Based Performance Assessment (CBPA)

At grade 5, teachers formally assess students' knowledge of PE by administering a CBPA.

Health Content Overview

An understanding of good health concepts and practices is essential for all students.

Teaching our students good health and safety principles can lead to a lifetime of healthy practices, resulting in more productive, active, and successful lives.



Core Content by Grade Level

Grade 1

- Healthy Relationships
- Personal Safety

Grade 2

- Healthy Relationships
- Personal Safety

Grade 3

- Healthy Relationships
- Personal Safety
- Effect of Actions

Grade 4

- Healthy Relationships
- Personal Safety
- Human Growth and Development

Grade 5

- Healthy Relationships
- Personal Safety
- Human Growth and Development
- Communicable diseases
- HIV/AIDS Awareness

DISTRICT LEARNER GOALS

As developing citizens for the 21st Century, Sumner students will understand that learning is a dynamic process reflected throughout one's life.

With the achievement of these learner goals, Sumner students will have the foundation for living a balanced and healthy life, succeeding in the workplace, and contributing as members of a global society.

Our students will be ...

Self Directed Learners

- Work independently
- Follow directions
- Complete work on time
- Stay on task
- Develop organizational skills
- Complete and turn in homework
- Take responsibility for own actions

Collaborative Workers

- Work well with others
- Cooperate with adults
- Respect rights and property of others
- Practice self-control

Community Contributors

- Participate in class activities
- Actively contribute to group projects
- Take initiative to help others
- Care for classroom and school environment

Quality Producers

- Demonstrate accuracy
- Produce neat work
- Demonstrate careful planning of a product or presentation

Effective Communicators

- Clearly communicate ideas
- Contribute to a discussion
- Offer and accepts appropriate feedback
- Use technology to communicate learning

Complex Thinkers

- Self-assess
- Willing to take risks
- Demonstrate an understanding of thinking skills



Sumner School District
...a great place to learn!